

## THE IMPLEMENTATION OF ENGLISH PODCAST IN ENHANCING STUDENTS' SPEAKING SKILLS FOR ELEVENTH GRADE STUDENTS

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### Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penerapan podcast bahasa Inggris dalam pembelajaran dapat meningkatkan keterampilan berbicara siswa terutama dalam pengucapan, tata bahasa, kosa kata, kelancaran, dan pemahaman. Sampel penelitian ini adalah siswa kelas XI di SMA Negeri 3 Surabaya tahun ajaran 2020/2021 sebanyak 36 orang. Kelompok tersebut diberikan *pre-* dan *post-test*. Untuk mengumpulkan data, tes berbicara diberikan kepada siswa. Data yang diperoleh dianalisis dengan menggunakan uji t sampel berpasangan. Hasil penelitian menunjukkan bahwa penerapan podcast bahasa Inggris dapat meningkatkan keterampilan berbicara siswa di kelas sebelas. Statistik SPSS digunakan untuk menganalisis data, khususnya dengan menggunakan uji sampel berpasangan. Nilai rata-rata *post-test* adalah (86,33), lebih tinggi dari nilai rata-rata *pre-test* (64,44). Skor t-test adalah -24,478 dan derajat kebebasan (df) adalah 35. Dengan demikian, podcast adalah alat pembelajaran berbasis teknologi yang efektif dan inovatif di kelas bahasa Inggris, terutama dalam mengintegrasikan berbicara.

**Kata Kunci:** podcast, keterampilan berbicara, teknologi.

### Abstract

This study aimed to determine whether the implementation of English podcasts in teaching and learning can enhance students' speaking skills, especially in pronunciation, grammar, vocabulary, fluency, and comprehension. There were 36 eleventh grade students from SMAN 3 Surabaya in the academic year 2020/2021 as the sample. The group was given pre-test and post-test. To collect the data, speaking tests were administered to students. The obtained data were analyzed by using paired sample t-tests. The result showed that implementing an English podcast could enhance students' speaking skills in eleventh-grade students. SPSS Statistics was used to analyze the data, specifically by using paired sample test. The mean post-test score was (86.33), which was higher than the mean score of the pre-test (64.44). The t-test score was -24.478, and the degree of freedom (df) was 35. Accordingly, podcast was an effective and innovative technology-based learning tool in the English classroom, especially in integrating speaking.

**Keywords:** podcast, speaking skills, technology.

### INTRODUCTION

The development of science and technology made language has an essential role in human life. People will express their thoughts, ideas, emotions, and desires by using language. It is used as a medium to interact with each other to fulfil their daily need. Language is a crucial instrument to maintaining the human being relationship. Nowadays, English also considered as one of the means of the development of science and technology. It is also considered as the final goal of the teaching and learning process in which the students are expected to rule the four language skills; listening, speaking, reading, and writing. Among those four skills, speaking is one of the productive skills that is considered the most important skill (Adler et al. in Gareis, 2006) in academic and social life because those who can master it can communicate with others effectively.

Speaking has an important role as a means of daily communication. Speaking is an interactive process of communication used to express the ideas from the speaker to the listener. Speaking is the ability to speak fluently and presupposes knowledge of language features and the ability to process information and language at the same time (Harmer, 2007:284). Speaking is a productive skill since it produces ideas, messages, and suggestions, and we need to practice it (Chastain, 2004).

In non-native English countries, especially in Indonesia, most of the students found that speaking at a good level of English is over one's head. Most of the students encounter difficulties expressing ideas, choosing correct structures, lacking appropriate vocabulary, and producing correct pronunciation. Besides, the students also have limited exposure and experience in using English outside the classroom. They also faced a lack of

confidence in speaking English and didn't proactively take the role in the classroom.

To solve EFL learners' difficulties in speaking English, the English teachers should consider what learning media has the potential to improve their speaking skills. The possible way to help the students pull off their speaking is by initiating an alternative media, the podcast. Podcast is a recording of a discussion about a specific topic, and it can be in the form of audio or a video. Based on *The New Oxford American Dictionary* (Oxford University Press, 2005), podcast is a digital multimedia file available on the internet and can be downloaded to a portable media player, computer, etc. Podcasts are a series of audio and video programs on the web which can be downloaded and listened to on episodes on the computer or other mobile devices: e.g., MP3 players or iPod (Stanley, 2006). Rajpal et al. (2011) describe Podcast as "a standard digital audio and video broadcast that can be downloaded and played in mobile devices, iPhone and iPod". Chan, Chi, Chin, and Lin (2011) discover that podcast covers a wide range of subject matters so that it can be used to help the students enhance their speaking and it can match the students' needs and interests too. Podcast is one technology invention that supports the educational system because it provides English materials for EFL learners, and the speakers are native English speakers. Podcast contain a lot of subject/topics spoken by native English speakers. It also contains authentic material, and it will help the students learn how the native says and learn from the original resource.

The previous research that related to this research was from Iskandar, Ahmad & Diana (2017). The study aims to find out if there is a significant improvement in students' speaking skills by using Podcast for the eleven grade students in Senior High School 11 of Banda. The research used pre-experimental research as the method. The population of the research was eleventh-grade students and the sample is from XI IS 3 class. The research also used pre-test and post-test to collect the data. The researcher concluded that podcast media demonstrated positive fruitions on students' speaking achievement based on the research result. It shows that by using the podcast as the media in teaching and learning speaking help the students to improve their speaking skill. The students didn't face any problems such as incorrect pronunciation and performance, especially in pronunciation and fluency.

The other research related to this research was the research conducted by Fitria, Vianty, and Petrus (2016). The study aimed to investigate whether there are significant differences between the twelfth grades students of MAN 3 Palembang who were taught by using podcasts and those who are not. The research used quasi-experimental as the method. The population of the study

was the twelfth grades students of MAN 3 Palembang. The research sample was XII IPS 2 as the experimental group and XII IPS 1 as the control group. Based on the research result, the researchers concluded that podcast was an effective and innovative technology-based learning tool in the English classroom, especially listening and speaking.

Those previous research were used as references to conduct this research. There is a similarity between the previous research and this research, which uses podcasts to teach English. Nevertheless, some cases differentiated this research from the prior research, for instance, the talk of the podcasts. The subject was the eleventh grades students from one of Senior High Schools in Surabaya. This research's pre-test and post-test were designed for one group since this research used pre-experimental research.

As aforementioned, this research focused on implementing Podcast to enhance students' speaking skills while practicing podcasting, leading to better performances in their vocabulary, grammar, pronunciation, fluency, and comprehension. This research was conducted to find the significant difference in the students speaking scores before and after learning speaking using podcast and how the use podcast to learn speaking English. Hays (1973) stated that it was necessary to find the significant difference because it depended on the sample size (n) and the variability of the data.

## **METHOD**

This research employed a pre-experimental approach where one group was tested twice, pre-test and post-test. This research aimed to find out and prove whether the implementation of English podcast in learning Speaking could improve the students' speaking skills. In collecting the data, the experimental group was given two sets of test, pre-test and post-test. The researcher conducted six meetings to gather the data. Those six meetings were divided into one meeting for pre-test, four for treatment, and one for post-test. Pre-test was given before the treatments and a post-test was given after the treatment.

The independent variable was the speaking skill, whereas the dependent variable was podcast. The population of this research was the eleventh-grade students from one of Senior High School in Surabaya. The researcher took the sample based on the data that given by the teacher, which the class that has the lowest score in speaking activity. From the data, there were 36 students of the class XI IPA 6 as the research participant.

The researchers collected the data by using a set of oral tests for pre-test and post-test. The pre-test was given to this experimental group to measure their ability prior to the podcast media treatment. In the pre-test, students have to retell what is the podcast that they listen to before. Conversely, a post-test was conducted to measure the

students' achievement in speaking after applying several treatments. In post-test, students were practiced podcasting directly and the students' performance was marked objectively. The test took  $2 \times 30$  minutes with maximum of ten minutes for each group. Other students who have not performed yet had to listen when their friends were having the test.

The researcher also used another research instrument which is speaking rubric. This rubric was used to get the students speaking scores. The rubric was authorized the students to aware of their speaking performance and also enhanced their speaking performance. In addition, the researchers focused on five components of speaking skills: vocabulary, grammar, pronunciation, fluency, and comprehension (Hanik M.H). The materials of the test were downloaded from [www.podcastenglish.com](http://www.podcastenglish.com) and [www.englishin10minutes.com](http://www.englishin10minutes.com). Besides, the talk of the podcast was not quite long; it was just about three to ten minutes.

In conducting this research, six meetings were organized, including a pre-test, four treatments and a post-test. Below is further explanation of how data collection was done.

### 1. Pre-Test

The students joined the online class via zoom. Then, the researcher asked all participants to listen to a podcast talk very carefully with the topic "Before the Internet: Travel". The podcast was played only once. When they listened to a podcast talk, they were allowed to jot down every detail of information that the speaker delivered. After the students listen to the podcast talk, the researcher divided the students into six groups consisting of 6 students. After that, twenty minutes were free for them to prepare the presentation. Then, the researcher asked them to present the information they got from podcast talk based on the topic given. Eventually, the researcher gave marks for their performance, focusing on five components of speaking skills: vocabulary, grammar, pronunciation, fluency, and comprehension.

### 2. Treatment

In the treatment session, the researcher used podcasts to improve the students' speaking skills. The treatment was administered for four meetings; it took  $2 \times 30$  minutes for each meeting. Besides, in the treatment process, the researcher used different podcast talk in each meeting. Below is the description of the treatment activities.

#### a. First Treatment

Firstly, the researcher started the discussion about the festival worldwide and provided them an example taken from the podcast talk with the title

"Chocolate Festival". Next, the researcher distributed the script of the podcast and played the podcast, and students read a script and listened to it simultaneously. After that, the researcher discussed the podcast talk and gave them feedback. Then, the researcher provided them chances to ask questions about the talk and helped them while they have any difficulties. Afterward, the researcher randomly called students to retell the podcast talk based on the topic given to ensure that they are familiar with rehearse and produce appropriate vocabulary, grammar, pronunciation, fluency, and comprehension.

#### b. Second Treatment

In the second treatment, the researcher distributed scripts of the podcast talk for each group with a new topic with the title "Singapore". Then the researcher played the podcast talk and asked the students to read the script and listen to the topic of the podcast talk carefully. Then, the researchers ask the students to gather in a group based on group that the researcher already divides in pre-test session. Next, the researchers asked them to discuss the topic given with each member of the group. The researcher tried to convince them to imitate the way how the native speaker speaks. Afterward, the researchers invited one representative from each group to retell the podcast talk that was given. The researchers also helped them if they made inaccurate pronunciation and facilitated the students about how to pronounce a word correctly, choose the proper vocabulary, and produce a proper grammar. In the second meeting, the students were given homework to construct the podcast with the topic already prepared by the researcher, which about "Indonesia's culture."

#### c. Third Treatment

The third treatment was similar to the first treatment. Firstly, the researchers randomly invited two groups to perform their homework, and the researchers also helped them correct the inaccurate pronunciation. Then, the researchers distributed scripts of the podcast talk for each group with the title "Papua New Guinea". Then, the researchers played the podcast and asked the students to read the script and listen to the topic of the podcast talk carefully to. Next, the researchers asked them to discuss the topic given with each member of their group. Then, the

researchers provided them chances to ask questions about the podcast and helped them while they have any difficulties. Afterward, the researchers lead the discussion with the students about how podcasting should be.

d. Fourth Treatment

The fourth treatment was quite similar with the second treatment. First, the researchers distributed scripts of the podcast talk for each group with a new topic titled "Language Tips & Tricks". The researchers played the podcast asked every group to read the script and listen to the topic of the podcast talk carefully. Next, the researchers asked them to discuss the topic given with each member of their group. The researcher tried to convince them to imitate the way how the native speaker speaks. Afterward, the researchers asked each group to retell the podcast talk that was given. The researchers also helped them if they made inappropriate pronunciation and facilitated the students about how to pronounce a word correctly, choose the proper vocabulary, and produce a proper grammar. At the end of the meeting, the researcher asked the students to prepare an outline for their performance to do podcasting on the post-test session. The topic for the post-test is about "pollution". They will be performing podcasting in a group that they already joined before. The minimum time of their podcasting performance is 5 minutes and the maximum time is 10 minutes.

### 3. Post-test

The post-test was given to the students at the end of the meeting. This post-test aimed to identify their enhancement after such treatment sessions. They were given five minutes to prepare the podcasting performance. After that the students performing podcasting with the length of time that already decided by the researcher. During the podcasting performance, the researcher gave mark for their speaking performance focusing on five components of speaking skills: vocabulary, grammar, pronunciation, fluency, and comprehension.

In analyzing the data, the researcher used quantitative data analysis. It used to point out the significant difference in the students' speaking skill before and after implementing the English podcast as the learning tool. The researcher used paired sample t-test to perform the data analysis.

## RESULT

The students were given two tests, pre-test and post-test. The students were given the pre-test to determine the score of students' speaking skills before the treatment, while the post-test was given to the students to determine the learning outcome after the treatment. This pre-experimental research found an improvement of the students' speaking skill by using the podcast in terms of vocabulary, grammar, pronunciation, fluency, and comprehension which can be seen from the scoring rubric. This improvement can be seen from the results of pre-test and post-test. Table 1 below illustrates the result of the students' pre-test and post-test and the differences between them.

**Table 1. Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre test	64.44	36	9.834	1.639
post test	86.33	36	7.051	1.175

From the table 1, we can see that the mean of the pre-test is 64.44 while the mean of the post-test is 86.33. The subject of the research is 36 students. The standard deviation is 9.834 in the pre-test and 7.051 in the post-test. The value of mean's standard error in the pre-test is 1.639, while in the post-test is 1.175.

The mean score of the pre-test  $64.44 < \text{post-test } 86.33$ , inferred that there is a difference between pre-test and post-test result, i.e. the result has increased.

**Table 2. Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pre test & post test	36	.848	.000

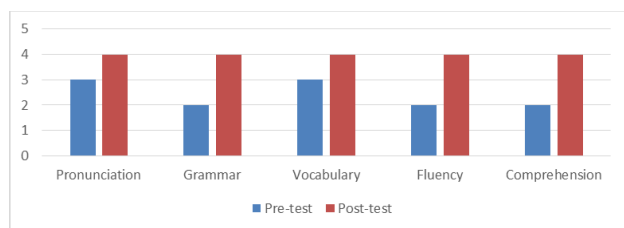
From the table 2, we can see the correlation value of 0.848 and the significance value of 0.00. Because the significance value of  $0.00 < 0.05$ , there is a relationship between the pre-test and post-test variables.

**Table 3. Paired Samples Test**  
Paired Differences

	Mean	Std.Deviation	Std.Error Mean
PRE TEST-POST TEST	-21.889	5.365	.894

95% Confidence Interval of the Difference		t	Df	Sig.(2-tailed)
Lower	Upper			
-23.704	-20.074	-24.478	35	.000

Based on Table 3, the significance value was .000 and the result of  $t$  was -24.478, which means that there was a significant difference in students' speaking skills when the treatment was carried out. The improvement of each speaking component also can be seen in Picture 1 below.



**Picture 1. Improvement of Speaking Components**

Based on picture 1, there were five components of speaking skills assessed: namely pronunciation, grammar, vocabulary, fluency, and comprehension. All components have increased. The pronunciation and vocabulary scores were increased by 1, the pre-test score was 3, then it increased to 4 in the post-test. Besides, grammar, fluency, and comprehension scores were increased by 2, from 2 in the pre-test became 4 for the post-test.

## DISCUSSION

This study aimed to find out whether the implementation of English podcast in teaching and learning can enhance students' speaking skills, especially in pronunciation, grammar, vocabulary, fluency, and comprehension. After analyzing the data, it was revealed the research are conducted successfully. The result showed that implementing an English podcast could enhance students' speaking skills in eleventh grade students, as shown by the Paired Sample Test. As explained in the research background, the students encounter difficulties expressing ideas, choosing correct structures, lacking appropriate vocabulary, and producing correct pronunciation. Notwithstanding, after doing some treatment session, the previous problem was solved.

During the pre-test session, the students still seem shy to answer or speak in English because they were afraid that they made a mistake in choosing and pronouncing the word. In re-telling the podcast in the pre-test session, the students still mixed the language because they don't know the English word. a lot of them still didn't understand the topic well, only few of them can understand the topic well. Yet they still actively taking role during the pre-test.

During the treatment session, the students were actively taking role in the discussion, they actively ask a question and also actively answer the question that given by the researcher. On the first treatment session, the students started speaking in English a little more than the pre-test even though sometimes they still use inappropriate word choice and grammar, and they still mispronounce the

words. They still seem nervous to speak or producing the words in English. They also still don't understand fully about what the podcast about. They also found some of the new words that they had never seen or know before. On the second treatment session, the students slowly show little improvement in speaking English. They slowly using a lot more English when they speak although some of them still using inappropriate words and grammar structure also, they still mispronouncing some of the words. Yet, they show a better speaking skill rather than before. On the third treatment session, they show a lot more confident when speaking in English. They show a lot more improvement in choosing the word, the grammar structure, and they also slowly pronouncing the word correctly rather than in the previous meeting. On the last treatment session, some of the students show a big improvement in speaking English, especially in producing the appropriate words, grammar structure, and pronouncing the words correctly. They also show a big progress in understanding the topic. In the post-test, many of them can resolve the problem that they were face before, which is choosing the appropriate words, using the appropriate grammar structure, pronouncing the words, and could slowly fluently answer and ask the question. They also show a big improvement in understanding the topic.

Based on the explanation above, it is immaculate that implementing podcast media can enhance the students' speaking skills, where the result convey statistically significant was found. Podcast also assist many advantages and completed the objective of this study. Moreover, by practicing and reconstructing the podcast they've heard, the students can enhance their speaking skills. The researcher also noticed that the implementation of English podcast as a learning tool in the class drives the students to become more active during the teaching and learning session. Before implementing the podcast, students were not participated actively in the teaching and learning session. They also were not confident in speaking English. But, after some treatment, they became more confident and show a big improvement rather than in the pre-test session.

## CONCLUSION

Based on the research result and discussion, English Podcast could help students enhancing their speaking skills, especially in their pronunciation, grammar, vocabulary, fluency, and comprehension for eleventh-grade students. It was represented by the increase of mean score between the pre-test and post-test. It could be the reason that using Podcast to teach students how to speak English would enhance their speaking skill., the data analysis revealed that the  $t$ -test value indicated a

significant difference. So, the implementation of English Podcast could improve students' speaking skills.

### Suggestion

Based on the conclusion, there were several suggestions related to the learning process using English Podcast, which are:

#### 1. For teachers

The teachers can create an optimal learning environment by using podcasts and developing teachers' teaching skills, especially speaking skills.

#### 2. For students

The students will be helped in enhancing their speaking skills by using Podcast.

#### 3. For readers

The readers can use it as a reference for those who want to conduct a research in English teaching and learning process.

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