

**AUTHENTIC PODCAST: A MEDIA ON STUDENTS' SPEAKING
PERFORMANCE**

Woro Kusmaryani¹, Ramli², dan Reza Nursafitri³
English Education Department, Universitas Borneo Tarakan^{1,2,3}
Jalan Amal Lama No. 1 Tarakan Kalimantan Utara
worokusmaryani@borneo.ac.id

Abstract: This research investigated whether authentic podcast media affects the speaking performance of tenth-grade students at SMK Kesehatan Kaltara. This research used a quantitative approach and pre-experimental method to implement pre-test, treatment, and post-test. Through random sampling technique the researchers selected nursing b class consisting of 25 students as the sample. The researchers used the normality test, homogeneity test, and paired sample t-test to manage the pre-test and post-test data. This research results indicate an effect of authentic podcast media on students' speaking performance. Data analysis showed that the detected data was normal and homogeneous. The hypothesis test result using the paired sample t-test was smaller than 0.05, showing that H_a was accepted while H_o was rejected. H_a claimed that authentic podcast media affects students' speaking performance at the SMK Kesehatan Kaltara. The influences of using authentic media in speaking contributed to the effect on teachers and students. Teachers used authentic podcast media as additional tools to create new designs in the teaching and learning process. The way the students practiced speaking was altered, which improved their comprehension, vocabulary, pronunciation, fluency, and overall teaching and learning process.

Keywords: Speaking Skill, Learning Media, Podcast

Abstrak: Penelitian ini menyelidiki apakah media podcast otentik mempengaruhi kinerja berbicara siswa kelas sepuluh di SMK Kesehatan Kaltara. Penelitian ini menggunakan pendekatan kuantitatif dan metode pra-eksperimental untuk melaksanakan pre-test, treatment, dan post-test. Melalui teknik random sampling peneliti memilih kelas keperawatan b yang terdiri dari 25 siswa sebagai sampel. Peneliti menggunakan uji normalitas, uji homogenitas, dan uji beda berpasangan (paired sample t-test) untuk mengelola data pre-test dan post-test. Hasil penelitian ini menunjukkan pengaruh media podcast otentik terhadap kinerja berbicara siswa. Analisis data menunjukkan bahwa data yang terdeteksi normal dan homogen. Hasil uji hipotesis dengan menggunakan uji t sampel berpasangan lebih kecil dari 0,05 menunjukkan bahwa H_a diterima sedangkan H_o ditolak. H_a mengklaim media podcast autentik berpengaruh terhadap kemampuan berbicara siswa di SMK Kesehatan Kaltara. Pengaruh penggunaan media autentik dalam berbicara turut memberikan pengaruh terhadap guru dan siswa. Guru menggunakan media podcast otentik sebagai alat tambahan untuk membuat desain baru dalam proses belajar mengajar. Para siswa mengubah cara mereka berlatih berbicara, meningkatkan kefasihan, pengucapan, memperkaya kosa kata, pemahaman, dan memiliki efek positif dalam proses belajar mengajar.

Kata kunci: Kemampuan Berbicara, Media Pembelajaran, Podcast

INTRODUCTION

Speaking is one of productive skills and also one of the essential skills in English. Speaking itself can help people communicate fluently and be understandable to people who use English as the first language and do not understand any other language besides English. Moreover, Bustari et al., (2017) state that speaking is a skill that focuses on delivering ideas and thoughts to others using spoken language. Speaking is a critical aspect of communication. Proficiency in English is essential for efficient communication in a variety of settings, such as social, professional, and academic ones. They include the capacity to communicate ideas, information, and concepts clearly and fluently in English. Pronunciation, intonation, vocabulary utilization, grammatical precision, and sociolinguistic appropriateness are some of the components that make up this ability (Sung & Chang, 2020).

Nowadays, communication skill is an essential aspect of communicating effectively, and it is necessary to have the ability to speak or speaking skill. Moreover, the development of communication skills is closely related to a person's speaking ability. For example, in education, more precisely in the learning process, speaking skills are constantly improved from time to time. Based on Al-sobhi & Preece (2018), speaking problems commonly come from several factors, such as poverty of vocabulary, lack of motivation, self-confidence, understanding, anxiety, and inefficient teaching methodologies. Moreover, technology also plays an essential part in the learning process. Nowadays, technology takes on a role in software, and hardware to learn English (Maulidah, 2018). Information and communication technology development in education is helpful as a learning medium in the form of e-modules, applications, web, and software explicitly designed for learning.

The use of technology is also helpful as another alternative to developing communication skills or speaking skills. In this day of communication, besides speaking teaching, incorporating technology into the classroom in various ways serves multiple purposes (Ramli, 2018). Podcasts are technological tools that engage users to produce, upload, or share audio files digitally. Díez and Richters (2020) state that the terms podcast or podcasting are a combination of Pod deriving out of Apple iPod and broadcast, generally referring to digital audio files in MP3 format. Technically, podcast is audio data in mp3 format, which can be listened to online using an electronic mobile device such as a laptop, smartphone, or tablet and can also be downloaded from the internet. But over time, podcasts have become more developed with the availability of several types of podcasts, such as digitally providing audio, video, and image files. Users can also access podcasts both online and offline. Even nowadays, podcasts can be used as a medium for the teaching and learning process. However, podcasts can reduce speaking problems.

In the preliminary research, the researchers interviewed an English teacher to learn about the teaching and learning process at SMK Kesehatan Kaltara. The interview result revealed to students that four (4) language skills in English are declining, such as speaking skills, lack of vocabulary, motivation, and comprehension. It happened because of the reduced understanding of students towards learning during the pandemic and the new normal, also the absence of technology such as monotone applications and websites/platforms in the teaching and learning process. As a result, there is a decline in students' understanding of learning, a persistent lack of technological proficiency, and a decline in their proficiency in speaking and writing English. As a result, no technology-based, inventive, creative, or engaging learning is produced.

The phenomena discovered in the implementation of authentic media in teaching speaking using podcast. In addition to improving students' language skills, podcasts are helpful as additional material (Nassim & Labidi, 2019). To interpretative podcast as an authentic

media can be used to improve students speaking skills in a unique and new way. In this research, the finding was expected that the students get an original form of language experience especially in improve speaking skill and are engaged in the learning process through podcast technology. Then wasted amounts of authentic materials were available with podcasts, and students have the freedom to listen, use, create and upload the podcast whenever and wherever. Furthermore, the integration of podcasting activities benefitted teachers and students in their teaching-learning process.

METHOD

This research was conducted quantitatively. Using a pre-experimental method, the researchers selected one group for pre-test and post-test to utilize the difference in score before and after treatment. The researchers conducted pre-test first before the treatment to identify students' speaking ability. After that, the researchers gave the treatments, and then post-test was provided after the treatments. The pre-test and post-test results reviewed to see whether the podcast influenced teaching and learning. According to Creswell (2014), the research design was formulated as follows. The explanation of the pre-experimental design was in table 3.1

Table 3.1 One-Group Pre-test - Post-test Design

Pre-test	Treatment	Post-test
01	X	02

(Creswell, 2014)

Note:

01 = Pre-test

X = Treatment

02 = Post-test

This research was conducted since 2nd January 2023 – 2nd March 2023, on tenth-grade students' of SMK Kesehatan Kaltara and focused on speaking skills. Moreover, this research was aimed to investigate the significant effect of students' English skills through authentic media such as podcasts.

Collecting the necessary data was essential in conducting research. In this research, the researchers employed pre-test and post-test as the instrument to improve students' speaking skills. The researchers prepared the podcasts about several topics in health-based, giving students pre-test, treatment, and post-test. The test was measured the students' speaking ability before and after being taught by using the podcast as an authentic media. While the students take the spoken test, the students being recorded as assessment material and carried out by the expert following the scoring rubric. The expert or English teacher at the SMK Kesehatan Kaltara assessed the individual speaking performance test. The researchers used descriptive and inferential analysis to analyse the data in this research.

Descriptive analysis was the technique used in data analysis. The essential components of this technique were finding scores, calculating, and classifying. The researchers classified the score into five criteria: very good, good, fair, poor, very poor. Inferential analysis, in this analysis technique was divided into two parts: a pre-requisite and a hypothesis. A pre-requisite test conducted before using a t-test to test for the hypothesis. The tests were the normality and homogeneity test. While for the hypothesis test, the researchers used paired sample t-test.

FINDINGS

Findings

Pre Test

The researchers asked the expert evaluating students' scores using the scoring rubric. The scoring rubric comprised fluency, pronunciation, vocabulary, comprehension, and grammar. Every part of the scoring rubric had a different point with the same criteria. The criteria were excellent, good, fair, weak, and poor. Based on the student's scores, the researchers classified the score using the classification score from Curriculum 2013: very good, good, fair, poor and very poor.

Table 4.1 The students pre-test score

Classification Score	Score Range	Frequency	Percentage	Mean
Very good	86 – 100	0	0%	36,08
Good	71 – 85	0	0%	
Fair	56 – 70	3	12%	
Poor	41 – 53	5	20%	
Very Poor	0 – 40	17	68%	
Total		25	100%	

Based on table 4.1 explained the classification, frequency, percentage and mean of students' scores in the pre-test. The percentages showed zero (0%) for the very good and good classifications. Meanwhile, fair classification showed three students or 12% of the percentage, the poor classification showed 20 % (5 students), and the last or very poor showed 17 students or 68%. The mean value of the pre-test based on the formula was 36, 08.

Post-test

The researchers asked the expert for evaluates students' scores using the scoring rubric. The scoring rubric comprised fluency, pronunciation, vocabulary, comprehension, and grammar. Every part of the scoring rubric had a different point with the same criteria. The criteria were excellent, good, fair, weak, and poor. Based on the student's scores, the researcher classified the score using the classification score from Curriculum 2013: very good, good, fair, poor and very poor.

Table 4.3 The student's post-test score

Classification Score	Score Range	Frequency	Percentage	Mean
Very good	86 – 100	0	0%	42,32
Good	71 – 85	1	4%	
Fair	56 – 70	4	16%	
Poor	41 – 53	7	28%	
Very Poor	0 – 40	13	52%	
Total		25	100%	

Table 4.3 was showed that zero (0%) for the very good and the good classification was 4% with one student. Meanwhile, there were four students or 16% of the percentage in fair classification. The poor classification showed 28 % (7 students). Furthermore, the last or very poor showed 13 students or 52%. The mean value of the post-test based on the formula was 42, 32.

Paired Sample T-test

Paired sample t-test has the criteria of the significance of the data. In this test, the null hypothesis (H_0) will be accepted if the value of significant or sig. (2-tailed) >0.05 . The alternative hypothesis (H_a) will be accepted if the value is significant or sig. (2-tailed) < 0.05 . The result of the hypothesis testing with paired sample test was summarized in Table 4.6 below:

Table 4.6 The result hypothesis testing with paired sample test

The Criteria	Sig	Df	Result
Sig. (2-tailed) > 0.05 = authentic podcast media cannot affect students' speaking performance of SMK Kesehatan Kaltara.	.000	24	Alternative hypothesis (H_a) was accepted
Sig. (2-tailed) < 0.05 = authentic podcast media can affect students' speaking performance of SMK Kesehatan Kaltara.			

Based on Table 4.6 above, the outcome of statistical analysis used a significance level of 0.05 and a degree of freedom of $N-1$, where $N = 25$ and $df = 24$. Furthermore, the sig. (2-tailed) was 0.000, and from the data's significance criteria, the researchers concluded that the alternative hypothesis (H_a) was accepted because of the sig. (2-tailed) was less than 0.05, while the null hypothesis (H_0) was rejected because the data showed that the sig < 0.05 . Based on the result above, there was an effect on students speaking performance between the pre-test and post-test in the experiment class after being taught to practice students speaking performance.

DISCUSSION

The result indicated that the improvement means score of the students by authentic podcast media was 42,32 for the post-test and 36,08 for the pre-test. Based on the result, the researchers can conclude that the students had better speak performance after using authentic podcast media after the treatment. Moreover, this research data was obtained and analysed through the normality test (Shapiro-Wilk) and the homogeneity test (Lavene Statistic) with the significant coefficient of > 0.005 . The normality test results showed that the pre-test value was 0.022, and the post-test was 0.066. As for the homogeneity test from the Lavene statistic, the value was 0.565. The results above showed that the data obtained was normal and homogeneous. Finally, the researchers can continue processing data using parametric statistics. Therefore, the hypothesis test revealed that Sig. (2-tailed) 0.000 was lower than the significance level of 0.05. It indicated that H_a was accepted while H_0 was rejected. It showed in the learning process using the authentic podcast media as the learning media in students speaking performance was better than before using the authentic podcast media.

The use of an authentic podcast media affects students' speaking performance. An authentic podcast media made the creativity of teachers and students in this technological era by cultivating to create fun learning in the classroom. Moreover, podcasts have a unique feature and differ from other audio content (Abdulrahman et al., 2017). The authentic podcast media from BBC has 6 minutes program on the channel, and the researchers used it. An authentic podcast media used in this study based on the students' needs from the sample (medical health). With the flexible nature of podcasts that can be listened to anywhere and anytime and can be downloaded, this media was easier for teachers and students. In this study, the researchers also found that the podcast provided was easily accessible to students, and also because the podcast used was in a British accent. However, this encouraged students to learn about new accents with practice. However, willingness, intention, and motivation are efforts to practice speaking (Sahyoni, 2018)

The four previous studies showed the students' English skills (listening and speaking) were improved, and can affect students speaking performance after using the podcast as a medium. The previous researchers, Hikmah et al., (2021), concluded that the use of Podcasts was more beneficial for increasing students' speaking skills. The increasing students speaking skill can be happened because of the practice. In this research, the students practice their speaking performance by making a podcast. Moreover, Koçak & Alagözlü (2021) assumed podcasts were an innovative supplementary instructional tool to help students develop their speaking skills. As an authentic supplementary media, podcasts assist students in paying attention to their content and motivate them to practice the students' speaking performance. In addition, Dost et al. (2017) stated the usefulness of podcasts was adequate for the students to develop their listening skill. Furthermore, Harahap (2020) podcast was a medium for students' listening skills in learning English based on students' perception. Two last previous studies focused-on students' perception and students listening skill which means that podcast can be not only for speaking skill but also for others skill such as listening, reading and writing skills. From the research, the influences of using authentic media in speaking contributed to the effect on teachers and students. Teachers used authentic podcast media as additional tools to create new designs in the teaching and learning process. By altering their speech practice, the students improved their vocabulary, comprehension, pronunciation, and fluency. Additionally, students used their audio-video podcast to hone their speaking abilities. The way that the students spoke was influenced by this exercise.

CONCLUSION

Authentic podcast media in tenth nursing b at SMK Kesehatan Kaltara can affect the students' speaking performance. The role of technology is also very much needed in creating a fun, innovative and creative learning atmosphere. Authentic podcast media can be an example of an alternative tool that can create this atmosphere. It can be seen from the increase in the final results on the post-test and also the enthusiasm of the students during the treatment process. Students can explore more about English accents, practice pronunciation, enrich vocabulary, practice self-confidence and be more self-motivated in learning. It has been demonstrated and had a positive impact on the class. There is a difference between the learning outcomes of students who get instruction before and after using authentic podcast media. The researcher concluded that authentic podcast media affect students' speaking performance.

ACKNOWLEDGEMENT

We would thank the University of Borneo Tarakan, Faculty of Teacher Training and Education, English Department, which has provided to facilitate this research.

REFERENCES

- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2017). The Impact of Podcasts on EFL Students' Listening Comprehension. *International Journal of Language Education*, 2(2), 23–33.
- Al-sobhi, B. M. S., & Preece, A. S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur : Problems and Solutions. *International Journal of Education & Literacy Studies (IJELS)*, 6(1), 1–11.
- Bustari, A., Samad, I. A., & Achmad, D. (2017). The Use Of Podcasts In Improving Students' Speaking Skill. *JELE (Journal of English Language and Education)*, 3(2), 97.
<https://doi.org/10.26486/jele.v3i2.256>
- Creswell, J. w. (2014). *Educational Research : Planning , Conducting and Evaluating*

- Quantitative and Qualitative Research* (Fourth Edi). Pearson.
- Díez, M. T., & Richters, M. A. (2020). Podcasting As A Tool To Develop Speaking Skills In The Foreign Language Classroom. *The EUROCALL Review*, 28(1), 40–56.
- Dost, I. N., Bohloulzadeh, G., & Rahmatollahi, R. (2017). The Effects of Using Podcast on Listening Comprehension among Iranian Pre-intermediate EFL Learners. *International Journal of Applied Linguistics & English Literature*, 6(6), 57–70.
<https://doi.org/10.7575/aiac.ijalel.v.6n.6p.57>
- Harahap, S. D. (2020). Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions. *JIP: Jurnal Inovasi Penelitian*, 1(4), 891–900.
- Hikmah, H., Nugroho, W., & Azmi, U. (2021). Improving Aliyah Students' Speaking Skills by Using Podcast. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 5057–5065.
- Koçak, A., & Alagözlü, N. (2021). The Effect of Learner Podcasts on EFL Students' Speaking Development. *The Journal of Language Teaching and Learning™*, 11(2), 18–41.
- Maulidah, I. (2018). Vlog : t he Mean to Improve Students' Speaking Ability. *Advances in Social Science, Education and Humanities Research*, 145, 12–15.
- Nassim, S., & Labidi, W. (2019). How Podcasting Can Affect Students' And Teachers' Perceptions Towards Language Acquisition At Arab Open University. *International Journal of Recent Advances in Multidisciplinary Research*, 06(06), 4945–4948.
- Nirmalasari, N. O. (2020). Stunting Pada Anak : Penyebab dan Faktor Risiko Stunting di Indonesia. *Qawwam: Journal For Gender Mainstreaming*, 14(1), 19–28.
<https://doi.org/10.20414/Qawwam.v14i1.2372>
- Ramli. (2018). The Use of Podcast to Improve Students' Listening and Speaking Skillsfor EFL Learners. *Advances in Social Science, Education and Humanities Research*, 145, 189–194.
- Sahyoni. (2018). Teaching Speaking and Young Learner: in Perspective of Communicative Language Teaching. *IAIN Batusangkar*, 2(1), 283–292.
- Sung, Y. T., & Chang, K. E. (2020). Enhancing English speaking skills through digital storytelling. *Research and Practice in Technology Enhanced Learning*, 15(1), 1–18.