

THE USE OF PODCAST TO PROMOTE STUDENTS' SPEAKING ABILITY IN ONLINE LEARNING AT THE COVID PANDEMIC 19

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Abstract: The objective of this research was to promote students' speaking ability by using podcasts in teaching and learning. the subject of the research was taken in one of the senior high schools in Bogor 11th grades and the participant was 6 students consists 3 of females and 3 of males. The method used in this study was Classroom Action Research (CAR), conducted in two cycles. The phases are planning, acting, observing, and reflecting as the process of teaching and learning. For collecting the data, the researcher used the quantitative data that were obtained from the documents, observations, and interviews to investigate the students' promotion in speaking ability such a promoting their grammar, pronunciation, vocabulary, and self-confidence. It can be concluded that the students' speaking ability could be promoted by using podcasts in English teaching and learning.

Keywords: *Podcasts, Promote, Speaking, Online Learning*

INTRODUCTION

In Indonesia now it is facing the covid 19 - pandemic. This has caused all aspects of life to change completely, including in the world of education. Initially learning is done offline or face to face directly between the teacher and students in the class, it must change completely to online learning that is done at home. Learning at home is forced to do to prevent the spread of the covid virus 19. At first the teacher, student and teacher were shocked, confused and part of the parents felt stressed, but over time everything became accustomed. All can understand if the learning process must continue in this era and online learning is the first choice to run it. To run this online learning, a lot of media or applications are chosen to run the learning process. Applications that can be used for online teaching are very many and varied, just how to implement them in the process.

According (Nimawati et al., 2020)According to virology, the cause of this outbreak is a new type of coronavirus called the 2019 novel coronavirus (2019-nCoV). This disease is included in the same virus class as the virus that causes severe acute respiratory syndrome (SARS) and Middle-East respiratory syndrome (MERS).

Now in Indonesia using the 2013 curriculum, In Curriculum 2013 there must beHigh-Level Thinking Skills (HOTS). HOTS are one of the most difficult levels. This means students need to met cognitive skills to be able to predict, design, and estimate the problems. besides, the teacher has difficulty in teaching thinking skills in many. This phenomenon occurs when the teacher does not know how to tap and complete students' thinking skills. On the other hand, HOTS can be both

individual and social activities. Speaking is also part of HOTS because the students should be focused on creating some words with choosing the right words, such as vocabulary and pronunciation when they orally something. That is, speaking is one of the important aspects for students to build their interaction in the classroom and to enhance fluency in speaking. For example, there some students in Indonesia have a problem faced in speaking. They have difficulties in producing some words because the students lack vocabulary and they make a mistake in pronouncing some words, so the students will be unconfident to speak English in the classroom activities or outside of the classroom.

Nowadays, many children of millennials have used technology, such as mobile phones, laptops, or others. Even the source of learning in schools has used technology. The researcher wants to investigate the one of technology that is podcasts to help the students' problem in speaking English. The podcast as "a standard digital audio and video broadcast that can be downloaded and played in mobile devices, iPhones, and iPods" (Rajpal et al, 2011, p. 260) Podcast is a new technology that has attracted a rapid attention from educators in the late few years. Also, it has been one of the hottest topics in education (Zhao & Jiao, 2012).

It can be said, a podcast can be categorized as one of the media that easier to applying in teaching and learning. For example, Patel (2015) in her study "The Use of Podcasts to Promote Students Speaking Ability". The use of podcasts in the English language learning classroom was more beneficial as well as more helpful than the use of the talk and chalk method.

Speaking

Speaking skill is one of the skills that every student must have in learning in school both online and offline. As we know there are 4 skills that are related and cannot be separated from each other, namely speaking, reading, listening and writing. There are several meanings about speaking that the writer found, Speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must master in learning foreign language. (Bahadorfar and Omidvar, 2014) Speaking is an active and productive skill. It plays a great role in our day-to-day activities, if the students do not have good background experience, they will not develop their communicative skills, particularly speaking skills. (Kedir,2017). From the two explanations above, it can be concluded that Speaking is a crucial part of second language and Speaking is an active and productive skill.

There are five types of speaking. There are: Imitative, intensive, responsive, interactive and extensive. Brown and Abeywickrama (2010). According to Duong (2014, p. 86), "there are five aspects of speaking". There are Vocabulary, Grammar, Pronunciation, Fluency and Accuracy. From the explanation above, it can be concluded that there is a supporting factor in speaking, namely the types and aspects. Both factors cannot be separated from speaking.

(KÜRÜM, 2016) In a typical classification the speaking activities in a foreign language classroom usually falls into one of these categories: Awareness raising activities, Controlled activities and Autonomous activities. There are also some speaking strategies that can be implemented to encourage the unmotivated students to produce speaking.

In real life, listening and speaking are always in integration, so teachers should interactively teach these two skills. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration (Tavil, 2010). The use of authentic materials and real-life situations could naturally lead to the integration of skills since this is the case in real life. (Redford, 2019) speakers' behavior in contrived and natural speaking conditions provides strong evidence for the importance of perceptual feedback during speech production. The developmentally sensitive theory proposed herein is meant to accommodate this evidence. (Bibber, D. Ripper, 2014) Relatively simple statements about frequency already have implications for descriptive grammar. For example, the decision to treat the “preterite modals” would, could, should, and might as the past-tense forms of will, can, shall, and might in contemporary English. (Mart, 2013) Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well organized reading and writing performances.

Online learning

There are several theories related to online learning related to this research. Online learning is the process of answering a sequence of questions given (maybe partial) knowledge of the correct answers to previous questions and possibly additional available information. (Shwartz, 2012). The online educational environment is increasingly being used by adults and should be designed based on the needs of adult learners. Cercone (2008). From the above explanation it can be concluded that online learning is a necessity that is adapted to the demands of the times. As we know that we are now living in a digital age. But online learning must also be adjusted to the age or level of the school. (Nguyen, 2015) There is the hope that online learning will be able to provide a world class education to anyone, anywhere, and anytime as long as they have access to the Internet. (Dhull, 2017) Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It Moreover, today we are faced with a corona outbreak that forces the education world to move from offline learning to online. Teachers, students, and parents inevitably have to follow this pattern or habit.

It is undeniable that online learning during this pandemic is still lacking from several things. 1. Technology readiness, in this case can be in the form of lack of quota or lack of signal in the home environment. 2. New habits from parents, in this case it takes new readiness from

parents to get used to the habits of learning at home, if parents who are not ready will cause very high emotions. From all the explanations above we can conclude that the role of a teacher is very large in the learning process and cannot be replaced.

Podcasts

Technologies have changed the way people get information and communicate with people all around the world. the podcast as an effective tool in language teaching and learning (Yeh, 2013). A podcast is a new technology that has attracted rapid attention from educators in the late few years. There are ton technologies invented, and one of those which provides material for language learning is called the podcast. besides, several experts defined the definition of podcasts in the differences filed.

The first definition defines that Podcast is usually played in electronic devices such as mobile phones, laptops, tablets, or mp3 players (Kargozari&Zarinkamar, 2014). It can be said that podcasts are the ones if media that can use for any technologies. The second definition defines that the podcast was from the traditional audio broadcast and transformed into a digital medium similar to a radio show (Putman & Kingsley, 2009, p. 101). To sum up, the podcast was the name of a digital recording of a radio broadcast or other similar program released on the websites as MP3 files which are usually uploaded by a particular provider or any other organization at regular interval and can be downloaded into the variant digital such as laptop, gadget, and personal computer and can be heard at any time either in-online or in-offline mode.

The third definition podcast is similar to a public library that delivers any materials or resources needed straight to users' devices (Rosell-Aguilar and Fernando 2015, p. 38). It means that podcasts are one of the sources of material for the public library. There are different types of the podcast available on the internet. Currently, there are three types of the podcast being supplementary lecture materials and off-campus courses (Copley, 2007; Spies, 2011). It has proved that podcasts can be implemented in the field of English teaching and learning. The audio podcast is the most popular and easiest to use. It contains audio-only and requires a small storage space. Mostly, it is in MP3 format and can be played using all MP3 players.

METHOD

In this study there are at least two goals to be achieved, those two goals are to find out what can podcast promote in speaking abilities and to know how to implement podcasts in EFL classes in online learning at the covid-19 pandemic. The participants of this research will be taken at Vocational School (SMK) Bina Profesi in Bogor and the researcher chose XI grade and the participant consists of 6 students. In other that, it suitable for the material on the English Book that wants the researcher to observe. The researcher will teach them and implement the use of podcasts to promote the students in speaking English by zoom or google meet application. The

researcher will design or choose the task activities that will be given to the students and the test for this, it is to know the response faced by students in the learning process and to know the result of the students in learning English by using podcasts. There are stages of collecting documents. The first observed the students in their doing the activities and knowledge when in the action classroom to find out the students' motivation or not. And for documents as a tool to help and support the planning in teaching and the result in teaching and learning. The last is the interview to know the result and the development of students in learning by using podcasts.

FINDING AND DISCUSSION

Finding

There are some steps that the researcher conducts in analyzing data. First, researcher will take the documents for the result in their activities. Include the syllabus because before the teacher teaches the materials it should be matched and check to make suitable with the books and RPP. Based on the syllabus, some materials want to be used by the teacher that is about "Explain This", related to the English book. The next steps for the teacher action in the classroom by zoom. The last is the final exam or the result performance, the teacher held the final exam about the material in a podcast. Do students still remember or not about podcasts and also they use the vocab their own and also use the vocab into podcasts. When the students use their ideas and also can use vocab in the podcasts, so the podcast success in mediate speaking.

In the second step is observation, the teachers will be seen and control activities in the classroom, does the study seriously or not, and see the students will be doing the assignments the teachers have given or ignore it. And also the teacher observes the ability the students in speaking, do the students successfully describe the material in podcasts or not. So, by observing the teachers can know the students' ability.

The last step is used instruments. This study used three instruments for analyzing the data, it was set to answer the question research. First, the observation explained the students interesting in learning by using a podcast in students' speaking ability. Second, the interview used to explain to what can podcast promote students speaking ability and last, the documentation showed what kind of tasks can be used in the learning activity. The results of the findings were classified based on the research question of the study.

1. The report of cycle 1

In Cycle I, the actions to implement tasks were carried out in two meetings.

➤ Meeting 1

Meeting one in this opening section the teacher started to give some examples of the topic (explanations text) that will be learned as a simulation for the students to test their knowledge. The teacher discussed with the students about the general information of the explanation text it

means about the natural phenomenon that found in daily life. After discussing the explanation text, the teacher told the students that in this meeting the teaching and learning focused on speaking skills.

➤ **Meeting 2**

At the beginning of meeting 2, the teacher started to review the lessons that have learned last week, and the teacher gives some feedback and comment about the podcast that the students had done the last meeting consisted of their subskills such as content, pronunciation, vocabulary, and self-confidence. After that, the teacher gives some new tasks for the students, it's group discussion the group still the same with the last meeting divided into six groups. Then, the teacher gives the audio it's about the phenomenon with subtitle text, every group has a different topic.

2. The report of cycle II

The actions in Cycle II were the same as the actions implemented in Cycle I. However some tasks modifications were implemented to improve the results that had been reached in Cycle I. Cycle II was carried out in two meetings.

➤ **Meeting 1**

The first meeting in Cycle II was started with reviewing the previous lesson in Cycle I. The review was conducted by asking the students some questions related to what they had learned last week. Some of them forgot with the previous materials but some others could answer the questions correctly. Afterward, the teacher reminded the students to continued the activity last week, the activity made a podcast from the audio that the teacher given last week. Then, the teacher allowed the students to discussed with their groups.

➤ **Meeting 2**

The last meeting of cycle II was started with recalling the previous material about the generic structure, language feature of the explanation text. Most of them still remembered the two generic structure of explanation text that is General statement and Sequenced explanation. They were so excited about answering the teacher's question about the previous materials. before continuing to the next activity, the teacher explained their achievements and the error of their previous task. The teacher tells them that error is fine and through those errors, the students can fix it on another day in using another task.

➤ **Grammar category**

From the result, there are some of the students successful in using grammar.

Like they know what the tenses will be used in making explanation text. Like simple presents tense, action verbs, passive voiced and cause and effect They doing some notes to making a podcast and they do so well and carefully. Like the student install D, she has a good result in grammar and understood to making explanation text by using the right grammar like simple

present tenses. She making the podcast with the topic "Corona Virus" the excerpt from the podcast is "COVID-19 is a respiratory disease" she tells the fact about the coronavirus, that's the point of a function in simple present. and also some of the students have understood and feeling helpful in using verb and action verbs.

On the other hand, there are some of the students still using incorrect grammar, like they still using the past tenses It can be said, the students unsuccessful in grammar they still low attention and motivated to explore by themselves. But, some students have a successful and understood the tenses that they should use of making explanation text. They have some enthusiasm, motivation, and interest to understand the meaning.

➤ **Vocabulary category**

How to speaking fluency it should know much vocabulary. They have to promote vocabulary from the podcast.

Participant 1: "I'm doing my task it's so much difficult words that never know before. So, I'm searching first in google translate that vocab to know the meaning.

Participant 2: "I searching some topic on the podcast I found some new vocabulary."

Participant 3: " For me, by speaking I can remember the words, so it will be promoting my vocabulary."

Participant4: " If by lyric songs it will increase my vocab because the words it's not difficult and easier to understand, but by podcast, it still many difficult words".

Participant 5: "With podcasts it really helps to promote my vocabulary."

Participant 6: "There are words that were not understood then look at the dictionary, this can add vocabulary."

Students who have high enthusiasm, motivation, and want to explore by themselves are very interested in improving their English skills especially to enrich their vocabulary. For less successful students tend to be motivated, lack of interest, and have the characteristics of different ways of learning to be able to adjust the ability of the students.

Pronunciation category

Successful students in speaking it's clear in how to pronunciation the words, and podcasts it's very useful for the student to practicing their pronunciation to be clear.

Participant 1: " I don't know how to pronounce some words in English, so I searching first.

Participant 2: "From listening to the podcast I can know how to pronounce words correctly such (Illness) after listening podcast the topic is Covid-19."

Participant 3: "The words that I didn't know became know like I listen to it over and over again and then I'm practicing slowly. Such (Weather, environment, and strengthening) after listening podcast the topic is cause and effect of climate change"

Participant 4: "I can learn how to pronounce the correct words. Like, (Volcanoes, eruptions, and surface) after listening podcast the topic is volcanoes"

Participant 5: "I can practice my pronounce by singing, so it more enjoyable."

Participant 6: "Podcasts are helpful my pronounce and I don't see any limitations."

In summary, the pronunciation category of both successful and less successful students is different. The successful student has an enthusiasm for practicing their speaking be better, and for the less successful it's a lack of motivation and interest to practicing speaking by using podcasts and have a different way to more effective for her.

Self-Confidence Category

Participant 1: "If by a podcast I don't have to show my face and I'm just producing the voice. And I think if I speaking directly it doesn't make me unconfident also."

Participant 2: "It can help me to more confidence. So, just do it without feeling shy."

Participant 3: "If I want to go abroad it becomes easy, I have learned English through the podcast. So, it will be confident for me to speak."

Participant 4: "Podcasts make me more confident in speaking and don't hesitate to say sentences in English"

Participant 5: "Even though it still has to be adjusted to use podcasts, it can gradually be used to use podcasts and is very useful for self-confidence."

Participant 6: "Being short, podcasts motivate learners a lot."

All the the participant said successful in speaking confidence, they said by podcast they can feeling the confidence to speaking because they usually practicing their speaking by listening and it's very helpful for there to do not become shy when they speaking in front of many people.

Discussion

In terms aspect of speaking category, the successful and less successful students have similar knowledge about themselves as students. In the interview, the participant shares their feeling, effective, vocabulary, pronunciation, and confidence in speaking. Successful and less successful students in this study are aware of themselves and how they should enact effective for the students in speaking ability. The finding of this study also show from the statement of three successful students, they have efficacy in learning speaking by using a podcast. They very excited and have promoted learning. In category vocabulary have successful in vocabulary have similar mention Gholami&Mohammadi (2015) in their experiment "Podcast mediated language learning: levels of podcast integration and developing vocabulary knowledge". So, based on the researcher above, it can be said that implementing podcasts in teaching and learning its effective for the students to get speaking English better. Based on the result of the interview the students feel helpful learning by the podcast to explore their vocabulary.

In category pronunciation and fluency based on the data, the researcher gets the students declared that they feeling better in pronunciation after they listening podcast. The self-confidence of students it's very important and it's an aspect of metacognition. The students' metacognition depends on their cognitive process and efforts. It is evident that successful students in speaking by using a podcast because they have some interest and want to explore by self what they gonna choose the things to promote their ability especially in speaking. Like the researcher said Samad (2016) mentions that self-confidence may rhetoric of particular topic as a result of listening repetition and oral performance. In summary, based on the findings show that there's some promotion in students' speaking ability by using a podcast, for successful students they have some high interest and motivated to elaborate their ability in speaking. For the less successful student have some lack of motivation and interest. So, the student would not be feeling effective in learning, and may it's not suitable for what the student way of learning. So, it's difficult to promote their speaking ability by using a podcast.

Based on the result, it is proven that the students' speaking score is better after implementing podcast. It can be concluded, learning by podcast can help the students to promote their speaking ability, because more their listening more their got a new word and will be brave to speak up in English. This media's very useful for senior high school because based on curriculum 11th grade has reached the stage of critical thinking that means students' thinking must be broader and critical. So, the teacher also elaborate student to explore by their self to know some new knowledge as a result, podcast gave positive effects on students' speaking ability. Hence, podcasts are suitable media that can be used by the teacher in teaching and learning speaking.

CONCLUSION

Based on the research conducted in XI grade of SMK Bina Profesi. The writer concludes that using a podcast in learning activity can promote students' speaking ability showed by the score they get. It can be concluded that the students' were so motivated and interesting learning by podcasts. It is proven by their participation in the class asking, discussions, and perform. That's very effective in Their pronunciations, vocabulary, and self-confidence to be better in speaking ability. The students were active and participate in the teaching-learning process of speaking. Therefore, podcasts are one of the media that can be an alternative for the teacher in teaching speaking which can promote students speaking ability.

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