

IMPROVING THE SPEAKING SKILL OF TENTH-GRADE STUDENTS MAJORING IN FASHION THROUGH PODCAST MEDIA AT SMK N 8 SURABAYA

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Abstract

This research aims to find out the student's improvement in speaking skills after implementing podcast media in the teaching and learning process. The subject of the research was the tenth-grade students majoring in fashion 2 at SMK Negeri 8 Surabaya in academic 2021/2022, consisted of 33 students. The method used in this research was Classroom Action Research (CAR) conducted in 2 cycles. Each cycle followed four phases: planning, acting, observing, and reflecting. However, a different treatment was given in the second cycle. There were two ways of collecting the data, namely observation sheet field notes and speaking tests. The data shows significant improvement in their speaking performance after the second cycle was conducted. The target score (KKM) of SMK Negeri 8 Surabaya for English lessons is 70. The result shows that in the pre-cycle only 7 students or 21% of students reached the minimum standard score. In cycle I, 14 students or 42% of students reached the minimum standard score, and in cycle II there were 30 students or 90% of students in X Fashion 2 that could pass the standard minimum score. The study concluded that the students speaking skills could be improved by using podcasts in teaching and learning speaking.

Keywords: Speaking, Podcast, Classroom Action Research

INTRODUCTION

Speaking is one of the primary skills which plays an essential role in the communication global world. Baker & Westrup (2003) said that speaking is oral communication that helps to access information. In addition, Rees (2004) also states that speaking is fundamental to human communication. It means speaking is widely known as an ability to share thoughts, ideas, and intentions with other people by using language in oral form.

Teaching English as a Foreign Language (TEFL) speaking skills becomes very important in education. This statement is supported by a rule of minister of national education No. 32 the year 2013 English lesson is an international language lesson that is important for their use in global relations. For EFL, especially vocational high school students, speaking is useful to the EFL learner to enhance their career, get better job opportunities, build

confidence, attend interviews, and so on. Rao (2019). Therefore, it becomes one of the important things to notice speaking skills in the English subject.

However, it is not a simple task to practice students speaking English well one of the reasons their speaking English is still low because speaking is one of the most difficult skills faced by students according to Bueno, Madrid, and Maclaren (2006) said that speaking is one of difficult skill language learners have to face. Speaking is visible to be difficult because the speakers have to produce sentences directly. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures, have inadequate vocabulary knowledge, and get difficulty in producing utterances.

The researcher observed directly in tenth-grade students majoring in fashion at SMK N 8 Surabaya and found the difficulties faced by the students when speaking English specifically, they cannot speak English well, the students need time to prepare what they want to speak because the student's speaking ability is still low. Besides that, they are lack of vocabulary, and the students still get difficulties in producing utterances, the students also are afraid of making grammatical mistakes, then, the students are not confident to speak English.

As an innovative teacher, it is her duty to solve the problem by dealing with the students' difficulties during the learning process, in this case speaking. The podcast, researcher initiative to apply this media that is currently attracting the attention of many people, especially teenagers or millennials. Taylor (2012) said that millennial learner is only familiar with computers and information easily accessed and have different expectations concerning technology, communication, and access the information. Thus, a podcast is compatible with learning media, especially learning English speaking because a podcast is viral media that are widely used by millennial learner. In addition, Sze (2006) says that podcast is considered as appropriate media that can be used in teaching speaking.

According to Jordan (2007), the term podcast combines the words pod (i.e., from the brand name iPod) and broadcast. The podcast is an Audio/Video file that is uploaded to the website users can download it through the internet freely. It can be listened to on any device that supports MP3/MP4 files such as a computer, smartphone, and MP3 player. Podcast gives the opportunity for the teacher to support students in improving speaking skill.

The idea of using podcast media is based on the following statement from many experts in literature. Other researchers, Bustari and Ahmad (2017) explain podcast gives a good contribution in case of improving students' speaking achievement. The podcast is trusted not only in accelerating listening skill but also in stimulating other language areas such as pronunciation, grammar, vocabulary, and learning activities. Chan et al. (2011). In addition, according to Paul (2007), a podcast is able to improve learners listening and speaking. the easiness of downloading podcasts to Mp3 players and iPods means that students can engage in plenty of listening and speaking practice while traveling.

Podcast media affirmatively shows good points for students in case it would bring the students closer to the target language, and it affects students' attitude and motivation. In other studies, Mohammadzadeh (2010), said that podcast materials can boost students' motivation and help them become more independent and confident in speaking. Podcast media is expected to build the students' self-confidence and make the learning situation enjoyable. Self-confidence may be raised due to their ability to understand the rhetoric of a particular topic as a result of listening repetition and oral performance. Therefore, the aim of this research is to find out whether the implementation of the podcast can improve the students' speaking ability.

METHOD

This research was Classroom Action Research. The researcher used the procedure as suggested by Arikunto (2008) which consisted of planning, action, observation, and reflection. There are 33 ten grade students who were studying in fashion Design class used as the research subjects. The reason for choosing those subjects are the students' speaking ability is quite low and they are lack of self-confidence. There were two data collected which were quantitative and qualitative data. Quantitative data revealed the students' score and qualitative data gave information about the students' responds towards the learning process. Those data were collected through tests and interview or checklist.

There two cycles implemented in this research as in the first cycle, the success indicator could not be achieved. The success indicator states that 85% students have to reach

≤ 70 in their score. The procedure of data analysis in the first cycle and the second cycle was the same except in the classroom activities, as follows:

1. Pre–cycle

In the first steps the preliminary observation conducted in tenth-grade Fashion students 2 of SMK N 8 Surabaya, was aimed at knowing the factual condition of the problem faced in English teaching and learning, specifically, the student’s competency in English speaking.

2. Planning

In the second step, the researcher made planning based on students’ problems in mastering their speaking ability. The researcher prepared learning tools consisting of a lesson plan, teaching materials, students’ worksheets, and preparing the instrument for collecting the data such as observation sheets, and students’ work. Then, the researcher prepared a podcast as a learning media to be implemented to improve students speaking skills.

3. Acting

In the acting stage, the researcher applied the lesson plan and media that were arranged before. The researcher thought the recount text in tenth-grade fashion student 2, after a researcher told all of the material and gave them the example of recount text, then, the researcher applied podcast media in the teaching and learning process. The purpose is to improve students speaking skills. This media is used in each cycle of the teaching and learning process

4. Observing

This stage was to know the improving scores of the students after using podcasts, and also to know the learning process in the class. In this stage, the researcher. After doing the action the researcher had to observe all events or activities during the research. The score that the researcher got and the observation sheet that holds by the English teacher. It was time to get by analyzing the action and deciding whether the action was successful or not.

5. Reflecting

In this section, the researcher evaluated the process of the study. The researcher identified the problem that accrued in speaking skill after using a podcast as media in the teaching and learning process. The researcher did two cycles for this research. In the first cycle, there were only several students who succeed to improve their speaking skills. So, the researcher did the second cycle and the result is most of the students in tenth-grade fashion students 2 could improve their speaking skills.

FINDINGS AND DISCUSSION

The finding of the research showed in the implementation of podcast improve students speaking skill. The improvement was from the results of students speaking skills.

Findings

There were two cycles done in this research the result could be seen in the following table:

Table 1: The Score summary of pre-cycle, cycle 1, and cycle 2

No.	Name	Pre-Cycle	Cycle 1	Cycle 2
1.	ANP	44	69	90
2.	AS	60	70	94
3.	AN	51	87	94
4.	CAK	62	76	83
5.	DPW	42	67	84
6.	DAK	74	70	87
7.	DA	58	74	79
8.	GPU	76	90	87
9.	LA	51	40	83
10.	MFA	69	76	87
11.	MBA	51	41	94
12.	MNW	74	97	87
13.	NAZ	76	58	90
14.	NV	74	60	87
15.	NDN	67	76	70
16.	NZS	39	87	83
17.	NK	47	51	90
18.	NAD	69	76	87
19.	NRA	48	62	90
20.	NF	74	55	73
21.	NAR	39	47	84
22.	NA	42	76	72
23.	RMS	55	87	87
24.	RAA	39	45	87
25.	RAP	44	67	60

26	RR	42	62	62
27	RH	60	76	84
28	SER	51	62	87
29	SRC	30	60	77
30	SEA	39	80	84
31	UH	37	70	84
32	ZS	49	69	69
33	ZCF	80	97	100
Total Percentage		21 %	42%	90%

The result of Pre-Cycle

The pre-observation was done by the researcher. This observation found the specific problem that came up while learning English, especially speaking skills. In this step, the researcher gave the test to the students in order to measure how weak students' ability in speaking and what problems they had while speaking.

Based on the pre-cycle result showed that there were only 7 students or 21% of students that reached the minimum standard score. Meanwhile, the other 26 or 79% of students were below the criterion or failed and did not pass the standard minimum score (KKM) which is 70. It means that the English-speaking competency of X fashion students 2 very low. After analyzing the result of the preliminary study. It can be concluded that most of the students X fashion students 2 had problems in speaking especially they are lack of vocabulary, pronunciation, and confidence to speak. They need a new strategy that enables them to practice more and build up their confidence which can solve the problem of speaking.

The result of Cycle I

In the first cycle, the researcher discussed related the activity in the classroom in the first and the second meeting. The activity was planning, acting, observation, and reflection. In the planning stages, the researcher prepared the lesson plan, and instrument and selected the topic of recount text. The activities and the materials that would be used in the class over the course of two meetings were also prepared by the researcher. The podcast as a media was implemented in the teaching and learning process. After this stage, the researcher implements the whole steps activity in the lesson plan starting from the opening, main activity, and closing. In the main activity, the researcher did the observing activity the researcher showed a

podcast video about recount text with the theme of Indonesian Independence Day. Then the researcher asked the students to watch the video carefully then the researcher give them several questions about the video. After the researcher gave the students the podcast video about a historical event, the researcher gave specific information about the materials. After that, the researcher gave some new video podcast links with different topics. Students were dived into several groups each group consisted of 4 -5 members. the researcher asked them to find information on the podcast. The researcher asked the students created the questions to do speaking activities in front of the class. Then, each group had a host to lead the discussion and the speaker then spoke alternately in front of the class.

Based on the results of student speaking skills from the data above there were 14 students who passed the standard minimum score (KKM) which is 70. The percentage of the students who passed the test was 42% of the 14 students. on the other hand, there were 19 students 58% who failed and did not pass the standard minimum score (KKM) and the standard minimum score was still below 85%, as the target of the research in the first cycle. The researcher found some factors that made students cannot improve in cycle 1 those are: 1) The topic given did not attract the students to speak English. 2) They could not talk too much because the topic was monotonous so the students could not enjoy practicing in front of the class.

The result of Cycle II

In this stage, the research begins with selecting a topic that was different from the previous topic. The topic was about personal experience recount. Then, the researcher designed the new version of learning activities as well as the learning materials based on the new topic given. The researcher implements the whole steps activity in the lesson plan, the researcher played a podcast about personal experience recount. Then the researcher asked the students to watch the video carefully then the researcher give them several questions about the video. After that, the researcher gave specific information about the materials Students were dived into several groups each group consisting of 4 -5 members. The researcher gave freedom to the students to choose the topic they want to discuss and present based on their interests. The students were also suggested by the writer to use the generic structures of personal experience recount that had been explained before. The researcher asked the other group to pay attention

to the presenter as well as give feedback on their speaking performance. They were also allowed to give questions related to the topic. The researcher gave her feedback as always once the other students had done with their feedback and questions.

Based on the result the speaking performance showed that there were 30 students or 90% of students in X Fashion 2 that could pass the standard minimum score. Several factors influenced their improvements. They are, first, the material given was easy to understand. Students were interested in the topic they want to present since they have the freedom to choose the topic by themselves. Lastly, they started to initiatively search for information as well as difficulties they found whether from the internet or the writer

DISCUSSION

The use of podcasts in the learning process of speaking English can improve the speaking skill of tenth-grade fashion students of SMK Negeri 8 Surabaya, it can be seen in the result of the pre-cycle, first cycle, and second cycle. There was an improvement in students speaking skills after using the podcast. The positive effect of podcast usage on the learning process is in line with the previous research that had been conducted by Rosell – Aguilar (2013), McSwiggan & Campbell (2017, and Nwosu al (2017). The podcast is one of the alternative and innovative tools that may improve the students’ understanding of speaking. this statement was discussed by Thomas (2018) an instructional technology expert in the college of education, which is reflected in his statement that “Educators are as starting points to see how podcasting can help students’ vocabulary, writing, editing, public speaking, and presentation skill, by using the podcast teacher have a new method of teaching.

In the pre-cycle, 7 students, or 21% of students reached the minimum standard score. First cycle 14 students 42% of the total students reached the minimum standard score. And the second cycle 30 students or 90%. The total student’s improvement in speaking skills. It is still in line with Juana & Palak (2010), who stated that using podcasts could improve speaking skills based on the student’s opinion.

Using podcasts as supporting the learning process could improve their speaking skill. After implementing the podcast, the students felt enjoyed, engage, active, and enthusiastic in the learning process.

CONCLUSION

In conclusion, the use of podcasts in the teaching and learning process can improve the speaking competency of tenth-grade students majoring in fashion 2 at SMK N 8 Surabaya. It can be seen from the achievement of the students that could pass the standard minimum score determined for English speaking skill 70, in which 90% of students could pass the standard minimum score after the use of podcasts in English teaching and learning. The result of the study also showed that podcasts motivated them to improve their speaking competency and build up their self-confidence in speaking.

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