



## Students' Perception of the Use Podcast in Speaking Ability in Learning Speaking

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### Abstract

*This research aimed to find out students' perception of the use podcast in speaking ability in learning speaking and to know positive or negative response students' of using podcast. The reserachers used a quantitative research design as a methodology. The instrument for collecting data in this study is questionnaire, adapted from the work of Bawanti & Arifani (2021). The sample of this research is forty three students from class A these students are specifically from the pool of first-semester students at the Faculty of Animal Husbandry at Bengkulu University during the academic year 2023–2024 It uses a Likert Scale with four distinct categories: "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". This research is a quantitative research and therefore uses Microsoft Excel as a tool to calculate the data that has been obtained. The findings of this research is that students agree that podcast can help them to learn English and students also have a positive opinion on podcasts in other words podcasts are learning media that have a positive side for students and also they are motivated to want to learn English better after using podcasts.*

**Keywords:** Podcast, Students', Speaking Ability

### INTRODUCTION

Communication is important when you want to learn a language, and to communicate well one way is to have good speaking skills and also good speaking skills can be trained in many ways, one of which is by listening to conversations, music, English language films. Rao (2019) speaking is the most important of the four language skills for efficient communication in today's globalised society. In the digital era, there are many platform where we can train and develop our speaking skills, for example podcasts. Podcast is a platform that can be easily accessed, such as on the Spotify, YouTube or Apple Podcast applications, many people now listen to Podcasts and Podcast content creators are also busy, this Podcast is very popular, especially among young people, they are already familiar with Podcasts in any application.

Podcast is defined as an audio or video format that may be accessed via the

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internet. It can also be gained by downloading software onto a computer or smartphone (Silmawati et al, 2018). In some areas, the speaking ability of individual students is low. However, previous research has examined ways of improving students' speaking skills through the use of easily accessible podcast applications. Therefore, the purpose of this study was to explore students' perceptions regarding the effectiveness of using podcasts as a means to improve their speaking skills. As teachers in today's era we must have the ability to use technology well in order to have a way of teaching that suits the era, and for now podcasts can be a tool that teachers can use to teach, especially in students' speaking skills in English where there are still quite a lot of students whose speaking skills are not good in English, therefore using podcasts as a tool to be able to improve students' speaking skills is the right way because the podcast itself is also an easy platform to access

Many native speakers or English language learning institutions already have Podcast accounts or become educational content creators for Podcasts, for example the account "Learn English, LC English Village, Meringgris, Speaking English" which can be accessed on the Spotify application, which is almost universal. young people or students have this application. By listening to Podcasts like the account mentioned previously, this can help students to develop their knowledge of English, especially their speaking skills, because Podcast content creators have a way of conveying material that is relaxed and easy for young people to understand because of their familiar language style among young people so it is more friendly.

The selection of Podcasts as the focal point for this research is grounded in the ubiquity and ease of access associated with this medium among students and young individuals. Recognizing the dynamic nature of digital media, researchers are driven by the need to unravel the intricate layers of how this Podcast platform influences and interacts with the perceptions and responses of its users. In essence, this study aims to delve deep into the subjective experiences and evolving attitudes of young people and students as they engage with Podcasts. By examining the post-engagement perspective of these individuals, the research endeavors to unveil the multifaceted impact that Podcasts have on the enhancement of speaking skills. This examination extends to understanding the nuanced ways in which Podcasts may stimulate or hinder language development, fostering a comprehensive understanding of their role as a language learning tool.

The research is underpinned by a commitment to gauge whether Podcasts serve as a valuable resource in the journey of students toward improved speaking proficiency, and if so, to what extent. It seeks to illuminate whether Podcasts contribute positively to language acquisition and communication abilities, offering insights that can potentially revolutionize language education approaches and curricula. Thus, this research serves as a holistic exploration of the intersection between Podcasts, young learners, and the vital development of speaking skills.

## **METHOD**

This study was conduct a quantitative research design as a methodology, quantitative research is comparative causal research in which the researcher compares

two or more groups in terms of the causes being studied or in the sense of independent variables that have occurred Creswell (2007). Quantitative research is a systematic and empirical method of research that involves the collection and analysis of numerical data in order to understand and describe phenomena, test hypotheses, and make predictions. It uses statistical techniques to gather, interpret, and draw conclusions, and often aims to establish patterns, relationships, and generalizability of findings within a specific population or sample. The objective of this research method is that it aims to establish patterns, relationships, and generalizability of findings within a specific.

The instrument for collecting data in this study is questionnaire, adapted from the work of Bawanti & Arifani (2021). It uses a Likert Scale with four distinct categories: "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree." overall, the questionnaire contains 12 items. The sample of forty three students from class A be included in this study. These students are specifically from the pool of first-semester students at the Faculty of Animal Husbandry at Bengkulu University during the academic year 2023–2024. There are usually one ninety three students in each batch of this faculty. Class A has forty three, while class B has fifty students. For this research, the population is defined as the collective body of students within the faculty, the actual sample that was selected for the study consists of all fifty students from class A who were invited to fill out the questionnaire.

## RESULTS AND DISCUSSION

The researcher was be responsible for analyzing the quantitative data. In the analysis stage, Microsoft Excel, a powerful and popular spreadsheet software, using as the main tool to process and review the data obtained from the questionnaires administered because this research is a quantitative research and therefore uses Microsoft Excel as a tool to calculate the data that has been obtained. The overall purpose of this data analysis is to obtain the results of the counts derived from the answers filled in by the sample on the questionnaires that have been distributed to them.

**Table 1. Statement Research**

No.	Statement
1.	I like to study alone so I feel confident.
2.	Podcast application increased my ability to manage time for studying.
3.	Learning using a Podcast application increased my motivation for studying.
4.	I enjoyed using the Podcast application during the class.
5.	The Podcast application contributes to making my learning faster.
6.	When I study online using the Podcast application alone, I remember some vocabularies better.
7.	I prefer online speaking assignments so that I can do them myself without any help from others.

No.	Statement
8.	I don't face difficulties in answering teacher's questions.
9.	With online learning using the Podcast application, I can understand the lessons easily.
10.	Online learning using the Podcast application increases my learning.
11.	When I study online using the Podcast application alone, I remember lessons better.
12.	Online learning using the Podcast application improves my speaking skills.

**Table 2. Items Research**

Items	SD	D	SA	A	Category
S1	11,6%	23,3%	44,2%	20,9%	Positive
S2	4,7%	20,9%	51,2%	23,3%	Positive
S3	4,7%	18,6%	48,8%	27,9%	Positive
S4	4,7%	18,6%	51,2%	25,6%	Positive
S5	7%	18,6%	48,8%	25,6%	Positive
S6	7%	16,3%	55,8%	20,9%	Positive
S7	9,3%	20,9%	51,2%	18,6%	Positive
S8	14%	41,9%	30,2%	14%	Positive
S9	7%	23,3%	53,5%	16,3%	Positive
S10	7%	18,6%	58,1%	16,3%	Positive
S11	11,6%	25,6%	46,5%	16,3%	Positive
S12	7%	16,3%	58,1%	18,6%	Positive

SD =Strongly Disagree

D = Disagree

SA = Strongly Agree

A = Agree

## Discussion

This research was aimed to find out whether by using media such as podcasts in teaching English students can be motivated and successfully improve their speaking skills in English and improve students' listening skills to conversations using English. As explained in the background, most students already know about what Podcasts are and how to use them but they still rarely use podcasts to help them develop their English. After conducting research and applying the use of podcasts to students and finally students succeeded in utilizing the results of technology, namely platforms such as podcasts to help develop their English skills, especially in speaking skills they have, after using podcasts in the learning process they can also find new vocabulary and increase their English vocabulary collection by listening to podcasts as a platform or media that can help them.

The use of podcasts can also be easily accessed by students, especially on podcasts found on the Spotify application because all of the students have the application so they can easily access podcasts in the application, students also listen to and learn English with podcasts at home so that from the calculation of the questionnaire data above it can be concluded that students can feel comfortable learning English and easily understand learning material when they use podcasts to help them learn, because in the podcast students can listen to the English used by the content creator properly and how the grammar is for everyday life so that students can apply it in their daily lives.

Podcasts can also be used as a source of digital knowledge for students because from podcasts students can find something new, According to Crawford (2007) has the opinion that podcasts can build different literacies because according to him podcasts have a multimodal communication approach. All podcasts have content with various types of content such as podcasts with educational themes, raw health, horror, religion, sports, comedy, political news, and others. Podcasts in this study are podcasts with an educational theme, more precisely education in English, which is owned by certain content creators, for example the account "Belajar Bahasa Inggris", which discusses how to speak English properly and how to understand English well.

Based on the results of the questionnaire distributed, it was found that most students think that podcasts have a positive response from students perception and can help them in terms of improving their English language especially speaking skills but there are still a small number of students who choose to disagree and strongly disagree with the use of podcasts because they still don't really understand using this podcast platform and are still unfamiliar with podcasts. This study's findings collaborate with the previous research by Rahmatia & Widiastuty (2021) who discovered that students' enjoy using podcasts in class because podcasts are easy to use and also students' agree that podcasts can help them improve their skills and in this study specifically in listening skills and also the second finding in the previous study is that students feel bored listening to podcasts with a long duration and the same with this study that students feel comfortable learning using podcasts and also according to students podcasts can improve their speaking skills efficiently and students are motivated to understand English more deeply because by using podcasts students think they are easier to understand the material and more comfortable learning when they are alone because podcasts can be accessed easily in an application that all of the students already have the application.

## **CONCLUSION**

The conclusion is at findings and discussion show that students agree that podcast can help them to learn English and students also have a positive opinion on podcasts in other words podcasts are learning media that have a positive side for students and also they are motivated to want to learn English better after using podcasts. Students also feel comfortable and free when learning English by using podcasts and after using podcasts as an auxiliary media in learning English students can find new vocabulary that can increase their vocabulary knowledge and how to speak in English for everyday because by listening to podcasts students can imitate and learn how the content creators speak

and communicate in English.

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