The Influence of 6 Minutes Bbc Radio Podcast towards Students' Speaking Skills (A Quasi-Experimental Research in One Public School in Cikeusal)

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Abstract

The objective of this research was to find out the influence of 6 Minutes BBC Radio Podcast towards students' speaking skills at the eleventh-grade at one of senior public schools in Cikeusal, Serang. This quantitative research used Quasi-Experimental design. This research used oral test as the instrument, consisting of pre-test and post-test. There were two classes involved in this research as the experimental class and control class. Each class consisted of 30 students. Hypothesis testing revealed that value of t-test was higher than the value of t-table (18.18 > 2.00). It indicated the null hypothesis was rejected but the alternative hypothesis was accepted. Based on the data analysis, Applying Podcast in the teaching and learning process of speaking revealed that there was significant influence of students speaking skills. In conclusion, Podcast could be an alternative media to help students improve their speaking skills in Teaching and Learning English.

Keyword: Podcast; Speaking Skills; Teaching and Learning

Introduction

Speaking skills become one of the crucial factors of success in teaching and learning English, because it made the communication between students and the teacher run smoothly. Yamaguchi (2000) stated that speaking skills are the language skills of learners to communicate orally to others in the class. Speaking helps the students to communicate in class and to transfer information and opinions impulsively or delivered in oral language. It is important for students because every student is expected to master communicating in English in in regional or international form. It means that English is a crucial language that must be achieved by the student in Indonesia as a foreign language.

Based on the Teaching Practice (PPLK) at one of the public senior high schools in Cikeusal

(SMAN 1 CIKEUSAL), it was found that a lot of students have difficulties in speaking English in class while teaching and learning English process. There were problems that the researcher identified such as lack of grammar, vocabulary, expression the idea also lack confidence while speaking English in class. Moreover, there was not some engagement between students and teacher. The students relatively used the local language or Indonesian language in the communicative language while learning English. So, it hampered the learning and teaching process in the class.

In this research, the researcher used alternative learning media for the student's speaking skills. The researcher used speaking learning by using the Audio-Visual Method by using 6 Minute BBC Radio podcast on YouTube. It is because of students' interest in digital media for their study in class. In this era, the student's engagement in technology is very strong. So, the researcher believes that the Audio-Visual Method by using the podcast as a medium can solve the problem that happens in the class.

Literature Review

Speaking skills are used by students as a major communication in teaching and learning English. It is also supported by Richards and Renandya (2002) who mentioned that speaking is one of the central elements of communication in EFL. In the Teaching and learning process, the teacher couldn't tell the material in one-way communication. The teacher needs some responses from the students to make the process of teaching and learning run smoothly. Usually, students who have good speaking skills will have a good understanding of learning English.

Referring to Wallace (1978), students will have a better understanding of how to talk or express themselves fluently with accurate vocabulary and appropriate or acceptable pronunciation if they are required to pay attention to what they are saying. As a result, students will have a better understanding of how to talk or express themselves fluently with accurate vocabulary and appropriate or acceptable pronunciation. Harmer (2007) also stated that if the teachers want their students to speak English fluently, they have to guide the students to be able pronounce the phonemes correctly, use appropriate stress and intonation, and speak in connected speech. In teaching speaking skills, there are several types of speaking activities, which are:

1. **Discussion**
1. It is mostly used by the teacher to teach speaking for both individual and group in classroom. Kavi (2006) said that the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.
2. **Role Play and Simulation**
2. It can lead the students to express the language by pretending they are in various social contexts and have a variety of social roles. While, simulation is equal with role play but in

simulation, it is more elaborated. The students can bring realistic items to make real-life activities. In simulations, students can bring items to the class to create a realistic environment. They increase the self- confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

3. **Communication Games**

3. Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities. By learning trough communication, students will be more motivate to learn and use the target language. In addition, communication games also can be used to encourage the students to share the information communicatively. It can be one of the tools to give the students the opportunity to express the students feeling or any ideas.

4. **Questionnaires**

4. Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource in helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

In order to help the students to speak English fluently, teacher may use podcast as their teaching media. Podcast is one of the episodic series of digital audio or video that talk about some topic which can be enjoyed and listened by people. Sloan (2005) stated that Podcast is an innovative means of broadcasting over the Internet that may be utilized to automatically distribute digital audio information to mobile phones.

As mentioned by Gromik (2008), "podcast can provide students with "authentic, free, and otherwise unavailable resources." It is used in language learning classrooms and can be done at any time and anywhere. Therefore, it provides personalization as the feature that allows the learners to tailor their learning styles and strategies to their preferences.

Learning through listening to the podcast probably one of the most essential educational aspects given by podcasts. It helps the students to learn with offered intelligible material through relevant and engaging activities and it makes the learning simpler, faster, and more appealing to the students (Rosell-Aguilar:2013)

Research Methodology

This research was intended to find out the influence of 6 Minutes BBC Radio Podcast towards students' speaking skills in the eleventh grade at one of the senior public schools in Cikeusal, Serang. This research was carried out with quantitative research in a quasi-experimental design. quantitative research techniques are commonly received on the grounds that they are logical strategies and give prompt outcomes (Fellows & Liu:2008). It enables the researcher to take the data with non-equivalent sampling that showed the real phenomena in the class that has been chosen by the teacher.

The population of this research is the students from the Eleventh Grade of SMAN 1 Cikeusal. Furthermore, since this research applied a non-equivalent group design, the sample was chosen from the existing class by the teachers. From the chosen classes, Eleventh Science 5 (XI MIPA 5) became the experimental class, and Eleventh Science 3 (XI MIPA 3) became the control class.

In collecting the data, the researcher used pre-test and post-test as the research instrument by using the form of an oral test. As stated by Arikunto (2000), instrument in gathering information is an apparatus that is utilized by scientists to help them in gathering information to make it increasingly deliberate and simple. The pre-test was conducted before the students were given the new treatment with a podcast. While, the post-test was conducted after the students were given the new treatment. Those tests were conducted by giving each student 1-2 minutes to tell their idea, and assessed based on the scoring rubric which consisted of pronunciation, grammar, fluency, and comprehension. The number that comes after the data collecting process will be projected and become raw data for research.

Table 1.1 The Test Development

5. Basic Competence	6. Indicator	Evaluation	8. Activity
9. 4.7 Arrange the text in the form of oral and written to tell the activity in the past and consider the social function, rhetorical pattern, and 10. language used.	11. • The students able to identify the content of the podcast told by the teacher by yotube. • The students able to do a short story in the form of both explanation text.	12. 13. 14. Oral test	15. • Tell the podcast content or personal experience in the form of a explanation text.

After the data were collected, the researcher analyzed the data with validity test, reliability test, normality test, homogeneity test, and hypothesis testing. The validity tests were analyzed with content validity, where the instrument is valid if it includes a proper sample of the structure that is relevant to the purpose of the test, especially the speaking skills. It is also mentioned by Ary (2010) stated that to have content validity, the instruments are representative of some defined universe or domain of content.

To measure the reliability of the instrument, the researcher used inter-rater reliability. The raters were the researcher and the English teacher of SMAN 1 Cikeusal. In this research, the inter-rater reliability coefficient used the agreement *Cohen Kappa* coefficient calculation below:

$$KK = (Po-Pe)/(1-Pe)$$

Notes:

KK: Coefficient of agreement of the observation

Po: Proportion of the frequency of the observation agreement

Pe: Chance of the agreement

Then, the normality tests were measured with *Kolmogorov Smirnov* to know whether the data were normally distributed or not with criteria as follows:

1. If the significant value is more than 0.05 (P> 0.05), the data is considered normal.

2. The data is considered to be abnormal if the significant value is less than 0.05 at (P<0.05).

After that, the homogeneity tests were measured to know whether the data were homogeneous or not with Sugiyono (2013) formula as follows:

$$16. \ \mathbf{Fcount} = \frac{BV}{SV}$$

Notes:

Fcount: Homogeneity

BV: The biggest variance

SV: The smallest variance

The criteria of homogeneity as follows:

1. If f$count \leq$ f$table$: the data is homogenous

2. If f*count* ≥ f*table*: the data is not homogenous

Furthermore, to know whether the hypothesis was accepted or rejected, the researcher analyzed the data with t-test. After the calculation/analysis from the t-test result was found, the researcher can conclude whether there was influence or not in teaching speaking skills in SMAN 1 Cikeusal. The hypotheses were as follows:

17. *Null Hypothesis (H$_o$)*   : There is no influence of using 6 Minute BBC radio podcast as a media on students' speaking skills.

18. *Alternative Hypothesis (H$_{a)}$*   : There is any influence of using 6 Minute BBC radio podcast as a media on students' speaking skills.

Results and Discussion

This research was conducted by implementing Podcast as media in teaching speaking for the eleventh students at SMAN 1 Cikeusal, Serang, Banten. Related to the research question stated in the background of the study, the purpose of this study is to know the influences of podcast on the students' speaking skills. This research was conducted from March until June and divided into four meetings including the introduction, pre-test, two meeting for treatment, and post-test. The experimental class was taught with digital podcast, while the control class was taught with conventional media.

The researcher collected the data with the pre-test and post-test from the control class and experimental class. However, before the tests were conducted, the researcher analyzed the validity of the tests with content validity by asking the English teacher whether the test concept was valid or not. Moreover, the researcher analyzed the reliability of tests with *Cohen Kappa formula,* which the reliability results as follows:

Table 2.1 The Result of Reliability Test

Pre-test experiment	"1,00" Very good
Post-test experiment	"1,00" Very Good
Pre-test control	"1,00" Very Good
Post-test control	"1,00" Very Good

Table 2.2 The Interpretation of Kappa

Value of kappa	Level of agreement
0-020	Poor
0,21-0,40	Fair
0,41-0,60	Moderate
0,61-0,80	Good
0,81-1,00	Very good

From the table result of reliability of each test in both classes showed that the data were reliable, since it met the criteria from *Kappa* interpretation that showed "very good".

Both of the pre-test and post-test were in the form of oral test where the students should tell their personal experiences in the form of cause-effect in explanation text. Then, the tests were assessed based on the scoring rubric which consist of pronunciation, grammar, vocabulary, fluency and comprehension. From the assessed tests, the researcher found the average scores, minimum score, and maximum score from both classes, as follows:

Table 3.1 Data of Control Class

	Pre-Test	Post-Test	Gain score
Average	59.7	68.4	8,7
Maximum	72	85	13
Minimum	45	50	0

From the table above, the score of the pre-test and post-test of the control class showed that the highest score on the pre-test was 72 and the lowest score was 45 with an average of 59,7. Then, the average of the pretest increased on the post-test up to 68,4. The highest score for the post-test was 85 while the lowest is 50. It can be seen that the control class gain a score of about 13 points.

Table 3.2 Data of Experimental Class

	Pre-Test	Post-Test	Gain score
Average	67.6	75.9	8,3
Maximum	85	90	7
Minimum	40	45	10

From the table above, the score of the pre-test and post-test of the experimental class showed that the highest score on the pre-test was 85 and the lowest score was 40 with an average of 67,6. Then, the average of the pretest increased on the post-test up to 75,9. The highest score for the post-test was 90 while the lowest is 45. It can be seen that the control class gain a score of about 8,3 points.

The results of the speaking tests demonstrated that students who took part in the study improved their speaking skills significantly after creating learner podcasts, relative to their level of speaking skills before making learner podcasts. The use of learner podcasts as a technology-based supplementary teaching method assisted learners to increase their speaking skills, indicating a potential advantage of student-made podcasts for EFL students' speaking skills.

After the researcher got the result of tests from both classes, the researcher measure whether the data were normally distributed or not by using *Kolmogorov-Smirnov*. For the *Kolmogorov- Smirnov (K-S)* statistical test, the decision-making is as follows: Data is normal if the significant value is higher than 0.05 (P> 0.05). On the other side, if the significant value is less than 0.05 at (P <0.05) the data is said to be abnormal. The result from normality test showed that the data were normally distributed, because the significant value was higher than 0.05 which showed by following table:

Table 4.1 The Result of Normality Test

Tests of Normality							
	CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
PODCAST	Pre-test experiment	.157	30	.056	.932	30	.055
	Post-test experiment	.150	30	.081	.931	30	.052
	Pre-test Control	.158	30	.053	.924	30	.035
	Post-test Control	.156	30	.060	.951	30	.179
a. Lilliefors Significance Correction							

From the table of SPSS 26.0 above, it can be concluded that:

1. The significant of Pre-test Experimental Class was 0,056, it indicated the score of pre-test experimental class was normally distributed.
2. The significant of Post-test Experimental Class was 0,81, it indicated the score of pre-test experimental class was normally distributed.
3. The significant of Pre-test Control Class was 0,53, it showed the score of pre-test experimental class was normally distributed.
4. The significant of Post-test Control Class was 0,60, it showed the score of pre-test experimental class was normally distributed.

Table 5.1 Homogeneity of Pre-Test

Instrument	Class	Sample	Fcount	Ftable	Standard deviation
Pre-test	EXPERIMENT	30	2,59	4.210	4,13
Pre-test	CONTROL	30			10,70

Based on the table above, it can be seen standard deviation (s) of experiment and control was different. The result of the homogeneity test (f_{count}) was 2,59 and the homogeneity test (f_{table}) was 4.210. the value of f_{count} is lower than f_{table} or 2,59< 4.210. it means that the data pre-test experiment and control

was homogeneous.

Table 5.2 Homogeneity of Post-Test

Instrument	Class	Sample	Fcount	Ftable	Standar deviation
Post-test	EXPERIMENT	30	1,52	4.210	20,22
Post-test	CONTROL	30			13,27

Based on the table above, it can be seen standard deviation (s) of experiment and control was different. The result of homogeneity test (f_{count}) was 1,52 and the homogeneity test (f_{table}) was 4.210. the value of f_{count} is lower than ftable or 1,52< 4.210. it means that the data post-test experiment and control was homogeneous.

To know whether the hypothesis was accepted or rejected, the researcher used a t-test formulation. It was also aimed to find out whether the podcast was effective or not. In analyzing the t-test, the researcher found out the result as follows:

$$\text{T}_{count} = \frac{MX-MY}{\sqrt{\left(\frac{\sum X2+\sum Y2}{NX+NY-2}\right)\left(\frac{1}{NX}+\frac{1}{NY}\right)}}$$

$$= \frac{75,9-68,4}{\sqrt{\left(\frac{88,59556+92,24}{30+30-2}\right)\left(\frac{1}{30}+\frac{1}{30}\right)}}$$

$$= \frac{8,13333}{\sqrt{\left(\frac{130,83}{58}\right)(0.067)}}$$

$$= \frac{8,13333}{\sqrt{(3,11)(0.067)}}$$

$$= \frac{8,133333}{\sqrt{0,20}}$$

$$= 18,18$$

Based on the result t-count was 18,18. The level of hypothesis test is 5% (0,05), d.f= (Nx+Ny-2) = (30 + 30 − 2) = 58, then t-table is 2.00 it concluded that t-count > t-table, or 18,18 > 2.00, it means alternative hypothesis is accepted and null hypothesis received. It could be seen, that there was any significance. Based on the explanation above, it can be concluded that using podcasts in teaching speaking is a success in increasing students' scores in speaking skills. From the data above, students' scores can be increased after the use of podcast. Moreover, it can be said that using podcast affects students' achievement in speaking scores.

By using podcast, it can be inferred that there are significant influences between students'

speaking scores who were taught by using podcast and who were taught without a podcast. The influence of using podcast towards students' speaking skills can be seen from the score of experimental class students that increased after podcast was applied in the class.

From the data analysis above it is essential to state that the score of using podcast can influence students' speaking skills. After treatments, both the experimental and control classes improved their scores; nevertheless, the experimental class's score was greater than the control class's. the researcher concluded that there is influence of using podcast as an audio-visual method media for teaching learning English especially speaking skills towards the students.

This study also confirms what has been found by Miranty and Rachmawati (2016). Which showed that podcast gave influence learning and teaching English, the students have nice good communication because they had much time to listen to the podcast with their friends and the students had a good response to the learning and teaching activity in the class.

This research also confirms what has been found and described in the research by Yamaguchi (2018) which showed that audio visual method gave the influence that students have a higher understanding based on the pre-test and post-test in the form of measuring from the high school. The audio-visual method gave more chance to the student to listen and see the speakers in the podcast that was give more understanding for the students.

During the application of 6 Minute BBC Podcast Radio in the experimental class, the researcher had difficulties to socialize with students by using English. It was because most of the students during the pre-test and treatment still used Indonesian. Some students mentioned that they were still lack of confidence to speak fully in English during the class. However, the researcher could overcome those difficulties by helping the students to increase their motivations and still got the good responses from the students till the research finished.

Conclusion

Based on the result of analysis of the research, the result of the hypothesis can be seen from the score of *tcount* is higher than t_{table}. From the result of statistical calculation, the value of t_{test} was calculated $tcount \geq ttable$ or $18,18 \geq 2.00$ with the degree of freedom (df) was 58. The alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected. It is proven that the students' score of speaking after taught by using podcast is better than before taught by using podcast. Therefore, it can be inferred that there was an influence of 6 Minutes BBC Radio Podcast.

In conclusion, podcast can be an alternative to help students in teaching and learning speaking in enjoyable way. Podcasts are able to assist the students to enhance their speaking skills in vocabulary, pronunciation, fluency, grammar, and comprehension.

Suggestion

In the teaching and learning process, the researcher hopes that English teachers can change their general techniques into new, more interesting techniques, and can use current technology in teaching speaking skills. Besides being able to make students not easily bored to learn, this media is also easy to be operated by students. This will support students to improve their speaking skills. Hopefully this technique can be an alternative technique used by many teachers and will always have a positive effect on students' English skills.

For students, the researcher hopes that the podcast can be used and motivates students to improve their speaking skills. Teaching speaking skills with podcast can make students relax and enjoy participating in the teaching and learning process. Not only used in schools, outside schools.

For further researcher, the researcher hopes for the further researcher to conduct research which is related to Podcast in teaching speaking more detail. Therefore, for further researcher can conduct research in different field by using qualitative research design to know that the influence of podcast in qualitative way. Moreover, the researcher also hopes for further researcher to conduct research related to podcast in Time Series of Quasi-experimental design by using the quantitative method. Lastly, the researcher hopes this research become one of the represent for another researcher who used audio-visual media for not just in speaking skills but other skills such as listening, reading, and writing in Teaching and learning English.

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