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IMPROVING STUDENTS SPEAKING SKILL THROUGH POCAST AT X MIPA 2 STUDENTS OF SMAN 1 REJOSO

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Abstract

The purpose of the study are to find out student's speaking skill before and after taught by using podcast media then to analyze the significant different on students' speaking skill before and after taught by using podcast media in the teaching speaking. This research is Quasi- Experimental with one group pre- test, post- test. The research was done at SMAN 1 Rejoso for the academic year 2021/2022, by using population whole tenth grade, the sample used by the researcher is the class X-MIPA 2, that consists of 36 students. The technique of sampling is using purposive sampling. The collecting data in this research by using test. The technique of analysis data used to analyze the data in this research is Mean, Median, Mode, standard deviation and T test. Based on the results of the test scores, students showed an average pre-test score of 49 and post-test 80, for the t-count 27, while the t-table was 1,690, then $t\text{-count} > t\text{-table}$, which means H_0 is rejected and H_a be accepted. So "there is a significant difference before and after using Podcast Media to improve students' speaking skill at the tenth grade of SMAN 1 Rejoso in the Academic Year of 2021/2022".

Keywords: Students Speaking Skill, Podcast Media.

Introduction

As a country that does not speak English for everyday life, most students in Indonesia may find speaking English in a good level is difficult. Indonesia has established a curriculum that requires students to learn four skills which is a challenge for every student (Mukminin, et.all, 2015:218). Teaching English in senior high school encompasses the four language skills; listening, speaking, reading and writing. As one of the language skills that must be mastered by students, speaking is an important skill for the students to understand a language. According to Hybel (2001: 45) that speaking is a process in which people share an information, feeling, and ideas. In other words, speaking skill is used in real life, so speaking is to express our idea to others in oral communication. It means mastering English communication is one of the main goals in learning English. One of the targets of teaching language is to improve the student's skill to speak that language.

Speaking English is one of the most important in four points of language proficiency. Because the main purpose of learning speaking is to help students be confident in speaking English properly and correctly (Leong and Seyedeh, 2017:34). In addition, in speaking learning there are several skills that must be mastered by students, namely comprehension, vocabulary, pronunciation, and fluency. Of the four skills, three of them require direct oral practice from students. Although vocabulary is also very important, but it cannot be denied that the fluency of students in speaking is an important aspect of assessment. Therefore, speaking skills determine how successful a person is in learning English. Students in a class get the same lesson but the way they receive and process the material will vary depending on the abilities of each individual (Noor and Istanti, 2010:2). Students in one class have different abilities in receiving material and in implementing that in the target language.

Fluency is the biggest problem faced by students in class. Fluency means as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. A lot of student cannot speak English as fluent as native speaker. fluency should be the target for beginning learners and should continue to be target as learners move toward more advanced stages in their language acquisition (Brown, 2001: 269). A students must get rid of feelings of fear in learning something new, mistake can occur to help students evaluate the learning process. Whereas in Indonesia, English is an important subject, this condition may require student to speak as fluent as they can, so it can help them to get better score. The provision of teaching materials in an effective and fun way can actually be pursued with the help of learning media. This can help students understand the material and achieve learning objectives well. One example of learning media that can be used in speaking learning is media based on recording technology such as podcasts.

Media are all physical tools that are able to present messages and stimulate students to learn (Briggs (1985) in (Nunuk Suryani, 2016). In this case, books, tape recorders, video cameras, television, e-mail, films, podcasts, photos, and pictures are learning media. Therefore, it can be interpreted that the media is an intermediary or messenger from the sender to the recipient of the message.

Meanwhile, according to Gerlach & Ely in (Arsyad, 2011:23) that in general the media are human, material, or events that build conditions, which cause students to be able to acquire knowledge, skills, or attitudes. So, according to this understanding every aspect of the home and school environment such as parents, teachers, peers, textbooks, is a medium. According to a 2018 survey by DailySocial and Jakpat Mobile Survey Platform, it is said that podcasts are starting to be liked by the Indonesian people because it can be accessed anywhere and anytime. In the advanced of information and technology, students are asked to learn based on e – learning, because teachers can provide learning materials in any format, so that students learn more easily, solve problem and consult (Hariyono, 2019 : 187). Podcasts are said to be the future of broadcast media that are not yet marketed in Indonesia. Podcasts can be easily accessed and downloaded for free through several applications such as Spotify, Google Podcasts, Anchor, Podbean, or through the website.

As explained above, the success of learning English is speaking. So, the researcher has found problem at tenth grade students in SMAN 1 Rejoso, where the students cannot say word perfectly in English. They look very confuse to express their ideas on their mind. Many students do not have passion or do not feel confidence to perform English, especially in speaking class. The students are also less enthusiastic and less confident in speaking English and low motivation to learn. The teacher usually asks students to real dialogue in front of class or to answer some questions for examples. Because of that the reasercher think it can make students bored and they do not want to speak English. Therefore, teachers should use one effective method for teaching speaking that make students active and motivate in learning speaking. The students can be motivated to say something to make possibility activities and giving opportunity for them to practice their speech.

Based on the problems found by the researchers above, the researchers took the title Improving Students Speaking Skill Through Podcast at The X MIPA 2 Students of SMA N 1 REJOSO in The Academic Year Of 2021-2022. To help students improve their speaking skills through a podcast method. And the purpose of the study are to find out student’s speaking skill before and after taught by

using podcast media then to analyze the significant different on students' speaking skill before and after taught by using podcast media in the teaching speaking.

Research Methodology

Research design is the main factor in conducting research. The type of this research is quantitative research approach. In this research, the researcher used an experimental design. There are four kinds of experimental research; Pre Experimental, True Experimental, Factorial Experimental and Quasi Experimental (Sugiyono 2009:70). The researcher used Quasi Experimental and the researcher choose one group pretest – posttest design.

In the research procedure, to conduct the research there are eight procedures. The first step is preliminary visit. The second is compose a lesson plan. Third step is giving a pre-test. Fourth step is giving treatment. Fifth step is giving post-test. The sixth is collecting data. Seventh step is analyzing data. And the final is make a conclusion.

Variable is a characteristic of an individual or an organization that researchers can measure and varies among individuals or organizations studied. In this research, there are two variables, they are: The first one independent variable is the cause of another variable. Based on the definition, the independent variable of this research is Podcast. The second is the effect of independent variable. This variable is not manipulated by the researcher, but it is affected by the independent variable. The dependent variable of this research is the students' speaking skill.

To get data of the study, the research needs a subject. The subject of the study will be the students of Senior High School 1 Rejoso. The population of this research is all the student of tenth grade in SMAN 1 REJOSO. This research uses purposive technique. Purposive sampling is the selection of samples based on certain characteristic in a population that has a dominant relationship so that it can be used to achieve research objectives with certain consideration (Sugiyono, 2021 : 67). So, because of that reason, the researcher just took one class as the research sample The sample of this study was 36 students in class X MIPA 2 at SMAN 1 Rejoso.

In this research the researcher uses two types of calculations, the first is descriptive statistics and inferential which consists of five formulas, namely the mean, median, mode, standard deviation and t-test. First, the mean is a calculation to find out the average score of students before the application of the podcast treatment. Second, The median is a value located in the middle of a data group that has been sorted from the smallest to the largest value or vice versa (Ghozali, 2016). The median function measures the center of the data, which is the center location of a of a group of numbers in a statistical distribution. Third, he mode is the data that appears most frequently. The mode is a measure of concentration to express the phenomenon that occurs the most. A collection of data obtained, it is possible to have a mode value that is not single or may not have it. Then for the standard deviation it is a calculation to measure the ability of students after the application of the treatment. While the T-test is the formula used to measure the effectiveness of the treatment by comparing before and after treatment so that researchers know how important the use of podcast method is to improve students' speaking skills.

Research Findings and Discussion

This chapter discusses about the results of the research which has been done by the researcher. This research has two variables, students' speaking skill is dependent variable and using podcast is independent variable. The purpose of this research is to find out whether or not the effect of using podcast in students' speaking skill.

The research was conducted for three days at the SMAN 1 Rejoso at X MIPA 2. When doing the research, the researcher got a help from the English teacher who teach there so the researcher can conduct the research in a conducive way. On the first day, the reasercher explained the purpose of doing the research and pre-test. On the second day, the researcher conducted a treatment or learning speaking using podcasts as a teaching media. On the last day, the researcher gave students a post-test as the last step.

In teaching speaking, there are several aspects required to be mastered by students such as fluency, comprehension, vocabulary and pronunciation. However, the researchers limited to focus at improving students' fluency aspect.

This research found that there is an effect on students speaking skill after studying with the podcast as a media in teaching and learning process. This effect can be seen from pre – test and post test results below:

In relation to the first research question, the student's speaking skill before taught by using podcast is still low. It can be seen from the student's score in Pre-Test, a lot of their score still under passing grade. The lowest score is 36 with 47,2 % in frequency value and the highest score is 64 with 2,7 % of frequency value. By do an analysis data, it can be found that the mean score is 49. This data in pre – test happened because they still not fluent in speak english and their comprehension of the text is still really low.

As for the second question, the student's speaking skill after taught by using podcast is better. The score is increasing in the Post-test section. The lowest score is 68 with 8,3 % of frequency value and the highest score is 92 with 5,5 % of frequency value. By do an analysis data, it can be found that the mean score in post – test is 80. This data in post – test happened because after they tried to speak as fluent as native speaker using Podcast, their score in comprehension and fluency is above the passing score.

Table 1: The Analysis of Students' improvement result

Characteristic	N	Mean	Lowest Score	Highest Score
Pre – Test	36	49	36	64
Post – Test	36	80	68	92

Related to the third question, the reasercher found that Podcast can help student to improve their speaking'skill because it can be seen from their score in Pre-Test and Post-Test it has a significant different after taught by using Podcast. Mean in pre – test is 49 but in post – test the mean score is 80. It show that, the student score after got a treatment is increasing. Also, mean score in the students speaking resultt before and after taught by using podcast is 80.

Meanwhile, to find the T-score, based on the showed data, the result can be computed using the following formula:

It is shown that the result of t-count is 27. To know the significant difference between the students' result before and after being taught using Podcast, the result of t_{count} must be consulted to t_{table} . From the T distribution it is found that t_{table} for $t_{0,05} = 1,690$ So, $t_{count} > t_{table} = 27 > 1,690$

To find out the different is significant or not from the result of the pre-test and post-test that have been described, it must be returned to the hypothesis. The researcher already has the intended hypothesis.

The alternative hypothesis (H_a) states that there is a very significant difference before and after the use of podcast method to improve students' speaking skill at X MIPA 2 of SMAN 1 Rejoso in the academic year 2021/2022.

Conclusion and Recommendation

Based on the discussion in the previous chapter, it was clear that using Podcast method can improve the students' speaking skill. The students' score in speaking test before applying podcast method is low. It is different from the students' speaking skill after applying podcast method. It can be found in students post-test, the score was higher than the pre-test. Using podcast method in learning activity contributed to the students' speaking skill. It can increase student's understanding about the fluency, comprehension, vocabulary and pronunciation. This method can increase students' speaking skill. The objective of this research is to know that Podcast is can improved student speaking skill.

It was also proved by the t-test value 27 is greater than the t-table value 1,690. It's mean that this alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) was rejected. Accordingly, podcast method improved the students' speaking skill. It can be concluded that using Podcast Method is effective toward the students' speaking skill at X MIPA 2 students of SMA N 1 REJOSO in the academic year of 2021-2022.

Based on the conclusion above, the researcher presents some recommendation as follows: The teacher should be active and creative to arrange

English materials. The teacher should be able to manage the class to make the students more active in teaching English, especially in learning and teaching speaking. The teacher should be able to choose a good method. For the teacher may use Podcast method as a method to make their students enjoy the class. Because this method involved the participation of the students in learning and teaching process. Using this method the students can encourage their motivation in learning with a fun learning So, the students can improve their English, especially in teaching speaking skill.

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