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DEVELOPING SPEAKING SKILLS MATERIALS BASED ON PODCAST AS A TEACHING MEDIA FOR GRADE VIII STUDENTS OF SMP N 2 PADANG BOLAK

Abstrak

Penelitian ini bertujuan untuk mengembangkan materi keterampilan berbicara berbasis podcast sebagai media pembelajaran bagi siswa kelas VIII SMPN 2 Padang Bolak. Penelitian ini menggunakan Model Pengembangan. Hal ini dilakukan untuk mengembangkan podcast sebagai media pengajaran. Untuk mencapai tujuan tersebut, diperlukan pendekatan penelitian yang mengkaji upaya untuk menghasilkan strategi pengajaran membaca. Oleh karena itu, dalam merancang model, peneliti menggunakan pendekatan Research and Development dengan mengadaptasi Model Borg and Gall. Subjek penelitian ini adalah siswa SMPN 2 Padang Bolak kelas VIII tahun pelajaran 2021/2022. Subyek ini ditentukan dengan menggunakan teknik cluster random sampling. Peneliti menggunakan dua teknik pengumpulan data, yaitu data deskriptif kualitatif dan data kuantitatif. Data kualitatif dan hasil kuantitatif diperoleh dari ahli validasi angket, review ahli materi dan ahli media pengajaran. Data dari uji coba lapangan diperoleh dari komentar atau tanggapan, hasil angket dan hasil tes. Instrumen pengumpulan data dilakukan dengan cara wawancara administrasi dan penyebaran angket kepada 20 responden untuk mengetahui kebutuhan siswa. Maksud dari angket yang berkaitan dengan kesesuaian materi adalah . nilai rata-rata termasuk dalam kategori "Sangat Baik" karena berada pada interval $3,25 < x < 4$. Hasil tersebut menunjukkan bahwa bahan bacaan tersebut sesuai untuk siswa kelas VIII SMP. Peneliti menggunakan tes untuk mengetahui kemampuan berbicara siswa berdasarkan podcast sebagai media pengajaran dan tes dilakukan dua kali; pre-test dan post-test. Kemudian, t-test digunakan untuk menganalisis data. Hasil dari data di atas adalah nilai t-test lebih tinggi dari t tabel $(8,7 > 1,734)$ pada taraf signifikansi 0,05 for one tailed dan derajat kebebasan (df) = 20-2 = 18. Artinya materi pembelajaran berbicara berdasarkan Podcast berpengaruh signifikan terhadap keterampilan berbicara siswa.

Kata Kunci: Mengambangkan Materi Berbicara, Media Podcast, Keterampilan Berbicara

Abstract

The objective of this research was to develop speaking skills materials based on podcast as a teaching media for gradeVIII students of SMPN 2 Padang Bolak. This research used Model of Development. It was undertaken to develop podcast as a teaching media. To gain the purpose, it was needed a research approach that highlights an effort to produce the teaching reading strategy. Therefore, in designing the model, the researcher used Research and Development approach by adapting Borg and Gall Model. The subject of this research was students of SMPN 2 Padang Bolak at the grade VIII in the academic year of 2021/2022. This subject was determined by using cluster random sampling technique. The researcher used two data collection techniques, they were descriptive qualitative data and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation expert, reviews of material expert and teaching media expert. The data was from the field trials obtained from the

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comments or responses, questionnaire result and test results. The instruments of data collection were gathered by administrating interview and distributing questionnaire to 20 respondents to get students' needs.The mean of the questionnaire related to the materials appropriateness is . the mean value falls into "Very Good" category since it was in the interval 3.25 < x < 4. The result indicated that the reading materials were appropriate for Grade VIII of SMP students. The researcher used test to know the students' speaking skills based on podcast as a teaching media and the test was done twice; pre-test and post-test. Then, t-test was used to analyze the data. The result of the data above was the value of t-test was higher t table (8.7 > 1.734) at the level significance 0.05 for one tailed and degree of freedom (df) = 20-2 = 18. It meant that speaking learning material based on Podcast significantly affected the students' speaking skills.

Keyword: *Developing Speaking Material, Podcast Media, Speaking skills*

INTRODUCTION

Communication is an activity that we always do every day, at school, home, office, market, restaurant, campus and so on. Language is a tool that humans need to communicate. Without language, we cannot convey what we want to others. To speak well we have to master a lot of vocabulary and good grammar too. We know that English is an international language that has been accepted by many countries in the world. English functions itself as a communication tool when conducting business meetings or activities around government around the world. In addition, English is used as a science.

Indonesia as a developing country really needs English because the Indonesian government is trying to develop all aspects that are commonly found by every country. Education is included, which is very important. In Indonesia, English is taught from Elementary School to University.

Based on these situations and conditions, English is an important thing to be taught to students at school. However, there are still obstacles faced by students. Some students still got bad grades. It proves that there are still many difficulties faced by students. The difficulties that are often experienced by students in learning English are the lack of interest of students in learning, fear of expressing opinions and students' lack of understanding of what is being taught.

In learning English there are four skills that students must understand, namely: listening, speaking, reading and writing. Speaking is one of the language skills that must be achieved by students in learning English. In the curriculum, speaking is to be able to express meaningful ideas both for simple transactional (to get things done or get information) and interpersonal (to relate to other people for social purposes) to interact with their environment (Depdiknas: 2006).

One of the greatest enemies of successful teaching is student boredom Harmer (2006:5). From this theory it can be concluded that boredom is one of the things that must be overcome by teachers in teaching. Because boredom will always be faced by teachers if they choose the wrong method and media they will use in teaching. Teachers must use speaking activities to meet these competency standards. But in reality, the activities carried out did not make students participate properly and even looked uninterested when speaking in class. They look scared and also worried when spoken to because they themselves do not understand what they are going to talk about. Speaking is important because speaking is an activity that humans always do to communicate, speaking cannot be separated from human life. Speaking is used to express ideas and opinions and also to communicate with other people.

In the span of a year, the Covid Pandemic has joined the community, where as an academic community, of course, it is required to be able to make new breakthroughs and make changes in learning. Conventional learning that has been applied so far is expected to be transformed into all-technology learning. In this case the researcher tries to apply podcasting to improve speaking skills.

Monotonous activities and use of media are one of the two factors that cause weak speaking skills, which stem from the lack of variation in the use of techniques and media when teachers carry out the teaching and learning process. In other words, monotony in the use of

teaching technique and media can make students bored and not interested in the subject and this affects students' abilities.

The technique and media are interesting and suitable as a way of teaching English. To reach a good atmosphere, improve the students' skill, and make them interested in the lesson, many activities can be used especially in this modern era of technology; one of them is designing media. The media will make them have challenging and active to create and develop creative ideas towards their English Speaking activities. Many kinds of media are usually used in teaching. One of them is a podcast. The term 'podcast' was first coined in 2004, and it is defined as an internet audio publishing. According to Robinson (2009), the term podcast is a combination of two words: Pod means iPod- the name of a popular MP3 player and Broadcasting. As he defines, podcasts are audio or video files on the web which can be freely downloaded to a computer and listened to a computer or any portable playback device that supports MP3 files. Podcasts allow anywhere, anytime learning. They permit students to access educational materials at home, while travelling to university or work, or doing any activity they choose. They can play the recordings at any time which is convenient for them rather than be confined to set class times. They have an obvious place in distance education, fulfilling the same role that audiocassettes performed in a previous era. Different from other audios, podcasts are delivered online automatically via website or music application. Those offer English teachers and students a wide range of possibilities of extra speaking practices both inside and outside of the classroom. A podcast does not only give an impact on improving speaking ability but also hopefully contributes building students' enthusiasm in learning English generally. Therefore, the researcher is interested in Developing Speaking Skills Materials Based On Podcast As A Teaching Media For Grade VIII Students Of SMP N 2 Padang Bolak.

RESEARCH METHOD

Model of Development in this research is undertaken to develop media by using Podcast as teaching media on students' speaking skills. To gain the purpose, it is needed a research approach that highlights an effort to produce the teaching speaking skills. Therefore, in designing the model, the researcher uses Research and Development.

This study is classified as a Research and Development (R&D) study which aimed to develop a Podcast for teaching listening recount text to grade X students. It adapted R&D research method proposed by Gall, Gall and Borg (2003) who stated that educational R&D findings of the research will be used to develop new products and procedures with some modifications which proposes 6 steps of R & D cycle. The steps are; 1. Gathering data and information, 2. Need Analysis, 3. Media Design, 4. Validating to Expert, 5. Revising, 6. Final Product.

Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle , which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives.

The subject of this research were students of SMP N 2 Padang Bolak at the grade VIII students in the academic year of 2021/2022. This subject was determined by using cluster random sampling technique.

The researcher used two data collection techniques namely descriptive qualitative data and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation expert, reviews of material expert and teaching strategy expert. The data was from the field trials obtained from the comments or responses, questionnaire result and test results. Questionnaire of validation was for instructional design expert and teacher. Questionnaire of validation was made in order that the researcher knows some suggestions and revisions should be made by the researcher. It was created to gather information about validity of the strategy.

Besides, it could help researcher know the weakness of the strategy. The questionnaire was given to the expert reviewer consisting of instructional design expert and teacher. They assessed the prototype and gave suggestion to revise the prototype. The test was undertook from the questionnaire validation of the test expert. After the test was valid based on the questionnaire validation, the test was given to the subjects. Besides data from the result of the test, the documentation was needed to help the researcher run the research.

The type of data this study were qualitative data and quantitative data, the data was statistically analyzed descriptively. Qualitative data in the form of comments and suggestions for improvement of the product matter experts and media experts then analyzed and described in qualitative descriptive to revise the products developed. Qualitative data was also derived from the opinions and suggestions of the students. Then the quantitative data was obtained from the assessment scores matter experts and teaching strategy experts. After that, the researcher looked for the score average of all of the quantitative data from all validation questionnaires used this formula below:

$$P = \frac{xX}{xXi} \times 100\%$$

Where :

P : Percentage

$\sum$: Sum of validation score (was given from validator)

$\sum$: Sum the highest score

Validation criteria which used in the program validation were shown in the table below.

Tabel 2. Program Validation Criteria

Percentage (%)	Validation Criteria
76-100	Valid
56-75	Valid enough
40-55	Less valid

RESULT AND DISCUSSION

The research was conducted on June 11th, 2022, at grade VIII students of SMP N 2 Padang Bolak. The findings related to the needs analysis, the explanation of the course grid, the process of designing materials, the process and the analysis of expert judgment, and the revisions of the designed materials are discussed.

After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It was designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on expressions of asking for attention, checking understanding, appreciating good performance, asking/expressing opinions and responses. The teaching-learning process was done by using Podcast. The materials are divided into four topics. Each topics is described as follows.

1. Topic 1
   The first topic discusses expressions of asking for attention. The topic is about introducing and understanding expressions of asking for attention. In this unit, the students are expected to be able to practice the expressions of asking for attention. Therefore, the given materials are the introducing of expressions of asking for attention, and practice it by using Podcast.

2. Topic 2
   The first topic discusses expressions of checking understanding. The topic is about introducing and understanding expressions of checking understanding. In this unit, the students are expected to be able to practice the expressions of checking understanding. Therefore, the given materials are the introducing of expressions of checking understanding, and practice it by using Podcast.

3. Topic 3

The first topic discusses expressions of appreciating good performance. The topic is about introducing and understanding expressions of appreciating good performance. In this unit, the students are expected to be able to practice the expressions of appreciating good performance. Therefore, the given materials are the introducing of expressions of appreciating good performance, and practice it by using Podcast.

4. Topic 4

The first topic discusses expressions of asking/expressing opinions and responses. The topic is about introducing and understanding expressions of asking/expressing opinions and responses. In this unit, the students are expected to be able to practice the expressions of asking/expressing opinions and responses. Therefore, the given materials are the introducing of expressions of asking/expressing opinions and responses, and practice it by using Podcast.

After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. At the end of each table, there is open ended questions which allow the expert to give some comments and suggestions. The following is the elaboration of the results of expert judgment.

The mean of the questionnaire related to the materials appropriateness is. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into "Very Good" category since it is in the interval $3.25 < x < 4$. The result indicates that the reading materials are appropriate for Grade VIII of SMP N 2 Padang Bolak students.

The next stage, the subjects were visited and learned speaking skills materials based on Podcast as a teaching media.. From the table score, it was obtained that result of the both the tests in the class, the lowest score for pre-test was 52 and the highest score was 77 while the lowest score for post-test was 70 and the highest score was 83. The purpose of the main field test in R & D cycle was to determine whether the product under development met its performance objectives. Generally an experimental design is used to answer this question. The result of the data above is the value of t-test was higher t table $(8.7 > 1.734)$ at the level significance 0.05 for one tailed and degree of freedom (df) = 20-2 = 18. It means that speaking learning material based on Podcast significantly affects the students' speaking skills.

CONCLUSION

There are three points to be concluded based on the objectives of the study. Those are:

1. The developing speaking skills materials based on podcast as a teaching media.

The needs analysis questionnaire was distributed to the students to get information about their needs and preferences. The information gained from the needs analysis covered the target needs and learning needs. The following is the description of the result of the needs analysis. As stated in the instruments, the first questionnaire was distributed to the students to get the learners' needs. Nine aspects of the questionnaire were made into eleven questions. The following is the result of the first questionnaire. From the percentage, it shows that most of them will find it easier to improve speaking skills if there are activities in which the students have to practicing English every time (50%). The second highest, (30%) the students assume that speaking skills improvement can be achieved by taking English course. It shows that most of them will find it easier to improve speaking skills if there are activities in which the students have to practicing English every time (50%). The second highest, (30%) the students assume that speaking skills improvement can be achieved by taking English course. It shows that most of the students find difficulties in vocabulary, grammar and pronunciation (50%). Meanwhile, the second highest score (25%) shows that the students have difficulty in understanding the

grammar. It shows that most of the students want to be able to use the language in daily life context (50%). Meanwhile, the second highest score (25%) shows that the students want to be able to ask and answer the questions based on the English correctly. It shows that most of the students want to have topic related to daily life in the speaking materials (50%). Meanwhile, the second highest score (30%) shows that the students want to have topic related to others. it shows that most of the students choose involved audios to learn the pronunciation of some word in learning input (60%). Meanwhile, the second highest score (20%) shows that the students choose involved many pictures/ illustrations. it shows that most of the students are still unclear about the explanation of the materials about speaking in the classroom (50%). Meanwhile, the second highest score (30%) shows that the students are clear about the explanation of the materials about speaking in the classroom. it shows that the teacher seldom applies teaching speaking media (60%). Meanwhile, the second highest score (20%) shows that the teacher often applies teaching speaking media. it shows that the students are motived to apply in teaching speaking media (60%). Meanwhile, the second highest score shows that the students are very motivated (20%). it can be seen that most of the students (50%) ask the teacher and friends if they find difficulty in speaking English. The second option that is chosen by the students (40%) is asking to the teacher. After the needs analysis was conducted and the results were analyzed, the next step was designing the formulating of learning material text, lesson plan and validation instruments as the planning. It was designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. It only focuses on expressions of asking for attention, checking understanding, appreciating good performance, asking/expressing opinions and responses. The teaching-learning process was done by using Podcast.

2. The validity of reading comprehension achievement based on teaching strategy.

After the draft of the learning material was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. The questionnaire applied the four scales of Likert-scale. An expert judged the learning material by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. the mean of the questionnaire related to the materials appropriateness is. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into "Very Good" category since it is in the interval $3.25 < x < 4$. The result indicates that the reading materials is appropriate for Grade VIII of SMP N 2 Padang Bolak students.

3. The effectiveness of speaking skills materials based on podcast as a teaching media.

The subjects were visited and learned podcast as a teaching media. it was obtained that result of the both the tests in the class, the lowest score for pre-test was 52 and the highest score was 77 while the lowest score for post-test was 70 and the highest score was 83. The result of the data above is the value of t-test was higher t table ($8.7 > 1.734$) at the level significance 0.05 for one tailed and degree of freedom (df) = 20-2 = 18. It means that speaking learning material based on Podcast significantly affects the students' speaking skills.

The final result of this research is developing speaking skills materials based on podcast as a teaching media for Grade VIII students of SMP N 2 Padang Bolak. The result of this research is expected to be beneficial for the following parties.

1. To English teachers

To present the speaking material based on media, the teacher should consider the target needs and the learning needs of the students. Based on the results of the needs analysis, the students want to have interesting and enjoyable activities that promote their motivation in learning speaking. Therefore, the teachers should be able to provide interesting media in the teaching-learning process. In addition, they might also use the result of this study as an interactive media to teach speaking.

2. For Grade VIII Students

The result of this study was developed in a media to enhance students' motivation in learning English, particularly speaking. Therefore, the students are expected to understand how to use this media. Further, the students should use this media optimally. 3. To other developers

In developing the material and media, there were some errors found such as those that occurred in the matching activities. Regarding the limitation of time, those errors still remain. Hopefully, the future researchers can fix the errors occurred and or pay more attention to the technical issues of the media. Hopefully, the future researchers can implement similar media in other subject and grade. The last, this material and media only covers speaking skill. The future researchers may develop media on other skills.

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