

## **STUDENTS' PERCEPTION ON THE USE OF PODCAST TO THE LEARNING OF ENGLISH SPEAKING**

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**Abstract:** This study focused on the students' perception on the use of podcast to the learning of English speaking. In doing this research, the researcher used questionnaire to be distributed to the students. The researcher used quantitative research as the research method and the collected data were presented in the form of numbers and counted in percentage formula. In distributing this research, the population was the third grade of TKJ students of SMK Cokroaminoto Kotamobagu, which has 5 classes. The researcher took the sample from 3 classes of those 5 classes based on the teacher's recommendation. There were 3 classes participated in this research which one class consisted of 20 until 25 students. There were total 65 respondents answered the distributed questionnaire. The result of the research showed the domination of positive responses from the respondents of the questionnaire based on the students' experience in using the podcast as learning media. So, could be concluded that English podcast was effective to use as a media in learning English, especially to practice the speaking skills. The teacher was suggested to always do an improvement in more creative way by using the existing technology and to know what the students need to be fun in various ways of learning especially in learning English also speaking skill practice as well and could be produced the best outcomes from the benefits obtained.

**Keywords:** *English, Podcast, Media, Speaking.*

### **1. INTRODUCTION**

Language is the most important aspect to use to communicate between two people or even more. Language is the sound that produced by human speech tools.) With language humans can communicate, as well as human identity can be

expressed by language (Muhammad, 2011). There are languages that used to communicate between other different places such as two or more different countries that called international language. One of those international languages that the most used is English.

English is a global language that used by many countries in the world to communicate. According to Crystal (1997), a language achieves a genuinely global status when it develops a special role that is recognized in every country. By the time pass, English become one thing that very important in any situation. In this era, there are already a lot of countries that use English as the second language beside the countries that already use English as the national language. Most of countries already use English are now in the advances. It makes them become more successful for their country to build their business to abroad. All of it started from the education.

English is already one of the most important subjects in every school, included Indonesia. One of the requirement for every school in Indonesia is every student has to pass the subject itself to get it into the next grade. That is why English is important.

What make English being very important to learn is because English is the language of international communication. A research proved that in internet, more than 80% of the sites use English as the medium language while 20% of the rest use the other languages such as Indonesian, Chinese, and the other It indicates that if people do not learn English as their second language they will only acquire less than 20% of the new knowledge, for nowadays new knowledge is mostly shared through the internet (Alfitri, 2012).

In Indonesia, the use of English is still very little because the society does not apply it as the second language yet. And there are so many schools that spend just a little time to learn English, but also there are some schools that already applied English for teaching and to learn for every subject. There are several countries that already did it, but the most common mistake in learning and teaching English that founded is the skill of speaking. Dewi (2007) investigated the strategies deployed by Indonesian senior high school students in overcoming speaking problems. That would be the first thing that needed to be considered.

In learning a new language, there are four skills that have to be mastered. The skills are very important because they can help a person fluent in that new language that is being learned. Those four skills are, listening, speaking, reading and writing.

The first skill in mastering a new language is listening skill. The listening skill is the skill that mastered by listen to what people say in a conversation. The skill itself can make a person know and understand how to pronounce a word correctly. The second skill is speaking skill. The speaking skill can be affected by listening skill,

because through listening, a person can speak and have a communication with another person. The third skill is reading skill. When a person already can listen and speak, a person need to learn how to read. Reading can have a communication or conversation through text. A person also can have information through text read. The fourth skill is writing skill. Writing skill is learned from reading. Because, from reading, a person know how to write a text that has been read. By mastering those four skills, a person can be easier to learn a new language. Those skills are very important to be mastered. One of the most important is speaking skill.

Speaking skill one of the most important skills in English. According to Martin and Rose (2012), speaking is a productive skill that is similar to writing. Speaking itself may help people to communicate fluently and understandable for the people that use English as the first language and do not understand any other languages beside English itself.

In the present era, there are already a lot of ways in learning English beside school or courses. There are so many entertainment media that can be used to learn English, especially Podcast.

Podcast is the media that could help students' English speaking skill to be better because the students can listen to everyday conversations in the real life situation, familiarize themselves with English pronunciation and practice their speaking skill.

Thus, the secondary school English teachers should consider applying podcast as one of the possible alternative to overcome this issue as suggested by Rosell-Aguilar (2007). Podcast is believed not just accelerating listening skill but also it stimulates the other language area for instances pronunciation, grammar, vocabulary, and learning activities (Chan et al. 2011; Kaplan-Leiserson, 2005).

## **2. RESEARCH METHOLOGY**

### **Research Design**

In this research, the researcher used quantitative research. Stated by Bryman (2001, p. 20) "quantitative research is the research that places emphasis on numbers and figures in the collection and analysis data".

### **Population and Sample**

This research was taken at SMK Cokroaminoto Kotamobagu which is located in kelurahan Molinow, kecamatan Kotamobagu Selatan, kota Kotamobagu. The subject of the research was the third grade of TKJ students in three classes which one class consisted around 20 until 25 students.

### **Data Collection**

The researcher used questionnaires to collect the data. According to Arikunto (2002) a questionnaire is number of written questions that are used to gather information from the respondents about themselves or other things to know. The questionnaire given consisted of 20 items which divided into 16 positive items and 4 negative items. By applying questionnaire, it revealed the perceptions of students on the use of podcast to the learning of English speaking.

The questionnaire given was adapted from Rahmatia & Widiastuty (2019) with the research title "Students' perceptions towards the use of Podcast in listening class".

This research used Likert scale, that was the participants had to answer by putting the checkmark based on the levels of agreement, that were; strongly agree, agree, neutral, disagree and strongly disagree.

There were two alternatives for the items and scores. They are:

- a. The options and scores for the positive items

Table 1. Options and Scores

<b>Options</b>	<b>Score</b>
<b>Strongly Agree</b>	<b>5</b>
<b>Agree</b>	<b>4</b>
<b>Neutral</b>	<b>3</b>
<b>Disagree</b>	<b>2</b>
<b>Strongly Disagree</b>	<b>1</b>

- b. The options and scores for the negative items

Table 2. Options and Scores

Options	Score
Strongly Agree	1
Agree	2
Neutral	3
Disagree	4
Strongly Disagree	5

### Validity

In measuring the validity of the data instrument, the researcher used Pearson's product moment correlation which was developed by Pearson (1920). To find out whether the result is valid or not, the result compared by seeing the value of  $r_{\text{-item}}$  and the  $r_{\text{-table}}$  product moment.

- a. If the  $r_{\text{-item}} \geq r_{\text{-table}}$ , the result is stated as valid.
- b. If the  $r_{\text{-item}} \leq r_{\text{-table}}$ , the result is stated as invalid.

Table 3. Result of Validity Try Out

Statement	$r_{\text{-item}}$	$r_{\text{-table}}$	Result
I like podcast.	0.54858	0.444	Valid
By listening to podcast, I can communicate in English better than before.	0.48569	0.444	Valid
It is easy to play the podcast audio files.	0.46371	0.444	Valid
Using podcast is possible everywhere and every time.	0.49063	0.444	Valid
The length of podcast is appropriate for me.	0.4846	0.444	Valid

Listening to English podcast can make me more motivated to learn the language.	0.52143	0.444	Valid
I would recommend the other students to learn English by using podcast.	0.54628	0.444	Valid
English podcasts are useful for English language learning.	0.53391	0.444	Valid
English Podcast brings me no fun at all.	0.49216	0.444	Valid
I think English podcast is difficult to use.	0.47768	0.444	Valid
Learning by using English podcast makes me more open to learn through podcast in the future.	0.49131	0.444	Valid
English podcast is effective to improve my speaking skill.	0.52454	0.444	Valid
I can find new vocabularies through English podcast.	0.536	0.444	Valid
I can fix my pronunciation through English podcast.	0.49611	0.444	Valid
English podcasts help me to learn how to arrange a proper English sentence.	0.53053	0.444	Valid
I want English podcast to be implemented in speaking	0.53359	0.444	Valid
Learning English speaking by using podcast help me to know English accents.	0.53969	0.444	Valid
English Podcast gives me experience like communicating to English	0.50163	0.444	Valid
English podcast is not productive to use in speaking	0.48311	0.444	Valid
It is hard for me to communicate in English by listen to English podcast.	0.51903	0.444	Valid

## Reliability

Reliability is a measurement of the consistency of the score. If the same result could be consistent, the measurement is considered to be reliable. The reliability has tested by using the formula of Cronbach Alpha Technique as follow:

$$r_{ac} = \left( \frac{k}{k-1} \right) \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Note:

$r_{ac}$  = alpha cronbach's reliability coefficient

$k$  = question items

$\sum \sigma_b^2$  = total variance of each question item

$\sigma_t^2$  = total variance

(Somantri & Muhidin, 2014)

Table 3. Cronbach Alpha Criteria

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
$a > 0.9$	Excellent
$0.9 > a \geq 0.8$	Good
$0.8 > a \geq 0.7$	Acceptable
$0.7 > a \geq 0.6$	Questionable
$0.6 > a \geq 0.5$	Poor
$0.5 > a$	Unacceptable

## Research Procedure

In conducting the data, the researcher applied the steps below:

1. Distributed the questionnaire to the participants.
2. Collected the distributed questionnaire when the participants have finished in answering the questionnaire.
3. Processed the data collected.
4. Provided the results of the data collected in form of percentage form.

## Data Analysis

The data were analyzed and counted in percentage formula.

$$P = \frac{f}{N} \times 100\%$$

P = Percentage (%)

f = Total response/item

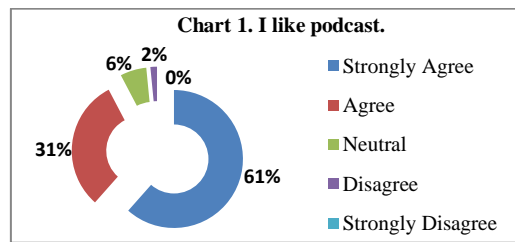
N = Total respondents

(Brown, 2004).

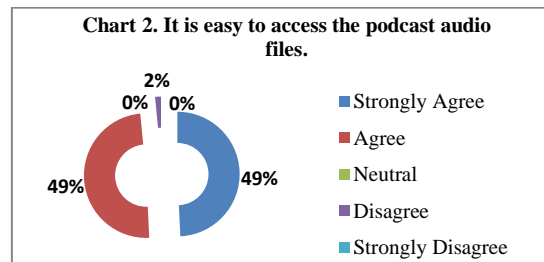
## 3. RESULT AND DISCUSSION

### Findings

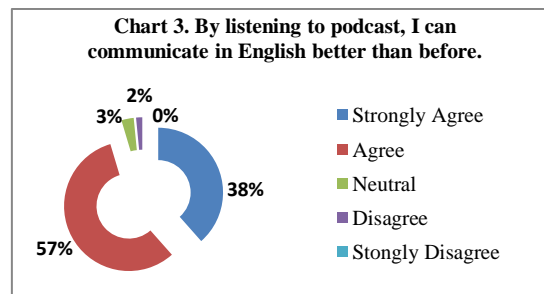
This research has done to the 65 third grade students of SMK Cokroaminoto Kotambagu, by distributing a questionnaire. The responses of the questionnaire noted as; SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree and SD = Strongly Disagree. The result of the research findings were in the table below:



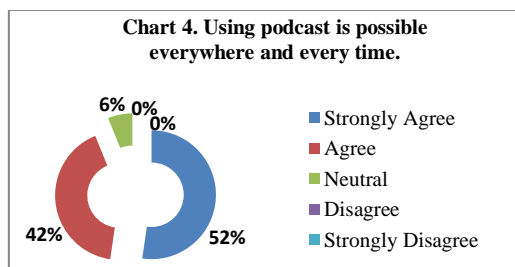
From this chart, it showed that there are 61% of the students strongly agreed with the statement, 31% of the students agreed, 6% neutral, 2% disagreed and no one strongly agreed of the statement. It means that, more than a half of the students like podcast.



In the chart, it showed that there are 49% students strongly agreed and 49% students also agreed, 2% neutral and 0% disagreed and strongly disagreed of the statement. That, most of the students are easy to access podcast audio files.

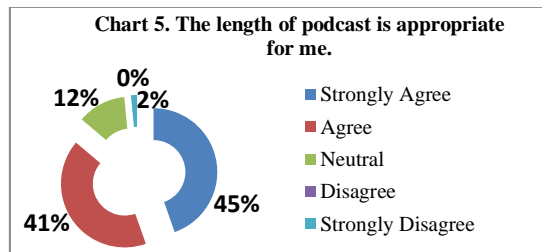


In this chart, it could be seen that there are 38% students strongly agreed of the statement, 57% of the students agreed, 3% neutral, 2% disagreed and there is no one strongly disagreed. It means, most of the students can communicate in English better than before

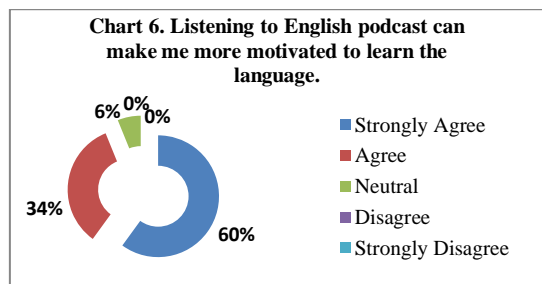




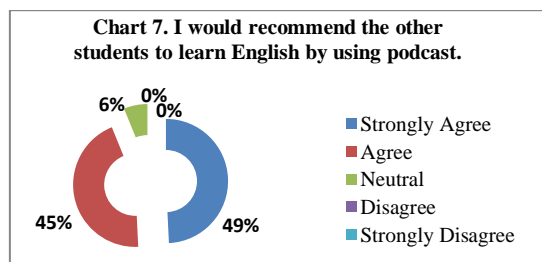
In this chart, 52% is the most dominated by strongly agreed, then 42% of agreed and 6% neutral. So, this chart is dominated by the students that are possible to use podcast everywhere and every time. There is no one disagreed and strongly disagreed.



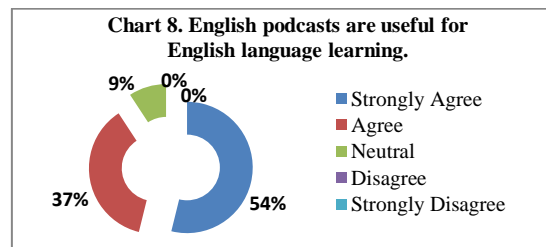
In this chart, the students are dominated in strongly agree 45%, agree 43% and neutral 13%. There is 0% of the students disagree, but 2% strongly agree. So, it means the length of podcast is appropriate for most of the students.



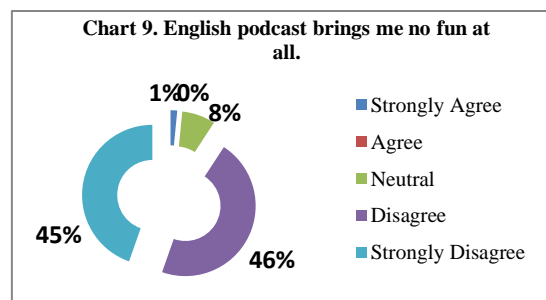
In this chart, the students that strongly agreed are 60%, 34% of the students agreed, 6% neutral and none of the students disagreed and strongly disagreed. It means that, the English podcast can make most of the students more motivated to learn the language.



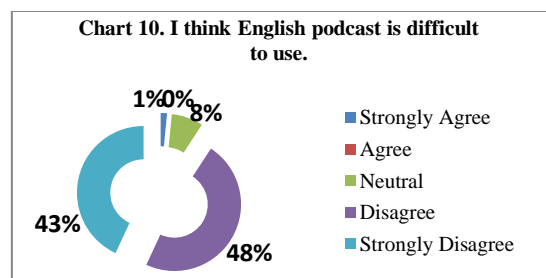
This chart above showed there are 49% students strongly agreed, 45% agreed, 6% neutral and 0% disagreed and strongly disagreed. So, more than a half of the students in this chart would recommend the other students to learn English by using podcast.



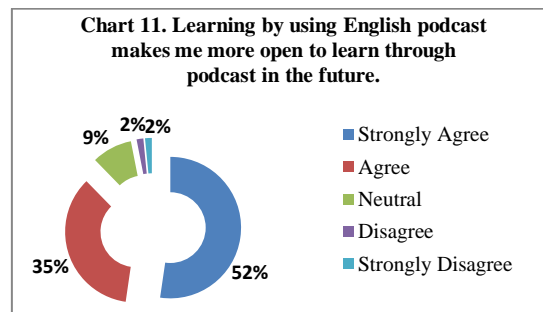
In this chart, there are 54% students strongly agreed, 37% agreed, 9% neutral and 0% students disagreed and strongly disagreed. So, English podcast are useful for English language learning for most of the students.



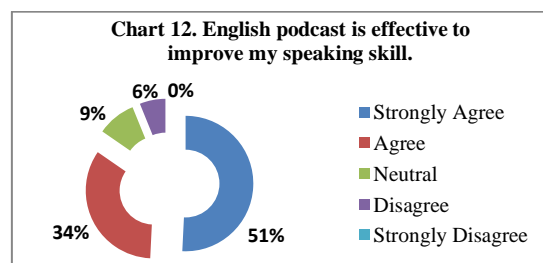
The chart above has a negative statement. So the rating is reversed. 45% of the students strongly disagreed, 46% students disagreed, 8% neutral, 0% agreed but only 1% strongly agreed. That means English podcast did not bring no fun for most of the students.



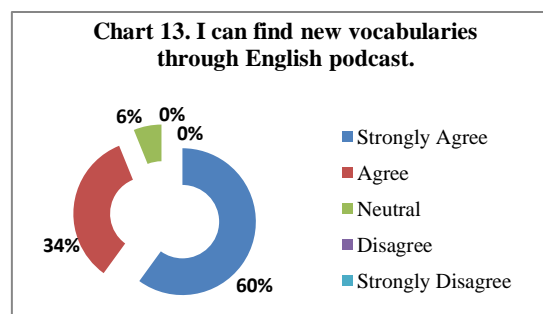
This chart has a negative statement as well as chart 9. So the rating is also reversed. There are 43% of the students strongly disagreed, 48% disagreed, 8% neutral and 0% agreed but there is 1% strongly agreed. So, most of the students are not difficult to use English podcast.



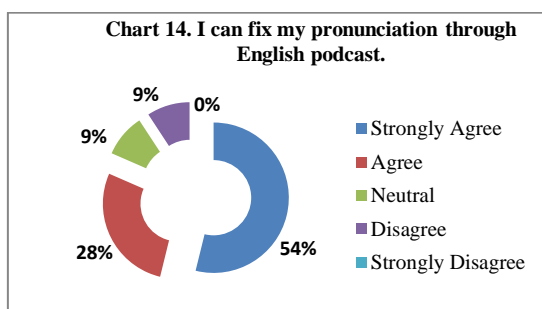
The chart above, the students that strongly agreed are 52%, 35% agreed, 9% neutral, disagreed and strongly disagreed are both 2%. So the result indicated that learning by using English podcast can make the students more open to learn through podcast in the future.



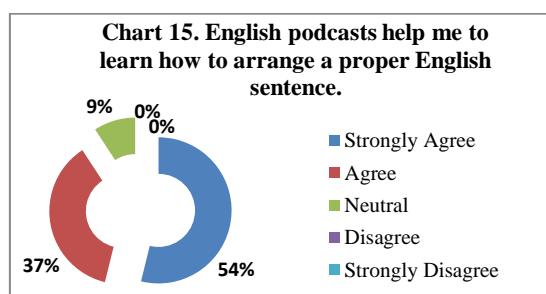
The chart above showed there are 51% of the students strongly agreed and 34% agreed. Then 9% neutral, 6% disagreed and 0% strongly disagreed. It means that, English podcast is effective to improve speaking skill for most of the students.



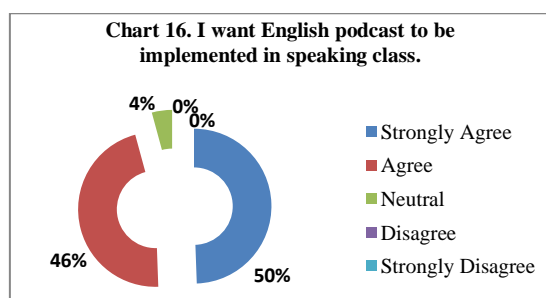
In this chart, there are 60% of the students strongly agreed, 34% of the students agreed, 6% neutral and 0% of the students disagreed and strongly disagreed. It means that, most of the students could find new vocabularies through English podcast.



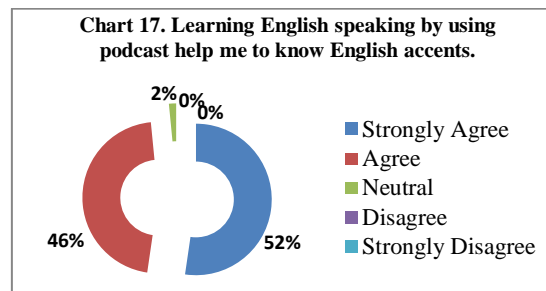
The chart above could be seen that there are 54% of the students strongly disagreed and 28% agreed. Then both neutral and disagreed are 9%. There is 0% strongly disagreed. So, that means most of the students could fix their pronunciation through English podcast.



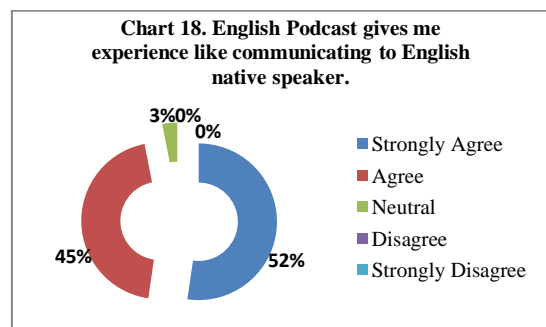
In the chart above, the most domination is 54% of the students that strongly agree, the students agreed are 37%, 9% neutral and none of the students disagreed and strongly disagreed. So, the result is dominated by the students that responded positively that English podcast can help the students to learn in arranging a proper English sentence.



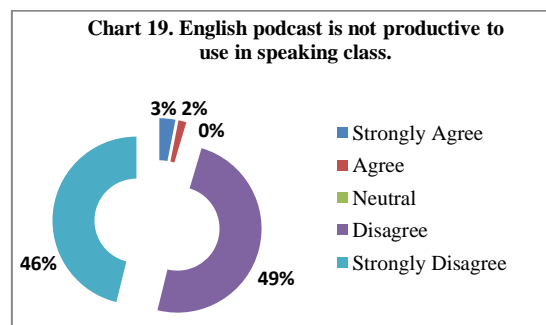
The chart showed that the 50% of the students strongly agreed, 46% of the students agreed, 4% neutral. 0% disagreed and strongly disagreed. So, this chart is dominated with the students that want English podcast to be implemented in speaking class.



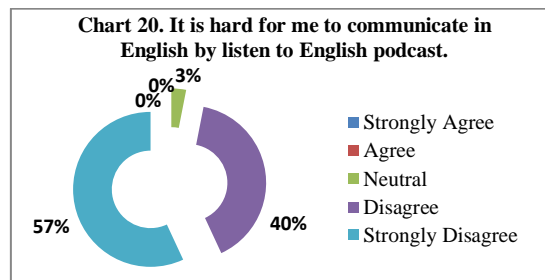
The chart above could be seen that 52% of the students strongly agreed, 46% agreed, 2% neutral and none of the students disagreed and strongly disagreed. That means most of the students can find out the English accents by podcast.



In this chart, the students strongly agreed with the percentage 52% and 45% agreed. Then 3% neutral and 0% disagreed and strongly disagreed. So, this chart is dominated with the students that have an experience like communicating to an English native speaker.



The chart above is negative statement, so the rating is reversed. The 46% of the students strongly disagreed, the other 48% of the students disagreed, 0% neutral, 2% agreed and 3% strongly disagreed. That means the chart showed students did not agree that English podcast is not productive to use in speaking class.



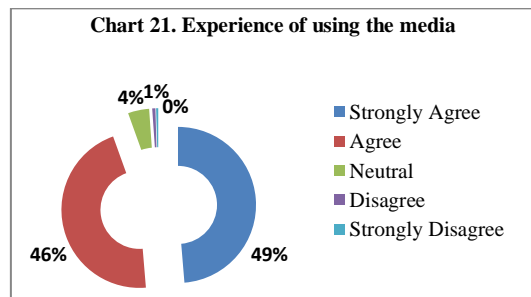
This chart has a negative statement, so the rating is reversed. There are 57% of the students strongly disagreed, the other 40% of the students disagreed and the rest 3% is neutral. There is none of the students disagree and strongly disagree, so the percentages of those options are both 0%. It means that, to communicate in English by listen to English podcast is not hard for most of the students.

The result also categorized into 3 indicators. They are:

1. Experience of using the media
2. Media availability and effectiveness
3. Learning outcomes

1. Experience of Using the Media

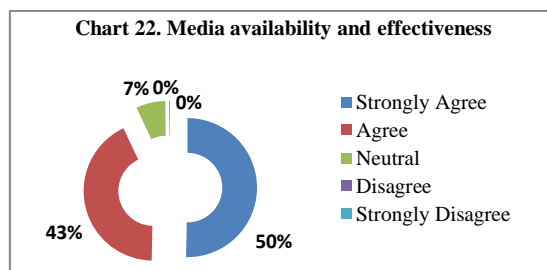
There are 7 items that represented in this indicator. The data has calculated and could be seen in the following chart:



From the chart above, can be seen that the chart is dominated with the positive responses by the students. Where 49% of the students strongly agree and 46% agree. Meanwhile the students feel neutral is 4 % and only 1% disagree. There is no one of the students strongly disagree. It could be concluded that most of the students have a good experience in using English podcast as learning media.

## 2. Media Availability and Effectiveness

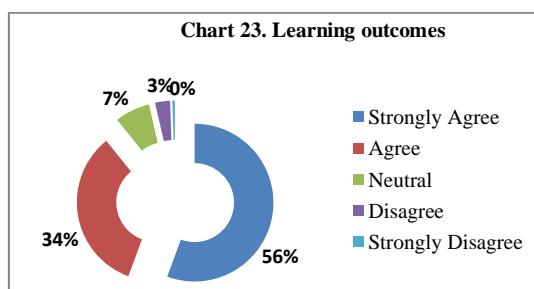
This indicator represented by 7 items with the result of the data counted is already in the chart below:



From the chart above, the data showed the domination of agreement. There are total 93% of the students responded strongly agree and agree at the same time and only 7% of the students responded neutral. There is 0% responded for disagree and strongly disagree. That means the use of English podcast is effective because of the availability of the media.

## 3. Learning Outcomes

There are 6 items contained in this indicator that already in the chart with the data result counted below:



From the chart above, there are more than 50% of the students responded positively. So the conclusion, using English podcast as learning media delivered good outcomes for the students.

## Discussion

In this section, the researcher discussed about the finding on the perception of 65 third grade students in SMK Cokroaminoto Kotamobagu on the use of podcast to the learning of English speaking. The research was done by giving the students a questionnaire for collecting the data.

The research data is available in the section above. Where the data showed the result of the research.

The discussion of this the research data is related with the students' in experiencing using English podcast as a learning media. There are several indicators that divided into the research questionnaire.

The first indicator is the experience of the students in using the media podcast that has more than a half of the students gave agreement respond on the available statements in the questionnaire, which means the podcast itself brought good experience to the students in using it as a learning media. For example, the statement "Learning English speaking by using podcast is fun" or "English Podcast gives me experience like speaking to English native speaker". Those statements have 98.46% and 96.92% of agreement.

The second indicator is the media availability and effectiveness which bring amazing responses from the students. There are over 70% of the students responded for "agree" and "strongly agree". For example, the statement "English podcasts are useful for English language learning" and "Using podcast is possible everywhere and every time" have 90.77% and 93.85% of agreement which means the podcast itself is effective to use as learning media.

The third indicator is the learning outcomes that were obtained after experiencing in using English podcast. The result showed that the responses are dominated by the agreement responses. There are 93.85% and 81.54% of agreement in the statement "Listening to English podcast can make me more motivated to learn the language" and "I can fix my pronunciation through English podcast". So the conclusion is the outcome that the students got after the experience of using the media is very good.

The result of this research indicates the effectiveness of using the media from the students' experience that delivered very good outcomes. The result showed that the use of media podcast really gave a good impact for the students especially for improving the speaking skill. The use of media can be the new innovative in learning style in school because in the modern era nowadays, the technology is getting more advance, included in the education system. In addition, the teachers also need to take the role to help the students in entering the new way of learning, so that the teachers have to be merged with the development that happen in this era.

#### **4. CONCLUSION**

This study is intended to get the perception of students on the use of podcast to the learning of English speaking. The result of the data collected found very good perceptions from the students.

There are a lot of positive responses for the statements given in the questionnaire of the research, there were also few of students gave disagreement



responses and some students chose neutral. Which means the role of the teachers is important in helping the students in having more knowledge and to be adapted with the trend and the technologies.

Most students gave very well responses to the statements given in the questionnaire. Most of the responses are Agree and Strongly Agree. For example, the statements "*it is easy to access the podcast audio files*", "*learning English speaking by using podcast is fun*", "*English Podcast gives me experience like speaking to English native speaker*", "*I want English podcast to be implemented in speaking class*" and "*It is easy to play the podcast audio files*" had amazing result 95% until 98% of agreement responses. Moreover, the statement given contained supporting indicators which directed the students to answer based on their experience of using, availability and effectiveness and the outcomes of using the media itself.

So, the results obtained are very accurate. That means the students' perceptions themselves showed the use of podcast as a learning media has a very good impact for the students based on their experience in using it.

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