Podcast: Its Implementation for Entertaining Public Speaking Skill

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Abstrak

Penelitian ini bertujuan untuk menemukan bagaimana implementasi podcast untuk menghibur keterampilan public speaking dan untuk mengetahui respon mahasiswa terhadap pelaksanaan podcast dalam menghibur kemampuan public speaking Program Studi Pendidikan Bahasa Inggris IKIP PGRI Pontianak. Penelitian ini menggunakan pendekatan studi kasus.Untuk mendapatkan data tersebut, peneliti menggunakan teknik observasi dan teknik komunikasi langsung, yaitu observation checklist dan interview sebagai alat pendataan. Subjek penelitian ini adalah mahasiswa semester dua IKIP PGRI Pontianak. Untuk menganalisis data, peneliti yang digunakan dalam penelitian ini adalah narasi deskriptif. Teknik ini ditentukan melalui tiga langkah, Data Reduction, Data Display, dan Conclussion (Miles dan Huberman, 1984) dari hasil observation checklist dan interview. Menerapkan podcast memiliki keunggulan bagi siswa, salah satunya ketika siswa praktik podcast dapat membantu meningkatkan kemampuan bahasa Inggris siswa, terutama dalam berbicara. Kegiatan dengan video live podcast mendukung keunggulan implementasi podcast dalam public speaking cours, dan implementasi podcast dalam kursus public speaking sangat berguna bagi mahasiswa dalam meningkatkan kemampuan berbicaranya karena metode pembelajaran yang menarik, sehingga dapat meningkatkan wawasan dan kepercayaan diri dalam melakukan public speaking. Bisa jadi alasan mengapa menggunakan podcast untuk mengajari siswa cara berbicara bahasa Inggris akan meningkatkan keterampilan berbicara mereka.

Kata Kunci: *Podcast, Keterampilan Berbicara, Menghibur, Semester Dua*

Abstratc

This research aimed to find how the implementation of podcast for entertaining public speaking skill and to find out the students responses toward the implementation of podcast in entertaining public speaking skill of English Education Study Program of IKIP PGRI Pontianak. This research used a case study approach.

To obtain the data, the researcher used observation technique and direct commmunication technique, they were observation checklist and interview as tools of data collection. The subject of this research was the second semester students of IKIP PGRI Pontianak. To analyze the data, researcher used in this research was descriptive narrative. This technique is determined through three steps, Data Reduction, Data Display, and Conclussion(Miles and Huberman, 1984) from the results of observation checklist and interview.

Implementing the podcast have advantages to students,one of them when the practice students of podcast can help improve students' english skills, especially in the speaking. The activities by video live podcast support the advantages of the implementation of podcast in public speaking cours, and implementation of podcast in public speaking course is very useful for students in improving their speaking skills due to interesting learning methods, so that they can increase their insight and confidence in doing public speaking. It could be the reason that using podcast to teach students how to speak English would enhance their speaking skill.

Keywords: *Podcast, Public Speaking Skill, Entertaining, Second 2nd Semester*

INTRODUCTION

In this era of globalization, it is expected to be able to speak and master English. According to Mukarrama et al. (2015) stated that there are four skills that students learn in English as a second or foreign language, namely; listening, reading, speaking, and writing. Receptive skills include reading and listening, whereas productive skills include writing and speaking. Receptive skills are abilities that students accept and understand; productive skills, on the other side, are skills that students must generate after reading or listening to them. English is a compulsory subject in schools and universities in Indonesia. This is very important not only for students' academic success but also for their future careers and social interactions. As a medium of daily communication, speaking plays a crucial role.

Speaking is widely known as an ability to share thoughts, ideas, and intentions to the other people by using a language in oral form(Bustari et al.,2017). Speaking is an interactive form of communication in which the speaker expresses his or her thoughts to the listener. Speaking is defined as the ability to communicate one's thoughts, ideas, and intentions to another through the use of a spoken language. Speaking presents certain difficulties for students, such as a lack of vocabulary and self-confidence. These problems occur because the students have less exposure to speaking activity. Introducing an alternate media, the podcast, maybe able to assist pupils in performing effectively in speaking.

Podcasts have now made their way into the domain of education, where they may be utilized as a learning medium(Rahmawati & Sianturi, n.d.). Podcasting is a technological invention that supports the educational system because it delivers English content for EFL learners and the presenters are native English speakers. Podcasting offers the opportunity for lecturers to easily broadcast engaging audio content, which students can then listen to at any time and wherever they are(Rosa & Fitriana, n.d.). The podcasts cover a wide range of subjects and themes, all of which are presented by native English speakers. It also provides authentic information that will aid students in learning how to speak like a native speaker and learning from the original source. Given the important of podcast in language learning, particularly for speaking skills. According to Kohler et al. (2010) The obvious of the podcast for students is that podcast offers up-to-date content and authentic native voices which are good for listening practice. A podcast room is available on the IKIP PGRI campus to help learners, and it is believed to be a tool for them to improve their English skills. This research discuss about entertaining public speaking skill through podcast, because the researcher want to know how the implementation podcast to entertaining public speaking skill.

Entertaining speaking should convey a coherent message, the way in which it is delivered differs from that of a traditional informative or persuasive speaking. Entertaining speaking is one whose sole purpose is to have the audience enjoy the presentation. The purpose of an entertaining speaking besides to educate, inform or inspire it is to make the audience smile, relax, and enjoy. Not only do they use interesting stories to convey the message, but they also use body gestures and facial emotions. Also students' enthusiasm for using podcast as learning sources shown by their efforts to download podcasts frequently,

listening to them regularly for listening practice and entertainment(Abdulrahman et al., 2018). The speaker tries to create an interesting mood in this form of public speaking.

There are several previous studies discussing about Podcast. First of all, a research conducted by Samad et al. (2017) entitled "The Use of Podcasts in Improving Students' Speaking Skill". This research article aims at finding out if there is a significant improvement on students' speaking skill by using this podcast. Secondly a research conducted by Wulan (2018) entitled "The Effect of Implementing Podcast in Enhancing Students' Speaking Achievement in The Fully Digital Era". The purpose of the present study aims to investigate whether the implementation of technological platforms in language teaching and learning, focused on the implementation of podcast, helps the students to enhance their speaking achievement. Then, the other research is Indahsari, (2020) "Using podcast for EFL students in language learning" The research was focused on podcast for languages other than English and suggests that podcast be used in language learning to develop students' listening ability. Another research was conducted by Fitria et al (2015) entitled "Using Podcast to Improve Students' Listening and Speaking Achievements". This study aimed at investigating whether or not there were significant differences in English listening and speaking. Another similar research was Yoestara & Putri, (2019) "PODCAST: An alternative way to improve EFL students' listening and speaking performance" The research advantages of using podcast in language learning—particularly to assist the students in listening and speaking skill—have been researched, and the results show increase in the students' listening and speaking performance.

Based on the previous research above, all of them were equally discussed about podcast. This research is different from previous research,this research will focuc the process of implementing Podcast to entertaining students public speaking skills. In this research, the participants are Second Semester Students of English Education Study Program of IKIP PGRI Pontianak in the Academic Year of 2021/2022. The researcher choosed A&B Morning Class. Because in this class A&B Morning Class use method podcats as learning media.

METHODOLOGY

To realize the research objective, which is about the implementation for intertaining public speaking skill researcher use case study research as a design method. The researcher used this case study research design because this research design is appropriate with the purposes of this research, the researcher wants to know how the implementation of podcast, and to know the students responses of implementation podcast, the researcher choosed A&B Morning class because in this class podcast as a learning media, and in IKIP PGRI Pontianak we have podcast room. A podcast room is provided to facilitate students, which is expected to be a means for them to improve their English skills in particular.

The subject of this research design are the Second Semester Students of English Education Study Program of IKIP PGRI Pontianak. The researcher choosed A&B Morning Class, in A Morning Class they are 32 Students, 24 Female, 8 Male and in B Morning Class

they are 31 Students, 23 female, and 8 male. The Researcher choosed A&B Morning class because the class use podcast as learning media.

Data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data (Sugiyono, 2007:62). Observation is used by the researcher in collecting data which aims to answer the research problems. Observation technique is a data collection method, where researchers directly observe the symptoms studied from an object of research using or without research instruments that have been designed (Zuldafrial, 2012 and Nawawi, 2012). Direct communication is a technique of collecting data by holding direct or face-to-face relationships with respondents. To collect the data in this research, the researcher will use observation and direct communication techniques. To answer research question number one, researcher choice observation checklist, and to answer research question number two, researcher choice interview.

The data analysis technique used in this research was descriptive narrative. This technique is determined through three steps, data reduction, data display, and conclussion (Miles and Huberman, 1984).

FINDING AND DISCUSSION

1. The Implementation of Pocast for Entertaining Public Speaking Skill

The description of the implementation of podcast for entertaining public speaking skill was based on the three dimensions: (a) Planning, (b) implementation, (c) evaluation.

a. Planning

Revealing the analysis of planning data, it was revealed that the lecturer prepared to teach aids equipped with its components, and the tools used were laptops and a projector. Before the learning activities begin, the lecturer provided a review of the material that has been taught previously to simply remind the material. after that, the lecturer using teaching media by incorporating technology into the learning process in the form of podcasts. The lecturer introduces the topic to the students about "Podcast vs Vodcast". It covered the materials about the definition of podcast, the history of podcast and how it differs from conventional radio. Afterward, the lecturer discussed about the latest version of podcast in which it transformed from the audio only to the combination of video-with-audio that is known as vodcast. During the explanation, the lecturer completed her explanation with some examples on English vodcast in youtube. In order to make it more obvious to students, the example shown were vodcast from the channels: (1) 50 Fifty Podcast episode #16 related to entertaining public speaking, (2) Jenna x Julien Podcast episode #207 containing informative content, and (3) Learn English Podcast related to informative content. Based on result of the observation, the activity was engaging because the students were interested in the topic about vodcast since it is very popular to young generations. During the activities, the lectures also gave abundant opportunities to students for questions and

answer section. Based on result of the observation, the activity was engaging because the students were interested in the topic about vodcast since it is very popular to young generations. During the activities, the lectures also gave abundant opportunities to students for questions and answer section.

After explaining the materials thoroughly, the lecturer started to design a plan for a project, the lecturer gives students a project to make a video in which students use podcasts as a learning medium used in the video. Lecturers provide opportunities for students to participate by sharing their ideas about projects, when lecturers provide opportunities for students to participate they take advantage of that opportunity well, such as giving some suggestions for projects to be worked on. then the lecturer informs the project rules (project in the form of a video podcast) the rules about the duration of the video they will take about 15 minutes, the lecturer also informs the selection of themes, themes such as informative, persuasive, and entertaining and videos made by students must be as creative as possible. Then the activities that lead to the completion of the project, and the tools needed for the project such as cameras and transcripts. To make this project the lecturer asked the class to be divided into 8 groups, each group containing 4 and for selecting the project theme the students used the "Spin the Wheel" application on the Google Playstore.

For creating the schedules, lecturers and students discussed the allocation of time for project work. However, according to the schedule, the first day of the live video podcast falls on July 11-14, but has been postponed to July 12-15 because July 10 is Eid al-Adha. some students asked and discussed this and the result was that the lecturer gave 2 weeks to prepare it, then the lecturer and students agreed to the deadline of July 22, 2022. The deadline project development in which students must submit their final project. And for scheduling podcasts the lecturer shows the schedule to students from A Morning Class they will take videos on July 12 and 14, and for B Morning Class they will take videos on July 13 and 15.

From the explanation above, it can be concluded that in the planning session, lecturers and students have an important role in this project and have planned the material well. And the lecturer carried out the planning aspect of learning activities during the public speaking course.

b. Implementation

Revealing the data analysis on implementation, it revealed that the lecturer facilitates the process of doing video podcasts and guides the students during the project, the lecturer asked permission to use the podcast room at IKIP PGRI Pontianak and then the lecturer send the letter of permission to Humas.

For the implementation, the students practice in class before they do a live podcast. The lecturer gives the time for students to practice for two weeks before they turn to take the video, if the students find difficulties lecturer helps and monitors students, and to ensure that the students are involved actively in the project, the lecturer gives information to students for have balance duration on their turn taking during the video podcast and then during time students practice speaking during the activity, the students had interaction between each other.

After that, the students are engaged and interested during the podcast and the students give relevant content toward the theme being given beforehand most of the students give relevant content toward the theme but some of them is not, while implementation is in progress the students feel comfortable and feel enthusiastic while doing public speaking through video podcast however some of them doesn't feel comfortable because nervous and this the first time to them take video podcast in live but the students made the improvement during podcast although the students felt anxious during their speaking on the podcast.

From the explanation above it could be concluded that the lecturer gives the facilities for the students and gives the students time two weeks before they take a video and the students practice with the group and the first time the students do a podcast and they feel so nervous but feel enthusiastic.

c. Evaluation

Based on observational data through observation checklists, lecturers can find out the extent to which students understand the material that has been studied and students can find out their abilities. In the evaluation session, the lecturers and students also reflected on the project they had done. This is the first time the students have created a live video podcast and they are very enthusiastic about the project. lecturers and students also share their experiences when they conduct video podcasts. Lecturers respond to projects they have worked on, this assessment process is carried out after the teacher gives time to collect videos. The assessment depends on the way they speak in the video, whether they are nervous, fluent, kind, or expressive.

From the explanation above, it can be concluded that the students have tried to take the video podcast as well as possible and the students also participated very well in this project. Although there were still some students feeling nervous, all the students tried to work well together.

2. **Students Responses of Implementation Podcast in Entertaining Public Speaking Skill**

To find out the students responses of implementation podcast in entertaining public speaking skill. The researcher interviewed 6 Students, it will take 3 students from A Morning Class and 3 Students from B Morning in Second Semester English Education Study Program at IKIP PGRI Pontianak. The questions consist of 3 questions related to the student's opinion (cognitive), 4 questions related to the student's feeling and emotional (affective) and 3 questions related to the student's behavior and action (conative).

a. Cognitive

Questions: *"What do you think about the use of Podcast in public speaking courses?"*

Participants	The answer of interview
S1	The use of podcasts in speaking is really useful for me because it helps us in speaking creativity in podcasts
S2	I think that's a good thing, because we can improve our speaking skills and can also increase our insight about the

	podcast themes delivered.
S3	The use of this podcast is very helpful to improve our speaking skills, and of course to train so as not to be nervous in memorizing the material.
S4	In my opinion, the use of podcasts is a very interesting learning method, because the impact is very large compared to other methods, because it is directly practiced.
S5	I think it's very good because podcast train self-confidence and public speaking, of course because when we take video podcasts we are in one room with several people and broadcast as well.
S6	I think it is very useful for students to increase their knowledge in speaking in front of many people.

Based on the students' response of implementation podcast in public speaking courses, the implementation of this podcast is very useful for students in improving their speaking skills due to interesting learning methods, so that they can increase their insight and confidence in doing public speaking.

b. Affective

Questions: *"Do you feel your public speaking skills will improve while doing podcasts? Explain Why!"*

S1	Yes, I feel my abilities increase because I always remember.
S2	Yes, since doing the podcast I feel my public speaking has improved a bit and I feel a little bit has changed.
S3	My public speaking skills are increasing because it can talk as if there are people even though it's just a camera, able to communicate with podcast teammates so that it becomes an entertaining and pleasant podcast.
S4	Yes, because since there is a public speaking course, the difference is felt because you have to know how to pronounce it and learn a lot.
S5	I really feel like it's increasing, because when this podcast is about we have to make sentences, so when I make this sentence, I get a lot of new vocabulary.
S6	Yes, because we learn podcast we memorize and we know what we didn't know before.

Based on students' answers about the feeling and emotional, do you feel your public speaking skills will improve while doing podcast, the students feel their public speaking skills increase because they can speak as if there were someone even with a camera, able to communicate with their podcast teammates and they also make sentences so that they get new vocabulary.

c. Conative

Questions: "During your Podcast practice, how much confidence do you have?"

S1	I feel normal.
S2	I feel quite confident and not too nervous because I believe I can do it.
S3	Confident but not overly confident, but stay calm.
S4	Because the first time I was nervous.
S5	While doing podcasts, I feel quite confident.
S6	I'm not very confident, but I try to be confident.

Based on students' answers about the behavior and action how much confidence do you have during the take video podcast the students answer most of them feel confident enough, but feel calm even though a little nervous because they are doing this podcast practice for the first time.

Based on interviews with students regarding the students responses of implementation podcast in entertaining public speaking skill. Based on cognitive, identify the students' opinions towards the implementation of podcast in public speaking course, the implementation of this podcast is very useful for students in improving speaking skills because of the interesting learning methods so that they can increase their insight and confidence in doing public speaking, besides that podcast can practice speaking skills and confidence so that they can be creative in managing topics and can improvise. Based on affective, identify the students's respons feeling and emotional, students feel that their public speaking skills improve by listening to podcast and by listening to this podcast they can learn to listen to the pronunciation of words correctly and get various information, but students have difficulties when practicing podcast because they have difficulty memorizing scripts. Based on conative, identify the students' behavior and action, most of the students feel quite confident, but feel calm even though they are a little nervous because it is the first time doing this podcast practice. Based on the interview results, it can be said that the using podcast provides benefits such as being able to help students improve speaking skills and mastery of vocabulary.

CONCLUTION

Based on the finding and discussion implementing the podcast have advantages to students, one of them when the practice students of podcast can to help improve students' english skills, especially in the speaking skill and vocabulary mastery. The activities by video live podcast support the advantages of the implementation of podcast in public speaking course. Observation of podcast has held four meetings. Observation focuses on implementation of podcast for entertaining public speaking skill. During the implementation of podcast, the obstacles faced by students include technically error, space is a little cramped, and podcasts are spontaneous. The students have difficulties in doing podcast practice because they have difficulty memorizing scripts and forgetting scripts. Despite this, students feel confident enough, but feel calm even though a little nervous because they are doing this podcast

practice for the first time. The students have belance duration on their turn-taking during the video podcast and the students are actively participated during the activity It could be the reason that using podcast to teach students how to speak English would enhance their speaking skill. While, the data from interview describes the students' responses about implementation of podcast in public speaking course is very useful for students in improving their speaking skills due to interesting learning methods, so that they can increase their insight and confidence in doing public speaking, and the students feel their public speaking skills increase because they can speak as if there were someone even with a camera, able to communicate with their podcast teammates and they also make sentences so that they get new vocabulary.

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