Podcast: Its Implementation for Informative Public Speaking Skill

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ABSTACT

This research aimed to find how the implementation of podcast for informative public speaking skill and to find out the students responses toward the implementation of podcast in informative 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 communication 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 Conclusion (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 course, and implementation of podcast in public speaking course is important to speak more fluently and comfortably, practice public speaking, train self-confidence, and can be useful for public speaking in the future, so students can get a more personal learning experience and confidence in doing public speaking. It could be the reason that using podcast to teach students how to speak English would improve their speaking skill.

Keywords: Podcast, Public Speaking Skill, Informative, Second 2nd Semester.

INTRODUCTION

In the English language, four skills in English should be mastered by the students such as listening, speaking, reading, and writing. Among the four skills, speaking has an important role as a means of everyday communication. Speaking is an interactive communication process that is used to convey the ideas from the speaker to the listener. Speaking represents an interactive process that involves producing and processing or receiving information for both interactive and transactional purposes. According to Bustari et al., (2017:97) Speaking is widely known as an ability to share thoughts, ideas, and intentions with other people by using a language in oral form. In most non-native countries, such as China, Vietnam, and Indonesia, most students may have difficulty speaking English at a good functional level. That was said to have a deficiency in difficulty or speaking English.

Indeed, the students have difficulty expressing ideas, choosing the correct structure, not creating the appropriate vocabulary, and pronouncing the correct pronunciation. Students in the english department have difficulty speaking english. Speaking presents certain difficulties for students, such as lack of vocabulary and self-confidence. These problems have arisen because students are less exposed to the speaking activity (Rosa & Fitriana, 2020:25). This is because the students are given limited opportunity to practice both in the classroom

and outside. Introducing the sort of media, named podcast, may be able to help students improve their speaking skills.

Podcast the named what possibly could help students to perform appropriately in speaking is by introducing an alternative media. A podcast is an audio/video file uploaded on a website that can be freely downloaded by the website's users through the internet. The Podcast is thought now no longer simply accelerate listening ability however additionally it stimulates the opposite language area for times pronunciation, grammar, vocabulary, and getting to know the activities. This podcast, in the form of a video, it will be use in public speaking classes to demonstrate communication not just in terms of speaking abilities but also in terms of the ability to use public speaking tactics. A podcast room is available to students at IKIP PGRI campus, which is anticipated to help them enhance their English abilities in particular. Podcasts will be very beneficial for language learners, especially students who study language, in terms of developing listening and speaking skills and expanding knowledge, enriching vocabulary and grammar (Rahmawati & Sianturi, 2021:134). This will be highly valuable for students and improve students' skills. Given the importance of podcasts in language learning, especially in terms of speaking ability. This study uses a podcast to examine informative public speaking skills.

However, as should be obvious, this general definition indicates that there are many ways to inform an audience. As a result, there are many different sorts of informative talks. Definition, descriptive, explanatory, and demonstrative speeches are the most common forms of informative talks. An informative speech is one in which the speaker attempts to educate the audience about a specific issue. A speech that provides knowledge about a person, an animal, or an object is known as an informative speech (Dailin, 2017). The goal of an informative speech is to teach the audience something through objective facts. According to the definition above, an informative speech is one in which the speaker is tasked with conveying knowledge to the audience. In contrast to a persuasive speech, the speaker strives to persuade people to believe or act in a certain way. Informative speeches are unique in that they can cover a wide range of topics, from medical technology to animal studies, as long as the topic is novel.

There are several previous studies discussing about podcasts. First of all, a study about podcasts has been done by (Pabebang, 2020.) found that following treatment, the students' speaking performance improved dramatically. Furthermore, the students expressed an interest in learning how to speak in front of a podcast. The second research was being

conducted by (Bustari et al., 2017) that could help students improve their speaking skills. They discovered that the t-score was higher than the t-table. It may be concluded that using podcast media to develop speaking ability is effective. Then, research was conducted by (Indahsari, 2020) the research concentrated on podcasts in languages other than English. Another research was conducted by (Rahmawati & Sianturi, 2021.) The researchers apply the concept of ADDIE (Analysis, Design, Development, Implementation, and Evaluation) paradigm in this study because it is more efficient and systematic, and it has aided the development of new learning models. Another research that was comparable to this was (Yoestara & Putri, 2019) the benefits of using podcasts in language learning, particularly to help students improve their listening and speaking skills, have been studied, and the results demonstrate that students' listening and speaking abilities have improved.

From the previous studies above, all of them were equally discussed about the podcast. This research is different from the previous studies because this research will focus on implementing podcast to informative students. So the researcher is interested in conducting a research entitled "Podcast: Its Implementation for Informative Public Speaking Skill (A Case Study to the Second Semester Students of English Education Study Program of IKIP PGRI Pontianak in the Academic Year 2021/2022)".

METHODOLOGY

To realize the research objective, which is about the implementation for informative 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 the podcast, and to know the students responses of using podcast, because at IKIP PGRI Pontianak, a podcast room is provided to facilitate students, that is expected to be a means for them to improve their English skills in particular.

The subjects of this research is second-semester students of English Education in IKIP PGRI Pontianak. It will take A and B Morning Class. In A morning class, they are 32 Students, 24 female, and 8 male. And for B morning class, they are 31 Students, 23 female, and 8 male. The researcher choosed A and B morning class because the class used podcast as learning media.

The primary data in this study are obtained by applying techniques of data collection that allow the researcher to gather information systematically from the subjects of research.

Zuldafrial (2012) and Nawawi (2012) state that there are six types of techniques for collecting data such as observation, direct communication, indirect communication, documentary, and measurement. In this case, the researcher prefers to collect the data directly from the respondents by using observation and direct communication. Observation is used by the researcher in collecting data that 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 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 Podcast for Informative 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 of the data analysis on planning, it revealed that the lecturer prepare learning tolls that are equipped with its components, the tools are laptop and a projector. Before the learning activities begin, the lecturer provide a review of the material that has been previously taught uses teaching media by incorporating technology into the learning process in the form of podcast. The lecturer introduces the topic about "Podcast vs Vodcast" to the students, it included information about what a podcast is, how it came to be, and how it differs from commercial radio. The lecturer then discussed the most recent version of podcasts, known as vodcast, which combined video and audio in addition to the original audio format. The lecturer used several examples from English vodcast on YouTube to complete her explanation. For the purpose of making it clearer to the students, three podcasts were used as examples: (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 the results of the observation, the activity was interesting since the students were curious about the topic of podcasts because they are very popular among young people. The lecturer discusses the topic with the students and gives the opportunity for Q&A and the lecturer starts the teaching and learning process.

After that, design a plan for a project, the lecturer gives the students chance to participate by sharing their ideas on the projects, than the lecturer inform the rules of the project (the project is in the form of video podcast) the rules is about the duration of video that they will make it's about 15 minute, the lecturer informs the selection of the theme, the theme such as informative, persuasive, and entertaining. Students videos must be as creative as possible. The steps necessary to complete the project, followed by the tools required for the initiative, including cameras and transcripts. The class was divided into 8 groups, each with 4 students, to create this project. The students choose the project theme using the "Spin the Wheel" app from the Google Playstore.

For the create the schedule, the lecturer and students discuss about the time allocation of working on the project, the lecturer give 2 weeks for the preparation, then the lecturer and students make an agreement about the deadline will be on 22 of July 2022. The deadline of the project development in which the students must submit their end product. And for the setting up the timetable for podcast the lecturer show the timetable to the students from A Morning Class they will take the video on 12 and 14 July, and for B Morning Class they will take the video on 13 and 15 July.

From the explanation above it could be concluded that the lecturer already had planning the material beforehand. And the lecturer had carried out aspect of the planning lesson activities during public speaking course.

b. Implementation

In implementation have so many aspect for public speaking course in observation checklist. Revealing of the data analysis on implementation, it revealed that the lecturer facilitates the process of doing video podcast and guide the students during the project, the lecturer asked the permission to use the podcast room at IKIP PGRI Pontianak and then the lecturer send the letter permission to Humas.

For the implementation the students do practice before they do live podcast. The lecturer gives the time for student practice for two weeks before they turn to take the video, if the students find difficulties lecturer helps and monitoring students and to

ensure that the students are involved actively in the project, lecturer gives information to students for have balance duration on their turn taking during the video podcast their turn taking in speaking and then during time students practice speaking during the activity, the students had interaction between each other.

After that the students are being engaged and interested during the podcast but there is one person who doesn't show up during the podcast and the students gives relevant content toward the theme being given beforehand but most of the students give relevant content toward the theme 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 times two weeks before they take video and the students practice with their group and it is first time to the students do a podcast and they feels so nervous but feel enthusiastic.

c. Evaluation

For the last, evaluation. In evaluation the lecturer and students reflect on the project they have done, afterwards the lecturer give response on the project they had done. Furthermore, the lecturer and students share their experience of conducting video podcast. This is the first time for the students to make live video podcast and they excited about it. The lecturer and students discuss about what needs change and improvement for the podcasting project. 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, the lecturer and the students had done their podcast and share the experience because it is the first time they do a podcast live video.

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

To find out the students responses of implementation podcast in informative 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

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

Participants	The answer of interview
S1	I think the use of podcasts in public speaking courses is very interesting, also very fun, adds experience, adds knowledge
S2	I think the use of podcasts in this public speaking course is good, and makes it more interesting, and makes us more confident in public speaking
S3	Podcasts in public speaking are very good because with podcasts we can learn to speak in front of people, in front of the media as well if you want to include it in social media
S4	In my opinion, podcasts are very useful for practicing our public speaking, both in terms of our speech, or when we express a problem in that regard
S5	I think it's very well. Because by doing podcasts we are trained for our confidence, trained in how we speak, as well as in public places or in front of the camera
S6	In my opinion, having podcasts in this public speaking course is very useful, because it facilitates and trains speaking to be better when speaking in public

Based on the students' response of implementation podcast in public speaking courses, the implementation of this podcasts in public speaking courses is very good and interesting. The use of podcasts in public speaking courses is useful for

improving speaking English and increasing confidence in speaking in public and in front of the camera.

b. Affective

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

S1	I think it's pretty good, because with this podcast I can learn that public speaking is not only through speeches, not only as a reporter, but with this podcast, people know that public speaking is very important for me and for public speaking. This is very profitable, and for podcasts it's like providing information, getting entertainment, so getting the experience from podcasts means a lot to me
S2	I feel good and I'm getting better at my public speaking skills
S3	Obviously, yes. Because when we do podcasts, we train our public speaking to be better
S4	It's increasing, with podcasts, we learn public speaking and learn to speak in public
S5	I think, it's normal. Because I myself do not master the vocabulary
S6	For now, it's not quite there. Because I still lack confidence

Based on students' answers about the feeling and emotional, do you feel your public speaking skills will improve while doing podcast, the students feel they public speaking ability increases after doing podcasts. With podcasts, students can find out the role of podcasts is very important for students' public speaking skills. Podcasts can train public speaking to be better. But there are some students who feel that their public speaking skills are average, some even feel that their public speaking skills have not increased. Apart from all that, the overall public speaking ability of students is getting better with podcasts as their learning media.

c. Conative

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

S1	It's been pretty good
S2	I'm not too confident yet, because it's my first time to podcast, and for assessment too. There's still a lot to improve inside of me

S3	I'm still nervous, and this is my first podcast
S4	When it comes to my confidence, I am not very proficient and good at public speaking
S5	I wasn't confident at first
S6	I'm not completely confident. When doing podcast practice still shy to say good vocabulary

Based on students' answers about the behavior and action how much confidence do you have during the take video podcast the students answer students feel less confident and nervous because this podcast practice is the first time for students. In addition, students also feel that they are not so proficient and good at public speaking. Students are also still shy in pronouncing vocabulary.

Based on interviews with students regarding the students responses of implementation podcast in informative public speaking skill. Based on cognitive, identify the students' opinions towards the implementation of podcast in public speaking course,   the implementation of this podcasts in public speaking courses is very good and interesting. The use of podcasts in public speaking courses is useful for improving speaking English and increasing confidence in speaking in public and in front of the camera. 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, the students feel they public speaking ability increases after doing podcasts. With podcasts, students can find out the role of podcasts is very important for students' public speaking skills. Podcasts can train public speaking to be better, but students have difficulties of memorizing scripts, difficulty pronouncing words/pronunciation, and feeling nervous when learning podcasts. Based on conative, identify the students' behavior and action, students feel less confident and nervous because this podcast practice is the first time for students. In addition, students also feel that they are not so proficient and good at public speaking. Students are also still shy in pronouncing vocabulary. 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.

CONCLUSION

The focused problem in this research was to implementation of podcast for informative public speaking skill and students responses of implementation podcast in informative public speaking skill to the Second Semester English Education Study Program at IKIP PGRI Pontianak. The researcher choosed A and 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 In particular, the data from observation checklist illustrate on the implementation of podcast. 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. The activities by video live podcast support the advantages of the implementation of podcast in public speaking course. Observation focuses on implementation of podcast for informative public speaking skill. During the implementation of podcast, the obstacles faced by students include technical problems, a small size of space, and podcasts are spontaneous. The students have difficulties in doing podcast practice because feel nervous, awkward, and lack confidence. This is because in delivering the dialogue students want to convey the contents of their thoughts but they are nervous and eventually forget the script to be spoken because they are doing this podcast practice for the first time. The duration of each student's turn-taking during the video podcast is balanced, and they actively participate in the activity. It could be the reason that using podcast to teach students how to speak English would improve their speaking skill.

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