IMPROVING STUDENTS' SPEAKING SKILL THROUGH PODCAST LEARNING MEDIA TO TENTH GRADE STUDENTS AT SMAN 1 LEWOLEMA

Vinsensia Ema Ruron[1], Fransiska Jone Mare[2], Germana Oreng Ritan[3]
miseryruron@gmail.com[1], chikamare9@gmail.com[2], germanaritan02@gmail.com[3]
Institut Keguruan Dan Teknologi Larantuka

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media pembelajaran podcast dalam meningkatkan keterampilan berbicara siswa. Banyak siswa masih mengalami kesulitan berbicara bahasa Inggris karena keterbatasan kosakata, kesalahan pelafalan, kurangnya kelancaran, serta rendahnya rasa percaya diri. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Kurt Lewin yang meliputi empat tahap, yaitu perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan di SMA Negeri 1 Lewolema dengan subjek 20 siswa kelas sepuluh pada tahun ajaran 2024/2025. Data dikumpulkan melalui pre-test, post-test, lembar observasi, dan catatan lapangan. Kriteria keberhasilan ditetapkan yaitu 75% siswa mencapai nilai minimal 75. Hasil penelitian menunjukkan adanya peningkatan signifikan pada kemampuan berbicara siswa. Nilai rata-rata meningkat dari 45,45 pada pre-test menjadi 68,5 pada siklus pertama dengan 35% siswa mencapai KKM. Pada siklus kedua, nilai rata-rata meningkat menjadi 77,65 dengan 75% siswa memenuhi atau melampaui KKM. Temuan ini membuktikan bahwa podcast merupakan media pembelajaran yang efektif dan menarik untuk meningkatkan kemampuan berbicara siswa, terutama dalam hal kelancaran, penguasaan kosakata, pelafalan, dan kepercayaan diri.
Kata Kunci: Podcast, Media Pembelajaran, Keterampilan Berbicara.

ABSTRACT

This research investigates the effectiveness of podcast learning media in improving students' speaking skills. Many students still face challenges in English speaking due to limited vocabulary, incorrect pronunciation, lack of fluency, and low self-confidence. The study employed Classroom Action Research (CAR) with Kurt Lewin's model, which consists of four stages: planning, acting, observing, and reflecting. It was conducted at SMAN 1 Lewolema with 20 tenth-grade students in the academic year 2024/2025. Data were collected using pre-tests, post-tests, observation checklists, and field notes. The success criterion was set at 75% of students achieving the minimum score of 75. The results revealed significant improvement in students' speaking ability. The mean score increased from 45.45 in the pre-test to 68.5 in the first cycle, with 35% of students passing the minimum standard. In the second cycle, the mean score rose to 77.65, with 75% of students meeting or exceeding the minimum score. These findings demonstrate that podcasts are effective and engaging media that can improve students' speaking performance, particularly in fluency, vocabulary mastery, pronunciation, and confidence.
Keywords: Podcast, Learning Media, Speaking Skills.

INTRODUCTION

Language is a vital means of communication, and English as an international language has become a necessity for academic, professional, and social purposes. Among the four essential language skills, speaking plays the most important role because it directly enables learners to interact and express their ideas. However, in Indonesia, many students still struggle with speaking English despite having studied it for years. They often face difficulties such as limited vocabulary, inaccurate pronunciation, lack of fluency, and low confidence, which hinder them from communicating effectively.

In classroom practice, teaching often emphasizes reading and grammar exercises rather than oral communication. As a result, students do not get sufficient opportunities to practice

speaking in authentic contexts. This leads to the common phenomenon of students being able to answer grammar tests but unable to engage in a simple conversation in English. Harmer (2016) emphasized that teaching speaking requires not only knowledge of grammar and vocabulary but also the ability to create communicative and interactive classroom activities.

The development of technology in the digital era opens new opportunities for enhancing language learning. One of the most accessible and effective digital resources is podcasts. Podcasts provide authentic language input, native-like pronunciation, and real communication patterns that can be accessed repeatedly by learners. According to Abdous (2019), podcasts increase student motivation and provide authentic models that help learners improve both listening and speaking. Similarly, Tutiasri (2020) found that using YouTube podcasts in speaking lessons increased students' confidence and fluency.

The researcher's observation at SMAN 1 Lewolema revealed that many tenth-grade students lacked confidence in speaking English and often mispronounced words. They also had limited vocabulary and tended to remain silent when asked to speak. Based on this, the researcher implemented podcast-based learning to improve students' speaking skills. This study is therefore important in exploring whether podcasts can serve as effective media to enhance speaking ability.

English as a global language has become a crucial skill for communication, education, business, and technology in the 21st century. In Indonesia, English is taught as a compulsory subject from junior high school to senior high school. Despite this, many students still struggle with speaking skills due to limited exposure to authentic communication, lack of confidence, and insufficient practice. The reality observed in many classrooms is that students tend to focus more on grammatical accuracy in written exercises rather than oral fluency. This creates a gap between students' knowledge of English structure and their ability to use the language communicatively in real situations.

Speaking as a productive skill requires mastery of pronunciation, vocabulary, fluency, and comprehension simultaneously. However, most students at SMAN 1 Lewolema were reluctant to speak in English because they felt afraid of making mistakes. They often answered very briefly or remained silent when the teacher asked them to express their opinions orally. Classroom observation also revealed that the traditional methods used by teachers, such as reading dialogues from textbooks or memorizing vocabulary lists, did not fully encourage students to develop their speaking competence. Consequently, their speaking scores remained low, and their confidence was not improving.

To address these problems, the integration of innovative media such as podcasts is considered necessary. Podcasts offer authentic listening materials with native-like pronunciation, various topics relevant to students' daily lives, and opportunities for repeated practice. Unlike traditional audio recordings, podcasts are easily accessible and can be integrated into interactive classroom activities. By listening to and imitating podcasts, students can improve their vocabulary acquisition, pronunciation accuracy, and overall fluency. Furthermore, podcasts motivate students because they are exposed to real-life communication contexts that make learning more meaningful and enjoyable. This research therefore attempts to explore how podcast learning media can be effectively implemented to enhance the speaking skills of tenth-grade students at SMAN 1 Lewolema.

RESEARCH METHODOLOGY

This study applied Classroom Action Research (CAR) based on Kurt Lewin's model, which involves four steps: planning, acting, observing, and reflecting. The research was conducted at SMAN 1 Lewolema with 20 tenth-grade students in the academic year 2024/2025. The study lasted for two cycles, each consisting of two meetings.

Data were collected through pre-test, post-tests, observation checklists, and field notes.

The success criterion was that at least 75% of students achieve the KKM of 75.

FINDINGS AND DISCUSSION

The pre-test showed that students' average speaking score was 45.45, and only 15% of students achieved the KKM. In Cycle I, the mean score rose to 68.5, with 35% of students passing the KKM. In Cycle II, the mean increased further to 77.65, with 75% of students achieving the KKM.

Formulas Used
1. Mean score: $\bar{x} = \Sigma x \div N$
2. Percentage of students achieving KKM: $P = (F \div N) \times 100\%$
3. Gain percentage: $P = (y_1 - y) \div y \times 100\%$

Example of Calculation
- Pre-test: $\bar{x} = 909 \div 20 = 45.45$; $P = (3 \div 20) \times 100\% = 15\%$
- Cycle I: $\bar{x} = 1370 \div 20 = 68.5$; $P = (7 \div 20) \times 100\% = 35\%$
- Cycle II: $\bar{x} = 1553 \div 20 = 77.65$; $P = (15 \div 20) \times 100\% = 75\%$

Interpretation of Data

The findings show that the use of podcast learning media significantly improved students' speaking performance. At the pre-test stage, students had serious difficulties in speaking, indicated by low mean scores and a very small percentage meeting the KKM. After implementing podcasts in Cycle I, scores increased, and students showed better vocabulary mastery and pronunciation, although many were still hesitant and not fluent.

In Cycle II, after strategy adjustments such as repeated practice and interactive speaking activities, the mean score surpassed the KKM, and 75% of students successfully passed. Qualitative observations confirmed that students became more confident, fluent, and motivated. These results demonstrate that podcasts provide authentic input and engaging practice opportunities, consistent with previous studies (Fitria, 2015; Tutiasri, 2020).

CONCLUSION

Based on the findings of this classroom action research, it can be concluded that the use of podcast learning media significantly improved the speaking skills of tenth-grade students at SMAN 1 Lewolema. The students' average scores increased from the pre-test to Cycle I and finally to Cycle II, and the percentage of students who achieved the minimum mastery criterion also rose steadily until it reached 75% at the end of the study. This progress indicates that podcasts provide not only authentic language input but also engaging and motivating learning experiences that help students enhance their vocabulary mastery, pronunciation, fluency, and self-confidence in speaking English. Furthermore, qualitative observations showed that students became more active, motivated, and confident in participating during speaking activities, which further strengthens the conclusion that podcasts are an effective medium for developing speaking ability.

In line with these findings, it is suggested that English teachers adopt podcasts as an innovative and supportive medium to improve students' speaking performance. Teachers are encouraged to carefully select podcast materials that are appropriate to students' levels and interests, and to design interactive speaking tasks based on those materials. Students themselves are recommended to make podcasts part of their independent learning activities, as listening and practicing with podcasts outside the classroom can further strengthen their speaking skills. For future researchers, it is advisable to conduct further studies on the use of podcasts for different language skills, proficiency levels, or in varied educational contexts to gain broader insights into the effectiveness of this medium in English language learning.

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