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THE USE OF YOUTUBE PODCAST TO IMPROVE STUDENT SPEAKING SKILLS

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Abstract: This study aims to find out the way the teacher improve students' speaking skills by using YouTube podcasts and students' perceptions of the use of YouTube podcasts in speaking skills. In conducting this research, the author used qualitative paradigm with the type of case study. The participants were an English teacher and twenty eleventh-grade students at An Islamic boarding school in Tasikmalaya. To collect data from the participants, there were two instruments, namely observation and interviews. The results of this study showed a positive perception through the strategies used by the teacher because it helped the students in increasing their confidence in practicing speaking. It is also suggested that teachers can use YouTube podcasts to improve speaking skills for senior high school students. This strategy not only improves students' speaking skills but also students' knowledge and imagination through YouTube podcasts, and interaction strategies in the classroom. In addition, this study also suggests that English teachers use YouTube podcasts as a strategy to improve students' speaking skills. The students felt that learning by using YouTube podcasts can help them to improve their speaking skills. In addition, it makes them more motivated and enjoy learning in class. For future researchers, this study provides a wide opportunity to make more perfect research in the same field with different interests.

Keywords: podcast; YouTube; speaking; technology

INTRODUCTION

Education is a purposeful and systematic endeavor by individuals responsible for molding students' personalities and character in line with educational ideals. As of right now, technology is on the digital stage; the education sector is among those that have begun utilizing technology to streamline tasks. Using technology is one of the things that needs to be done to support the existing teaching and learning process. Making use of technology creatively and innovatively and to develop media can be employed in educational activities for the benefit of both teachers and students (Jannah & Hashanah, 2019). The field of educational technology focuses on assisting human learning by methodically identifying, creating, organizing, and utilizing all available learning resources, as well as managing the entire process.

In today's global era, along with the advancement of science and technology, it cannot be

denied that the ability to speak foreign languages, especially English, is very important for every student. However, there are many students whose English skills are inadequate, because English is only taught as theory and knowledge in Indonesian educational institutions (Al-Sobhi, & Preece, 2018; Fikni, et al., 2023). As a result, this makes learning English harder for the kids and has a little impact on how well the pupils learn the language. Even though English is the most required foreign language to acquire for today's educational demands, many students and the country's future generations hardly ever use it in daily life. There will be more possibilities and advantages to speaking well in English as the language becomes more widely used (Mayangsari & Tiara, 2019). Being one of the international languages, English is very helpful in the areas of communication, education, and international commerce.

One of media that contribute to the teaching and learning process is Podcasts, which are great for multitasking and time efficiency since they allow you to learn while working, traveling, writing, or even at the gym (Paul, 2020). The podcast itself has the following requirements: combines a celebrity approach, a range of pertinent themes, informal packaging, amusing, captivating, recognizable, distinct/unusual, straightforward, conversational, etc. In the meantime, creating and distributing podcasts is a rather easy process (Mayangsari & Tiara, 2019). Teachers can share interactive audio content via podcasts so that students can listen to it whenever and wherever they choose.

An efficient method for learning English is to listen to podcasts because it may increase vocabulary, sharpen your listening comprehension, and enhance your intonation and pronunciation by routinely listening to podcasts (Almaqrn & Alshabeb, 2017). Specifically, Podcasts have been demonstrated in a study (Thomas & Toland, 2015) to enhance students' listening comprehension more than conventional classroom education. Podcasts offer a captivating prospect for students, particularly those pursuing advanced language learning, to be exposed to real-life discussions that can enhance their listening skills, comprehension abilities, and vocabulary growth (Akyıldız, 2024; Amalia, 2021). This lead to learners who get self-assurance in their capacity to comprehend the language in its entirety.

Applying podcasts in the EFL teaching and learning process makes it possible to improve their language skill (Martianto & Toni, 2021; Riyani & Istiana Sari, 2020; Qura *et al.*, 2022; Umbar *et al.*, 2023). Those previous studies provide students an enjoyable learning experience, which can increase their motivation to learn English. However, none of them focus on the use of YouTube Podcast in improving students' speaking skill. Therefore, the present study tries to fill this gap by carrying out the study focusing on 1) the students' improvement in speaking skills by using YouTube podcasts; 2) and students' perceptions of the use of YouTube podcasts in speaking skills.

METHODS

The current research is qualitative research employing a case study research design to create concepts that enable us to comprehend social phenomena in natural contexts as opposed to experimental ones, as well as to comprehend people's experiences, perceptions, behaviors, and the meanings associated with them (Teherani *et al.*, 2015; Yin, 2028). The participants of the present study were an English teacher and twenty eleventh-grade students at an Islamic boarding school in Tasikmalaya who utilized the YouTube in their teaching and learning process. To obtain the data, observation and in-depth interviews were used to obtain highly reliable information for the research. In this non-participant observation, the researcher only can record and record both structured and unstructured notes (Kaharuddin, 2021). In qualitative interviews, qualitative researchers can interview face-to-face or face-to-face with participants by telephone or can also be involved in focus group interviews or group interviews. The questions are unstructured and open questions to capture the opinions and views of participants on a particular issue (Adlini *et al.*, 2022). Both observation and interview were analyzed through theatrics analysis including transcribing, categorizing, condensing, and interpreting (Kvale, 1996; Yin, 2018).

RESULTS AND DISCUSSION

It has been mentioned previously that the present study aims to find out 1) the students' improvement in students' speaking skills by using YouTube podcasts; and 2) students' perceptions of the use of YouTube podcasts in speaking skills. The first inquiry is based on the non-participant observation; and the second question was answered by using semi structured interview. The following sections elaborates the discussion of observation and semi structured interview.

The students' improvement in speaking skills by using YouTube podcasts

In this case, the teacher used six steps in using YouTube podcasts. First, the teacher introduces the definition and purpose of YouTube podcasts, second, the teacher plays an English conversation audio. Third, the teacher asked the students to create a conversation dialog with their friends. Fourth, the teacher asked the students to read the conversation with their friends. Fifth, the teacher allowed them to practice the conversation in front of their friends. Sixth, the teacher corrects the incorrect English pronunciation. Based on the class observation, it is found that the teacher used all of these steps.

On the other hand, teachers can help students in improving their speaking skills. It is relevant with the Mayangsari and Tiara (2019) and *Qura et al.* (2022) stating that the YouTube phenomenon has proliferated throughout society throughout this time. YouTube appears to be changing how local networks and television relate to people's daily lives. To make this YouTube video more creative and appealing to students, it should be optimized and used as a learning tool. Professors need to be able to design an engaging learning environment. In this situation, instructors need to be aware of social trends and the media that pupils are currently drawn to.

The results of observations, the average students, both from male or female classes, have been already familiar with YouTube podcasts mean. Researchers can mention this based on the observation transcripts that have been carried out, and it is also true that this is in line with what has been said by (Martianto & Toni, 2021). YouTube is a social media that specifically emphasizes content in the form of audiovisuals. Meanwhile, Podcasts were originally audio or video files that were uploaded on the web. As a result, they could be accessed by individuals either subscribed or not accessible by individuals whether subscribed or not and can be listened to or watched using a computer or digital media player by using a computer or portable digital media player.

The findings of these observations students claimed that utilizing YouTube podcasts made it easier for them to get better at speaking, the findings of these assertions. According to studies, one very simple method for enhancing kids' speaking abilities in grade 11 high school is through the use of YouTube podcasts. It is consistent with the remarks made by Umbar et al. (2023) who said that one of the many things that may be easily learned through YouTube podcasts is English. It is simple and efficient to learn English with the English podcast channel, especially for newcomers or those who are just starting. To practice the delivery of material directly and autonomously, podcasts are utilized outside of study time or in free time. In this case, the results of observations is relevant with interviews on the first and second questions which show that teachers teach the improvement of speaking skills by using YouTube podcasts as media.

From the data found by the author throughout the observation, it can be stated that YouTube podcasts can improve students' ability to speak. This media can provide several advantages such as increasing students' motivation, allowing students to interact with various skills, reducing anxiety in learning wire, building students' critical thinking, and overcoming students' boredom deadlock or stress so that they are more confident in learning to write, building students' critical thinking, and improving students' ability in writing. Likewise, reducing anxiety is an advantage of learning to speak by using YouTube podcasts. This is in line with Mayangsari & Tiara (2019) who argue that this media can offer several benefits, including raising students' motivation, enabling them to engage in a variety of skills, lowering anxiety during the learning process, developing students' critical thinking, overcoming boredom, stalemate, or stress so that they feel more comfortable learning to write, developing students' critical thinking and enhancing students' writing ability. Similarly, one benefit of using YouTube podcasts to learn to speak is that they help

reduce anxiety.

Students' perceptions of the use of YouTube podcasts in speaking skills

According to the first transcript's statement of the interview's results, this study investigates the application of YouTube podcasts in the improvement of speaking skills in the second grade of a boarding high school in Tasikmalaya. The teachers follow several steps in using YouTube Podcast in teaching and learning process. According to the second transcript's statement of the interview result. The condensed version of students' interview revealed that: "...using YouTube podcasts to improve speaking skills is more comfortable and enthusiastic in terms of learning." Meanwhile, the teacher's interview results claims that "*I enjoy using them as a teaching tool.*" These results are consistent with what has been said by Akyıldız (2024) and Amalia (2021) in that the greatest way to practice and enhance listening skills and any other language skill is through podcasts. They further suggest that the teacher should adapt the level of the student's language proficiency and request themes that align with the student's interests to prevent inappropriate content.

Furthermore, according to the third transcript's statement of the interview's results, most students followed all the activities in class well. They can enjoy following the strategies used by the teacher in the improvement of speaking skills. Referring to the first to the last meeting, the class using YouTube podcasts can improve students' speaking skills. Most students are more confident in their vocabulary pronunciation in the form of conversation

According to the fourth transcript's statement of the interview's results, some students have difficulty using podcasts because, for example, they find it difficult to understand the vocabulary in the audio. As a result, the researcher suggests that, when using podcasts, it would be nice to have a level that corresponds with the student's understanding. Other elements need to be taken into account as suggested by Amalia (2021), who said that educators should use podcasts in the classroom effectively. Podcasts are the best approach to practice and improve listening abilities, but teachers should adjust to the student's language competency level and suggest themes that correspond with the student's interests. According to the fifth transcript's statement of the interview's results, it suggest that by practicing English consistently, students will become more proficient and fluent speakers It is in line with learning to achieve the goal of making it easier for trainees to understand the material and then apply it through practical activities followed by the correct procedure.

To support the findings of the present study, previous research has consistently documented the use of YouTube podcasts in improving speaking skills. Mainly, this study is supported by previous research conducted by Riyani & Istiana Sari (2020) which commit that by constantly listening to podcasts of native speakers of English, students develop their skills not only in listening but also in pronouncing the words in English correctly. It also has helped the students in improving their students' vocabulary mastery. In conclusion, by listening to podcasts, students can improve their pronunciation and vocabulary mastery so that they also can speak more during the speaking activity.

Based on the result of the study, it can be concluded that students' pronunciation in English can be improved by the use of Podcast. Therefore, it is recommended that teachers and students can use Podcast as one of the alternative techniques in teaching and learning speaking. Meanwhile, this study focuses on teachers' strategies in implementing YouTube podcasts to improve speaking skills of students at an Islamic boarding high school in Tasikmalaya. The present study also enriched the previous study carried out by Panggua, et al. (2021) in that Industrial Revolution 4.0 requires the use of information and communication technology in supporting the learning process, teachers, students, and lecturers have utilized many learning applications and social media, including YouTube. In addition, as a social media, YouTube also helps many teachers and lecturers in delivering material, as well as students, to access various sources from around the world easily and without obstacles. Most of them are comfortable using YouTube podcasts, but some students

are less comfortable using YouTube podcasts as well as in YouTube podcasts, some think it is too fast, and some are due to a lack of understanding of vocabulary. Therefore, the writer suggests that the use of YouTube podcasts or English audio is adjusted in the speaking speed of the audio.

CONCLUSION

This study investigates how teachers improve students' speaking skills by using YouTube podcasts in the second grade of an Islamic boarding high school in Tasikmalaya. After delivering several steps in using YouTube Podcast, students obtain the improvement in speaking skill. That is not all, this media can provide several advantages such as increasing students' motivation, allowing students to interact with various skills, reducing anxiety in learning wire, building students' critical thinking, and overcoming students' boredom deadlock or stress. So, they are more confident in learning to write, building students' critical thinking, and improving students' ability in writing. Furthermore, in answering the second research question, the author concludes that the majority of students agree that learning using YouTube podcasts is a good idea to improve students' speaking skills. Most students felt happy with the method applied by the teacher. The students also felt helped by this method in improving their speaking skills. The further research is suggested to carry out the related topic using various methodology, in particular, using mix method, involving various level of participant, and the large numbers of participants.

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