IMPROVING SPEAKING SKILL USING " THE REAL LIFE ENGLISH PODCAST " FOR VOCATIONAL HIGH SCHOOL STUDENTS

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ABSTRACT

Mu'is (2022). Improving Speaking Skills Using "The Real life English Podcast" for Vocational High School Students Class XI SMK NURUSHALEH East Katol. Thesis. British Department. STKIP PGRI Bangkalan. Supervisor: (I) Iin Rachmawati, M. Hum and (II) , Arfiyan Ridwan, M.Pd

This study aims to improve students' ability to speak English using The Real Life English Podcast, making it easier for students to understand vocabulary in terms of speaking, especially in English pronunciation. This research is a collaborative classroom action research that aims to find and implement several actions to improve students' speaking skills. This research procedure will be adapted from the model proposed by Arikunto that action research occurs through a dynamic and complementary process, consisting of four important steps, namely: planning, implementing, observing, and reflecting.

Researchers and teachers will work together in terms of teaching so that researchers find obstacles and weaknesses in the process of learning English, especially when speaking, identify some problems, and plan in implementing the proposed actions. After that, the researcher will conduct research and the teacher will evaluate, reflect, and discuss. This is related to the action to be taken. The findings in this study only occurred in one cycle. The findings of Cycle I showed that students' abilities increased when several instruments were in each video podcast so that students enjoyed understanding conversation to practice speaking to students through youtube videos. There are many types of grammar discussions that make students feel they can understand better so more types of speaking exercises will be given to students.

Indicators of student success seem enthusiastic about working on the worksheets that have been given. So that the motivation and spirit of students' self-confidence in learning to speak English is increasing. This is supported by the scores obtained by students in the pre-test from 38.3 to 77.3 in the post-test

Keywords: *Classroom Action Research, Speaking Skills, The Real Life Podcast*

ABSTRACT

Mu'is (2022). Improving Speaking Skills Using " The Real life English Podcast" for Vocational High School Students Kelas XI SMK NURUSHALEH Katol Timur. Tesis. Departemen Inggris. STKIP PGRI Bangkalan. Pembimbing: (I) Iin Rachmawati, M.Hum dan (II) , Arfiyan Ridwan, M.Pd

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris menggunakan The Real Life English Podcast, sehingga memudahkan siswa untuk memahami kosakata dalam hal berbicara, terutama dalam pengucapan bahasa Inggris. Penelitian ini merupakan penelitian tindakan kelas kolaboratif yang bertujuan untuk menemukan dan menerapkan beberapa tindakan untuk meningkatkan keterampilan berbicara siswa. Prosedur penelitian ini akan diadaptasi dari model yang dikemukakan oleh Arikunto bahwa penelitian tindakan terjadi melalui proses yang dinamis dan saling melengkapi, terdiri dari empat langkah penting, yaitu: perencanaan, pelaksanaan, pengamatan, dan refleksi.

Peneliti dan guru akan bekerja sama dalam hal pengajaran sehingga peneliti menemukan kendala dan kelemahan dalam proses pembelajaran bahasa Inggris terutama ketika berbicara, ini mengidentifikasi beberapa masalah, dan rencana dalam melaksanakan tindakan yang diusulkan. Setelah itu peneliti akan melakukan penelitian dan guru akan melakukan evaluasi, refleksi, dan diskusi. Hal ini terkait dengan tindakan yang akan dilakukan. Temuan dalam penelitian ini hanya terjadi dalam satu siklus. Temuan Siklus I menunjukkan bahwa kemampuan siswa meningkat ketika beberapa instrumen dalam setiap video podcast sehingga siswa menikmati pemahaman percakapan untuk berlatih berbicara kepada siswa melalui video youtube. Ada banyak jenis diskusi tata bahasa yang membuat siswa merasa dapat memahami lebih baik untuk melakukan lebih banyak jenis latihan berbicara yang akan diberikan kepada siswa. Indikator keberhasilan siswa tampak antusias mengerjakan LKS yang telah diberikan. Sehingga motivasi dan semangat percaya diri siswa dalam belajar berbicara bahasa Inggris semakin meningkat. Hal ini didukung dengan nilai yang diperoleh siswa pada pre-test dari 38,3 menjadi 77,3 pada post-test

Kata kunci: *Penelitian Tindakan Kelas, Keterampilan Berbicara, The Real Life Podcast*

1. INTRODUCTION

Podcasts are audio (sometimes video) programs on the web that are usually updated regularly. This podcast contains authentic materials for teaching speaking, as students are given examples of how to speak real English. So that it can be easily accessed and downloaded via a computer or mobile phone, then it can be used via an mp3 player or video player. Based on research conducted by Paul Man in 2007, podcasts can improve students' speaking skills. The convenience of downloading podcasts to MP3 players and iPods means students can engage in many conversations on the go. The study also found that using podcasts is suitable for less confident learners because it reduces anxiety caused by real-time speaking interactions. (Dianitihi SA et al, 2016)

Speaking English is the first foreign language taught in Indonesia, starting from elementary school to the highest level of education. Learning English is a must in building relationships between nations around the world. Rubin and Thompson (as quoted in Ma'mur, 2006) state that "in today's world, contact with speakers of languages other than English is increasingly common; we meet such people at school, on our travels, in our work, because these contacts increase our motivation to learn foreign languages". (Fauzi Imam, 2017).

In Indonesia, speaking English is a special moment when students can improve their speaking skills in their daily life or in their own classrooms. By speaking, students can practice their knowledge of English and they can get new vocabulary. Students also learn languages and are considered successful if they can communicate effectively in their second or foreign language. This causes students to be confident and capable when communicating with native English speakers. (Mariani et al, 2020).

The ability to speak English is one of the important aspects for students to build their interactions in the classroom and improve their fluency in speaking. For example, there are some students in Indonesia who have problems speaking. They have difficulty being confident and producing some words because students lack vocabulary when speaking in English and they have difficulty in pronouncing some words and using

English in class and outside class. In fact, almost the same thing happened in a school located in the village of East Katol. The students' lack of interest in learning, especially speaking, makes them feel less confident. (Prasetya Eska Perdana & Nuraeni, 2021)

Getting students to speak English is a difficult job for English teachers. The need for a long process of training and learning. Foreign language learners see that their mother tongue is very different from English while the opportunity to learn English and practice it in their real life is very limited in space and time. Therefore, they need more practice to speak English. Given the importance of speaking skills, the Indonesian government states that students must fully master these skills, not only the theory of speaking itself but also its practice in the teaching and learning process (Khotimah Siti, 2014).

Most of the students find it difficult to understand and they are also passive during the teaching and learning process, especially in English, some students also have difficulty in memorizing new words and spelling because of the pronunciation of their first language and the difference in vocabulary in English. English is also a problem. difficulties for students. Fewer hours of learning English, as well as a lack of students' motivation in learning English and a lack of concentration of students learning in terms of speaking English (Wullandari Ayu, 2020).

Many students face difficulties in trying to learn the English pronunciation of words. Every student has difficulty in entering sentences, phrases/sentences, stress, intonation, and students need help in interacting for fluency in English pronunciation. So that's the reason why pronunciation is important to improve Many people face a lot of difficulties trying, in previous research showed most of the native students with pronunciation in English vocabulary still sound native to their own language, so it takes a lot of practice in pronunciation especially in English (Multasih Devi, 2018).

However, in rural circles today there are still many limitations for students in speaking English so new things using podcasts make students very excited to

learn. They see other relationships through their field of study and life in general. They realize that podcasts are how they work, and how to find, use and create them. Seeing this become something of value with skills as they continue in high school and on to college or to work. Podcasts don't just motivate all students to have more discussions outside the classroom. So that students find unexpected new things in different ways in terms of learning. (Bersh Luz Carime et al, 2021)

2. Speak

According to the Oxford Pocket of Current English dictionary 2009 "Speaking is the act of conveying information or expressing one's thoughts and feelings in spoken language. Speaking is used to indicate the level of accuracy intended in a statement or the point of view from which the statement is made.

3. Podcasts

Podcasts are audio or visual content that is delivered automatically over a network via a free subscription. Once subscribed, podcasts can be regularly distributed over the Internet or within your school's network and accessed with an iPod, or portable MP3 player, laptop, or desktop computer. Podcasts were originally audio-only but may now contain still images, videos, and chapters identifying the main part or idea.

METHOD

This research uses Classroom Action Research (CAR) procedures.This research procedure will be adapted from the model proposed by Arikunto that classroom action research occurs through a dynamic and complementary process, which consists of four important steps, namely: planning, implementing, observing, and reflecting. Researchers and teachers will work together in terms of teaching so that researchers find obstacles and weaknesses in the process of learning English, especially when speaking, identify some problems, and plan in implementing the proposed actions. After that, the researcher will conduct research and the teacher will evaluate, reflect and discuss. This relates to the action to be taken. The role of the researcher is as an observer, in the observation process, and the researcher will be assisted by an English teacher who acts as a collaborator.

The application of this research was carried out in 2 cycles; each cycle will be carried out in 2 meetings through four stages, namely: (1) planning (2) implementation (3) observation, and (4) reflection.

1. Preliminary studies

Before conducting the research, the researcher started a preliminary study to analyze, identify, and obtain data that was in accordance with the factual and real conditions in the classroom. I as a researcher and teacher got information about student learning outcomes and researchers conducted a pretest and distributed questionnaires to determine students' understanding of speaking

2. Planning

This phase includes designing lesson plans, speaking activities (pre-talking, while speaking, and post-talking), designing materials, and determining success criteria. this study is considered successful if 15 students in the cycle score equal to or higher than the standard minimum score level of students. A score of 50 reflects that the student's level of achievement is average or means that they can pass or succeed in the subject. And secondly for the involvement and motivation or enthusiasm of students during the teaching and learning process, the success criterion is when 85% of students get a score of 50 and also based on a questionnaire given to students which will show how enthusiastic the student is. Researchers take cycles in meetings. The researcher only took one cycle at first.

3. Observation

Observation is the process of collecting data about all aspects or events that occur during the implementation of the action. At this stage, the researcher observed the teaching and learning process in the classroom and student activities during the application of podcasts as a medium for understanding speaking. To get the data that will be needed several instruments and data collection techniques are needed.

4. Reflection

The results of the analysis were consulted with the success criteria. Meanwhile, the decision to continue the action in the next cycle is made if the success criteria are not met and the weaknesses of the first cycle are corrected for the

next cycle. This cycle is stopped when the success criteria are met.

RESULTS AND DISCUSSION

This section presents the results of the research which contains the results of the speaking test and the improvement of students' speaking skills during the learning process at the introductory stage and the cycle stage.

1. Preliminary Study

Preliminary studies were conducted at the beginning of the study. The researcher observed the conditions in the classroom when the English teacher taught English as usual in the classroom. Then, the researcher and the English teacher discussed the conditions in the classroom, as well as the student's behavior during learning English, especially in the speaking class.

The preliminary study was conducted on Saturday, May 28, 2022. In this activity, during the learning process, Mrs. Ilwanah, S.Pd as an English teacher for class XI students of SMK NURSSALEH East Katol said that some students still lacked the vocabulary and lacked confidence which made students cannot force themselves to speak in English. In the learning process, the teacher teaches 15 students in the class without using podcast media. While observing during the teaching and learning process with English teachers, the researcher found that students were not actively involved in speaking activities, especially when the teacher asked students to practice through English conversations then they practiced some conversations related to conversational texts, such as conversations. about daily activities. day and. Most of the students did not understand conversations using English, but only observed their friends who spoke in front of them without understanding the meaning of the contents of their friends' conversations in front of the class. Only about a quarter of students are actively involved in the learning process. Meanwhile, other students need more attention from the teacher in the teaching and learning process.

After doing the previous 15 minutes of learning, the researcher used 45 minutes to teach the lesson, the English teacher introduced the researcher to the students and informed them that the researcher would conduct research observations for several meetings in the class. Then, the teacher let the researcher handle the class for 45 minutes and distributed the pre-questionnaire and pre-test to the students. In addition, the preliminary study data shows that most of the students still have low skills and are less enthusiastic about speaking English.

2. Cycle

Cycle 1 activities will be held on Saturday, June 4, 2022, at 09.00. Cycle 1 activities are carried out in one meeting (2 x 60 minutes). In cycle 1, there were four steps taken related to the purpose of this research. The steps are as follows:

a. Action

Researchers will carry out activities according to the schedule that has been prepared at the previous planning stage. As determined in the lesson plans, the researcher implemented the REAL LIFE ENGLISH PODCAST podcast as a suggestion by researcher in 3 phases of activity, namely pre-speaking, while-talking, and post-speaking. These phases are teaching that is explained in one meeting. The following is an explanation of the activities of the cycle I.

1. The first meeting

- Before speaking

Before the activity started, the teacher greeted the students with greetings and then a brief introduction about this research. After that, the teacher checks the students' attendance in class. There were fifteen students on this list, and that day all the students were present. After that, the teacher gave some dialogues between two people such as "hello, how are you? "Yeah I'm fine, how about you?" and "yes ok".

> M told S to divide the group, namely one group of two people in pairs, after S found their respective groups, M told each group to look for free-themed conversation dialogues, after finding the conversational dialogue one of the groups was ready to come forward to have a conversation using English to practice all speaking skills of S. One group on behalf of Kholis and Khoirul is ready to come forward while asking permission to be mentored by M because Kholis and Khoirul are not fluent in English vocabulary. The whole class was paying

> close attention. M allows the whole class to understand the conversation between Kholis and Khoirul. M pointed at Maryam and Nadia to come forward, while having basic conversations to practice speaking English, Maryam asked Nadia, and Maryam said "hello, how are you? What's your name?, said Nadia"

All the practices that S did in groups have been carried out by all students. Conversations have been carried out using English well and students are also confident in presenting their abilities in front of the class using English vocabulary. In addition, the researcher explained the instructional objectives clearly.

- While Talking

> M asked several S's to distribute the first paper leaflets containing questions about speaking. Then M asked S to work on the problem as well as possible. M explains the content of the questions to students in English. Sometimes he uses Indonesian, then M gives English instructions.

First, the teacher explains everything about the purpose of having a conversational dialogue with the other person and gives student worksheets. Then the teacher started a conversational dialogue audio podcast and the students looked very confused and passive in class, making the class atmosphere less pleasant. Because the class was not fun, the teacher tried to explain the conversational dialogue clearly audio related to worksheets. One by one the students began to pay close attention to the explanation and sometimes one of them asked questions. So the class started to become even more active than before so the teacher gave another sample question to the audio podcast. The teacher took a song lyric from Westlife entitled "My Love" through the youtube channel as the main idea that would be explained in the podcast.

- After speaking

> After finishing the M review for the day. S answered enthusiastically about what they were going to learn that day. M and asked S if anything was unclear during the lesson, S answered no. Then M wrote a "Youtube" site entitled "Real Life English" which contained several videos that were there to practice their speaking skills. S wrote the site in his book for each of his students. Then M closed the day's lesson. As the closing signaled the end of speaking lessons, the school bell rang. It was 11.30

The teacher asks students about difficulties in the learning process and discusses them together. Then conclude the material that has been obtained that day together, because time has run out, the teacher ends the lesson by saying havdalah together.

b. Observe

In this study, the researcher acts as an observer. In the observation process, the researcher was assisted by an English teacher as a collaborator. Researchers made observations during the teaching and learning process. This stage includes observations of collaborators about the teaching and learning process and student responses to teacher explanations and tests. Collaborators also observe whether students actively participate in the teaching and learning process or not. The results of observations in cycle I found the following findings:

- Teacher's actions

Actions focused on how to improve students' speaking skills using podcasts as a means. In the media application for watching videos on their respective cellphones, the observer performs the recommended procedure from the theory and also modifies it so that the procedure can be understood by students. In this case, the observer suggested that the teacher explain the material slowly and clearly because some students did not seem to understand the meaning of the material. And students find some difficulties speaking well and focusing they are afraid of making mistakes and being intercepted by their friends. Another problem that occurs is that students have difficulty understanding the core of the question which must be answered because of alack of practice in speaking.

- Student Feedback

The results of observations on student responses are a process carried out during the teaching and learning process in cycles. Based on observations, it was found that students' responses to teacher interactions were generally welcomed by students. It was proven that they were able to understand the explanation during the learning process.

DISCUSSION

In this sub-chapter the researcher wants to describe and discuss a research finding, it

has been mentioned that in the previous chapter the researcher intends to pay attention to the application of using podcasts as a means to improve students' speaking skills. So in this study, the researcher used classroom action research. The aim is to find out whether there is an increase in students' speaking ability after being taught using podcasts as a tool. These are some of the podcast materials that will be provided to students. This shows that students seem enthusiastic in working on the worksheets that have been given. Student motivation in learning to speak is increasing. This can be seen from student activities.

According to Alfa Roviqun Riziqien (2020), to help foreign speakers learn to speak English, there are many types of technology that are created and prepared English learning materials called podcasts. Podcasts are videos or audio uploaded via the internet, which appear as resource persons in the academic field, as well as preparing various materials in learning English. Podcasts provide many models of speaking performance such as interviews, dialogues, conversations, and reports.

The findings that I found during interviews were that students tried to understand the pronunciation of the interlocutor when using English because students were less able to master vocabulary in speaking English, during dialogue and during conversation students did not understand the intent of the interlocutor and only understood the intent of the interlocutor. little meaning from the interlocutor. The essence of the interlocutor's speech, as well as the report I found, was found in the students' difficulties in speaking English. In addition, to the growth of podcasts for teaching English, podcasts have provided a variety of content to help teachers or students improve speaking skills in the teaching and learning process. The first cycle is about the teaching and learning process and assessment. In the learning process of this cycle, podcasts are used as a means to teach students speaking skills in three phases. Then the researcher gave an evaluation test for the first cycle. After all activities were completed, the researcher assessed the students' speaking results from these results, the researcher calculated the average score of the students' speaking results using the following formula:

Average student score = Total Score
$\qquad$ Total Students

Student's average score = 1,160

15

The researcher analyzed that students were more familiar with sound and spelling using English contained in the audio video. All students were asked by the researcher to write down vocabulary that was difficult for them to understand and difficult for them to pronounce. via youtube videos so they have more vocabulary lists from their books. In addition, they made interesting assignments through video podcasts to students, so the researchers also added several instruments in each video podcast so that students enjoyed understanding conversations to practice speaking with students through youtube videos. There are many types of grammar discussions that make students feel they can understand better to do more types of speaking exercises. The result of this cycle is also considered as implementation.

The researcher concludes that the problem has been solved by using podcasts as an effective teaching and learning tool and process to improve their speaking skills. Thus the results obtained by the researchers found that the 80% success criteria had been met. In the preliminary study, all students had taken the test, and the average result was 38.3. In this activity, most of the students seemed to have difficulty and still did not understand the meaning of the whole text. This can be proven by the way students answer questions by copying their friends' answers. all students have taken the test, and the average result is 38.3. In this activity, most of the students seemed to have difficulty and still did not understand the meaning of the whole text. This can be proven by the way students answer questions by copying their friends' answers. all students have taken the test, and the average result is 38.3. In this activity, most of the students seemed to have difficulty and still did not understand the meaning of the whole text. This can be proven by the way students answer questions by copying their friends' answers.

In the first cycle, the average result is 77.3 which means there is an increase from the pre-cycle. It can be shown that there is a significant increase in student learning presentations. In addition, the use of YouTube video podcasts as learning media helps in the process of learning to speak English.

CONCLUSION

Based on the previous chapter, the results of this study are quite satisfactory. This researcher succeeded in improving students' speaking skills through podcasts. After observing researchers at SMK NURSSALEH, East Katol, the researchers concluded that podcasts did improve students' speaking skills by creating more enjoyable speaking activities and motivating students to focus more on speaking. Because this can be seen from the increase in student achievement from preliminary tests to treatment and cycle tests. In this case, the score obtained after using podcasts

through YouTube is an average value of 77.3. From this value, there was an increase in students due to the enthusiasm of students in doing assignments from researchers so that they could increase students' knowledge and expand students' experience in learning English.

By providing podcasts as a medium for practicing speaking, students are more conducive to the teaching and learning process. Since this is indicated in the first, most of the students were enthusiastic and involved during the second learning process, they paid attention to the teacher's explanation. Lastly, they are more confident to answer questions based on their own opinion or discuss them with their friends, rather than copying their friends' assignments.

SUGGESTION

Suggestions from the conclusions above, are put forward by researchers to teachers, students, and other researchers. First, as a teacher can help teachers make media in terms of teaching so that the teaching and learning process will be more fun and effective in conveying to students. And second, for students, it can be a new source of learning. Because this media is based on the youtube site which can be accessed anywhere using a smartphone, students can use it not only for learning but also to improve their speaking skills.

Finally, future researchers can use the results of this study as a reference for other studies with different skills or subjects. Reference to podcasts via YouTube The Real Life English Podcast to further broaden students' horizons in English speaking skills.

In addition, the researcher believes that this thesis is still far from perfect. Therefore, the researcher will accept suggestions and constructive criticism for the perfection of this thesis. In addition, the researcher hopes that this thesis can be useful and provide a valuable contribution for the researchers themselves and all readers in general.

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