LEARNING SPEAKING THROUGH PODCAST FOR FLDP STUDENTS OF ENGLISH DEPARTMENT AT IAIN MADURA

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Abstract

This study investigates the use of podcasts as a teaching media for developing speaking skills among FLDP students, FLDP is foreign Language Development Program which is provided for a fresh students at IAIN Madura. There are some specific topic as: self introduction, My Family, My Hobby, My Job, and My Campus as the theme of podcast. Podcast provides a flexible platform that promotes fluency, accuracy, and communicative competence. The research problem focusing on identifying how podcast tasks enhance speaking skills. A qualitative study approach was taken as the research method, with data collected through observation and documentation. Twenty five students were divided into several groups. The data were analyzed using Miles and Huberman's model, which includes data reduction, data display, and conclusion drawing. The findings indicate that podcasts not only enhance students' speaking abilities but also foster engagement and confidence in language use. It suggests that podcasts can be a valuable tool for EFL classrooms. In conclusion, Incorporating podcasts into EFL classrooms appears to be a promising method for improving speaking skills and fostering a positive learning environment.

INTRODUCTION

Speaking skills are a fundamental aspect of language learning, particularly in foreign language acquisition, as they reflect one's ability to communicate effectively and fluently in real-time interactions. Defined broadly, speaking is the productive skill that involves verbal communication, where speakers convey messages through sounds, words, and sentences (Brown, 2014). It is a skill that every humanbeing must have. This skill requires learners to process language spontaneously, integrating vocabulary, grammar, pronunciation, and fluency.

Speaking is important skill for cross-cultural communication, where pragmatic competence (understanding and using language appropriately in various social contexts) is critical. According to Kasper and Rose argue that speaking equips learners with the ability to navigate sociocultural norms, such as politeness and formality, which are often unique to specific languages. (Kasper, 2013) So, speaking also carries the use of formality and politeness. In addition,Thornbury stated that speaking helps students become more pragmatically aware, which helps them modify their language use based on the situation. This is important for preventing miscommunications in cross-cultural encounters. (Thornbury, 2013) For foreign language learners, especially those in Foreign Language Development Programs (FLDP), achieving proficiency in speaking is essential as it support their capacity to engage in meaningful conversations and express ideas clearly.

Speaking is a skill which often seen as a complex cognitive process that involves coordination between comprehension, information processing, and language production. While, according to **Bygate**, who noted that speaking skills also require the ability to adapt to communication situations, which can be enhanced through exposure to real language, such as podcasts. (Bygate, 2010) it stated that speaking in al life now a day is really important. **Derwing and Munro** stated that speaking naturally entails a natural speaking pace, which can be improved by listening to conversational podcasts that can help with understanding rhythm and intonation. (Derwing, 2015)

Podcasts have been a great tool for language learning in recent years due to their customization, flexibility, and accessibility. A podcast is a type of digital audio file that may be downloaded or streamed by consumers. These files are frequently produced as a series covering a variety of subjects (Sze, 2016). Podcast is a kind of media which is easy to improve stidents speaking skill. Podcasts expose learners to natural speech, a variety of accents, and colloquial expressions, which improves their listening comprehension and cultural awareness because they can cover a wide range of topics and employ actual language. Additionally, podcasts give language learners the opportunity to repeatedly hear spoken language, which aids in their familiarization with subtleties in intonation and pronunciation (Field, 2017).

Then, podcast is one of media which can help the learner to speak well. As stated by Vandergrift & Goh (Vandergrift, 2012) The use of podcasts in language learning, particularly to improve speaking abilities, has grown significantly during the last decade. Podcasts, an aural medium accessible through many platforms, provide authentic language exposure that can replicate real-life conversations and cultural circumstances. It means that podcast nowadays become one of a real life conversation, Podcasts also have been used in English language learning because they provide authentic content in various accents, speaking styles, and contexts. According to (McBride, 2011) podcasting in language learning exposes students to real-life language use, enhancing their listening skills and enriching vocabulary.

Podcasts provide Foreign Language Development Program (FLDP) students with unique opportunities to practice listening and speaking skills in a relatively autonomous and engaging manner. The use of podcasting in language learning, therefore, offers a modern approach to fostering communicative competence, which is crucial for language learners striving to gain fluency (Ahmed, 2020). Therefor the researcher really interested to do a reasearch about this.

These are the previous studies on this research:

1. *Podcast-based Teaching Media through the Role-Playing Model to Improve Elementary School Students' Speaking skills* (Shinta, 2024) In this research, it explained that Podcast-based teaching media effectively enhances speaking skills in elementary students, demonstrating high content validity and positive user responses, as shown in the study's findings they use ADDIE model, which is composed of five stages, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. It is different with this study which focuses only on podcast as a media to develop students speaking skill.

2. *Using a Podcast to Improve English Speaking Skills of High School Students* (Dorgham, 2024) this research shows that using podcasts significantly enhances English-speaking

skills, as demonstrated by improved outcomes in students taught with this method compared to those receiving conventional instruction. Dorgham use An experimental approach while this research focus on qualitative approach as the research approach.

3. *Enhancing Students' Listening Skill Through Podcasts* (al, 2024) the result of the study was all students agreed that podcasts could improve listening skills. Additionally, 90% of participants reported increased motivation to learn further after using podcasts. these findings suggest that podcasts can be a valuable tool for EFL classrooms. This research focuses on listening skill while this study focuses on speaking skills.

METHOD

To investigate "learning speaking through podcasts for FLDP students" qualitatively, a case study approach is appropriate. This method is particularly relevant for exploring students' perceptions, experiences, and challenges when using podcasts as a medium for speaking practice. Case studies enable researchers to deeply understand specific contexts and participants' experiences, offering rich, detailed insights (Yin, 2018)**.** It also stated in another opinion that This approach allows researchers to identify patterns in students' interactions with podcasts, which can then be interpreted to gain a nuanced understanding of the effectiveness of podcasts in enhancing speaking skills (Stake, 2013)**.**

The primary data sources in this research come from FLDP students at English department who use podcasts as part of their English-speaking practice. These primary data are obtained through observation and documenting students' interactions with podcasts. Supplemental data may include students' reflective notes or diaries recording their experiences, progress, and challenges encountered during podcast usage. Collecting this qualitative data aims to capture students' subjective experiences, providing insights into both the effectiveness and challenges of developing speaking skills through this medium (Creswell, 2018)**.**

To collect the data, researcher use the audio video visual as documentation to explore various aspects, including the benefits and challenges students perceive in using podcasts for speaking practice. Additionally, observation and documentation are conducted to show students' interactions with podcasts in both classroom and independent learning settings. As (Merriam, 2016) stated that These data collection techniques provide rich, contextual information essential for understanding podcast use as a speaking learning tool.

The data analysis process follows the model proposed by (Miles, 2014) which includes data reduction, data display, and conclusion drawing. Data reduction involves selecting, focusing, and simplifying interview and observational data to make it more interpretable. Data display is done through organizing data in tables, picture or diagrams to visualize key emerging patterns. The final step is conclusion drawing and verification, where reduced and visualized data are further analyzed to identify relevant themes and patterns. This part is really important then, This model facilitates systematic and comprehensive data analysis, enabling researchers to derive valid, meaningful conclusions.

FINDING AND DISCUSSION

In this finding, the podcasts produced by FLDP students of English Department students on the topics of; self introduction, My Family, My Hobby, My Job, and My Campus. Each topic not only requires students to introduce themselves but also to provide a coherent, detailed description of their experiences, ideas, and reflections related to topics. This task

emphasizes fluency, accuracy, and the use of appropriate discourse strategies, all of them are the key components in developing speaking proficiency.

1.   **Self-Introduction**

Self-introduction involves sharing basic information about ourself to others and it is often the first skill taught in language learning, it is the first thing to share in interactions. Key elements typically include one's name, age, where are you from, educational background, and interests. This topic is essential as it not only introduces vocabulary and structures but also gives learners the confidence to start a conversation in a new language. For instance, students might learn phrases such as "My name is...", "I am from...", and "I am interested in..." which they can adapt and use in various social contexts.

2.   **MyFamily**

Discussing about family is a common topic that provides an opportunity to practice personal and possessive pronouns, the students can learn vocabulary related to family members (e.g., mother, father, sister, brother), and descriptive language. This topic encourages students to talk about relationships and family relationship, which can vary culturally, adding depth to language learning. Phrases such as "I have two siblings" or "My father works as…" not only help students practice speaking about their lives but also help them understand cultural nuances around family structures.

3.   **My Hobby**

The topic about "My Hobby" provides a platform for students to discuss their personal interests and leisure activities. This topic encourages students to use a wide range of vocabulary, particularly related to hobbies such as sports, arts, and other activities. The personalization of this topic often leads to more relaxed and informal speech, which helps in developing fluency. Talking about familiar topics like hobbies can improve both fluency and accuracy, as learners are more comfortable and confident when discussing subjects they are interested about. Additionally, this topic helps students practice the use of present continuous tense, as hobbies are often ongoing activities.

4.   **My Job**

In podcasts related about "My Job," students must use specialized vocabulary related to occupations and workplace activities. This topic provides an opportunity to discuss job roles, responsibilities, and future career aspirations, which requires the use of specific terms associated with professions. It also introduce students to use the present tense when describing their current job or internship roles, as well as modals to discuss possibilities and future goals. Research suggests that discussing personal and professional experiences can enhance speaking confidence, as it allows students to speak from their own experiences.

5.   My Campus

In "My Campus" podcast, students discuss their university life, courses, and experiences within the educational environment. This topic requires students to describe physical locations (e.g., buildings, libraries), academic activities (e.g., classes, assignments), and their interactions with friends and lectures. The students are likely to use descriptive language as well as a combination of past and present tenses when recounting their experiences and activities. By discussing their academic environment, students practice the use of specific terminology related to education and campus life, which supports their ability to communicate in academic settings.

Each podcast begins with a self-introduction, allowing students to practice the fundamental skill of introducing themselves clearly and confidently. According to (Goh, 2012) introductions are crucial in communicative tasks as they set the tone for the rest of the discourse. A well-structured introduction includes personal information, background, and relevance to the topic, which provides a natural segue into the main discussion. This stage is particularly important in improving coherence, as students must ensure their introduction smoothly transitions into the topic description. The students can learn how to start conversation with self introduction.

In describing their chosen topics, students are required to use descriptive language effectively. For example, in my family and my hobby topics that provides an opportunity to practice personal and possessive pronouns, the students can learn vocabulary related to family members (e.g., mother, father, sister, brother), and descriptive language. They can also describe their interest and giving detail information about their hobby. According to (Nation, 2020) this type of descriptive language is essential for developing learners' communicative competence, as it enhances their ability to provide detailed and engaging information during a conversation.

The topics, particularly "My Job" and "My Campus," encourage students to reflect on their personal and academic experiences, which promotes critical thinking. In discussing their job roles or academic journey, students may analyze their personal growth, challenges, and future aspirations. As (Bailey, 2020) stated This reflective aspect enhances their ability to express complex ideas and emotions, which is a key factor in speaking proficiency. The students also can deliver their experiences also encourages the use of past tense and conditional forms, expanding students' grammatical range.

Each podcast not only involves delivering monologues but also aims to simulate interactional discourse, where students anticipate potential listener questions or responses. This helps in practicing cohesive devices, such as linking words (e.g., "however," "therefore," "in addition"), to ensure smooth transitions between ideas (Thornbury S. , 2012). Using these discourse markers effectively helps students organize their speech logically, which is essential for maintaining coherence in longer speaking tasks. It will also helping the learners to be more confidence in speaking English.

It is essential to consider both the linguistic structures used by the students and the communicative strategies they employ. Each topic not only requires students to introduce themselves but also to provide a coherent, detailed description of their experiences, ideas, and reflections related to the subject matter. As (Richards, 2015) said that This task emphasizes fluency, accuracy, and the use of appropriate discourse strategies, all of which are key components in developing speaking proficiency.

CONCLUSION AND SUGGESTION

Based on the title *"Learning Speaking Through Podcast for FLDP Students"*, there are some conclusions can be drawn:

Podcast is an effective media for developing speaking skills among FLDP students, especially for basic conversational topics like self-introduction, families, hobbies, job, and campus life. By providing real life topic and varied language input, podcasts help students improve their fluency, pronunciation, and confidence in real-world conversations.

Through podcasts allows students to improve their pronunciation, rhythm, and intonation. This authentic input enriches their vocabulary and provides them contextual language use and use vocabulary accurately when speaking.

The study aligns with language acquisition theories, including Krashen's Input Hypothesis and Swain's Output Hypothesis, as well as learner autonomy theories. By listening (input) and practicing spoken language (output) based on podcast models, students enhance both comprehension and productive skills.

In summary, learning speaking through podcasts is a highly beneficial approach for FLDP students, providing structured language input, enhancing speaking confidence, and fostering independent learning skills that contribute to more holistic language development.

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