

Strategies for Developing Speaking Skills by Utilizing Language Learning Podcasts

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ABSTRACT

Background. Speaking skill development is a crucial aspect of language learning. This study aims to explore the effectiveness of podcasts as an innovative strategy in the development of speaking skills, opening up opportunities for further research into more progressive language learning methods.

Purpose. The study aims to provide an in-depth understanding of the role of podcasts in the development of speaking skills and explore the potential of innovative language learning methods.

Method. A quantitative approach with survey method was used, involving 25 Arabic and English language students as the sample. Data was collected through a questionnaire distributed through Google Form, with analysis using the Miles Huberman approach and data visualization in the form of charts to understand the percentage of responses.

Results. From the questionnaire results, it appears that podcasts play an important role in the development of speaking skills. The varying frequency of use reflects the high level of student interest and engagement with the audio material. While most respondents saw the benefits of podcasts in improving confidence and language acquisition, the neutral responses provided opportunities for adjustments to the learning approach.

Conclusion. The conclusions of this study provide a basis for designing more targeted learning strategies, considering the diversity of student experiences and needs.

KEYWORDS

Language learning, Podcast, Speaking skills

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INTRODUCTION

In the course of language learning, speaking skills play a central role as an important foundation for successful communication (Idham et al., 2022). The ability to express ideas, participate in discussions, and convey thoughts clearly is the main key to understanding and utilizing a language (DeJonckheere & Vaughn, 2019). However, language students, especially those focusing on Arabic and English, often face challenges in developing their speaking skills effectively and confidently (Wyatt et al., 2021). These difficulties can be caused by a number of factors, including lack of opportunities to practice, lack of courage to speak in public, and limited access to communicative situations in everyday life. Therefore, it is necessary to look for learning strategies that are innovative



and can be accessed flexibly to improve language students' speaking skills. In the increasingly digital era, podcasts have emerged as an interesting and effective language learning tool (Alfa, 2020).

Podcasts offer a different approach by presenting material in audio format, allowing students to listen and understand the target language contextually (Evtyugina & Volkova, 2020). By presenting real communicative situations, podcasts give students the opportunity to experience language use in everyday contexts, helping them overcome fears and increase their confidence in speaking (Rajendran & Yunus, 2021). The use of this technology also expands the accessibility of learning, allowing students to learn anytime and anywhere according to their needs.

However, while podcasts promise great potential for the development of speaking skills, there is still a need to explore more detailed and focused strategies (Morris et al., 2021). Some basic questions that need to be answered involve selecting the right podcast according to student needs, evaluating the impact of using podcasts on improving speaking skills, and developing learning methods that can effectively integrate podcasts into the language curriculum (Fatika & Rahayu, 2021). Therefore, this research aims to fill this gap by exploring strategies for developing speaking skills through the use of language learning podcasts, especially for Arabic and English students in tertiary institutions.

Developing speaking skills in a language plays a crucial role in ensuring effective communication skills (Rustamov & Mamaziyayev, 2022). In the context of language learning, the challenges faced by students, especially in Arabic and English, require us to look for innovative and effective learning methods. One interesting approach that is gaining increasing attention is the use of podcasts as a learning tool. Through this article, we will explore the background, problems faced, the urgency of this research, as well as proposed strategies to overcome gaps in the development of speaking skills.

In an increasingly digitally connected world, technological developments have a significant impact on language learning methods. Podcasts, as a flexibly accessible audio medium, offer an interesting approach to improving speaking skills. Language students, especially those studying Arabic and English, often experience difficulties in developing their speaking skills confidently and effectively in everyday life and academic contexts.

Language students often have difficulty applying their speaking skills in practical situations, such as conversations everyday or formal presentations (Pakula, 2019). Lack of opportunities to practice in person can be a major obstacle. Lack of speaking skills can hinder a student's academic and professional progress (Rusilowati & Wahyudi, 2020). Poor speaking skills can hinder the communication process and limit participation in various activities.

In a previous study, the focus was on exploring the potential of podcasts as an alternative teaching medium to enhance students' speaking skills. The study involved Class XI IS3, comprising a total of 30 students, and employed a pre-experimental design with pre-test and post-test assessments in the form of oral tests. The research aimed to determine if there was a significant improvement in students' speaking skills through the utilization of podcasts. The results indicated a noteworthy increase in post-test scores compared to pre-test scores, signifying a positive impact on students' speaking skills after the implementation of podcast-based treatments. This finding supports the proposition that podcast media can serve as a valuable alternative in English language teaching, particularly for enhancing speaking skills in EFL (English as a Foreign Language) classes. The study contributes to the growing body of research highlighting the effectiveness of podcasts in language education and provides insights for educators seeking innovative approaches to language instruction (Díez & Richters, 2020).

In a previous study, researchers examined the integration of podcasting as a technology to enhance language instruction in an academic English as a Second Language (ESL) course focusing on listening strategies. Despite the emphasis on teacher preparation programs for computer-assisted language learning (CALL), the normalization stage remains a challenge. Podcasting, delivering on-demand audio and video files, was seen as a potential transformative tool. Preliminary evaluation indicated positive feedback from both teachers and students, suggesting the promising impact of podcast integration in ESL classrooms. This research contributes insights into leveraging podcasting beyond traditional CALL approaches for an enriched language learning experience (Panagiotidis, 2021).

A prior study investigated the impact of podcasts on enhancing listening skills in 15 fourth-semester students from the Department of English Language Education at Universitas Islam Negeri Ar-Raniry, Banda Aceh. Employing a quantitative pre-experimental approach, the research observed a significant improvement in students' listening skills after implementing podcast-based treatments. The mean scores increased from 36.3 to 63.3, highlighting the efficacy of podcasts in developing English listening proficiency. This study supports the notion that podcasts can serve as an effective tool for enhancing language skills in educational settings (Hamad et al., 2019).

Three previous studies show that the use of podcasts in language learning has positive potential. The first research emphasizes the potential of podcasts as a language learning medium that can improve students' speaking skills. The second research highlights podcasts as a technology that can change the language learning paradigm by integrating it into the curriculum, especially listening skills. Meanwhile, the third research shows that the use of podcasts can quantitatively improve students' listening skills. Overall, the results of these three studies support the view that podcasts can be a valuable tool in the development of speaking and listening skills in language learning.

This research aims to overcome obstacles in developing language students' speaking skills, especially through the use of podcasts as an effective learning tool. Improving speaking skills is not only a need for students, but also a requirement in facing an increasingly integrated global world of work.

This research was conducted to respond to the urgent need to improve the speaking skills of language students. It is hoped that the use of podcasts as a learning tool can provide innovative and effective solutions to overcome the challenges faced. This research is expected to make a positive contribution by exploring strategies that can improve students' speaking skills. It is hoped that the research results can fill the gap in the literature regarding the development of speaking skills through the podcast approach to language learning.

By conducting a quantitative survey of 25 language students (Arabic and English) in higher education, this research will collect empirical data to understand the extent of podcast use can improve speaking skills. Through a literature review, this article will detail recent developments in the use of podcasts as a language learning tool. The proposed innovation includes a new approach to selecting and designing podcast content that suits students' needs.

Research questions will include an evaluation of the frequency of podcast use, the types of podcasts that are effective, and their impact on improving speaking skills. The aim of the research is to provide an in-depth understanding of how podcasts can be an effective strategy in developing speaking skills. It is hoped that this research will pave the way for further research regarding innovative language learning methods. It is hoped that the results of this research can provide a basis for developing a more responsive and integrative curriculum. By introducing this research, we hope to provide a comprehensive view of the importance of developing speaking skills through

language learning podcasts. Apart from that, it is hoped that this article can be a source of inspiration and guidance for language education researchers and practitioners.

RESEARCH METHODOLOGY

This research adopts a quantitative research design with a survey approach to explore in depth the development of speaking skills through the use of language learning podcasts (Pitura, 2022). The research procedure will involve sending questionnaires to 25 Arabic and English students via an online form that can be accessed online. It is hoped that the use of online forms will make it easier to collect data from respondents, reduce barriers to participation, and make it easier for students to share their views. Research subjects, randomly selected from different semester levels, will cover a broader spectrum of speaking ability levels and experience using podcasts in language learning contexts. This data collection technique will enable research to obtain a holistic and representative picture of the effectiveness of podcasts in developing speaking skills among language students (Sandoval Zapata, 2020).

The data processing method will refer to the method taught by Miles and Huberman. The collected data will be organized, categorized and processed using statistical analysis tools (Yang & Bayapu, 2020). Choosing this method will allow researchers to identify patterns, relationships and trends in the data that can be measured quantitatively. Data analysis will be carried out carefully to explore relevant information regarding the perception and impact of using podcasts in developing speaking skills. Thus, this method is expected to provide a deep and detailed understanding of the effectiveness of podcasts as a language learning tool.

By using a quantitative research design, survey approach, and structured data collection and analysis techniques, this research is expected to provide strong and reliable findings. reliable regarding strategies for developing speaking skills through the use of podcasts among Arabic and English students at universities.

RESULT AND DISCUSSION

Using Podcasts as a Language Learning Tool

The use of podcasts as a language learning tool has become a growing trend in the world of education (Jovanović, 2021). The audio format that can be accessed anytime and anywhere makes podcasts an effective tool to support language learning, especially in the development of speaking skills. Podcasts provide excellence in providing learning material with the context of everyday life, bringing students closer to authentic and relevant language use (Wakefield et al., 2023). Through listening to conversation or interview situations, students can feel intonations, accents, and the variety of language used in real life, filling the gap between formal learning and practical application (Razak et al., 2020).

Apart from that, another advantage of using podcasts is their flexibility (De Hart & Wentzel, 2020). Students can access podcast material according to their respective study schedules and tempo, giving them freedom in managing their learning time (Eshankulovna, 2021). In the context of speaking skills, repeated listening to material in various situations can provide additional benefits for students, honing listening skills and improving understanding of language context.

The use of podcasts also allows for diversification in language learning methods (Basenko & Baskakova, 2021). Podcast content covers a variety of topics, from general information to academic topics, providing a wider choice for students (Strickland et al., 2021). This can create high interest and motivation to learn, because students can choose material that suits their interests and needs.

Thus, podcasts are not only an effective learning tool but can also increase students' sense of enthusiasm and involvement in the language learning process (Harahap, 2020).

It is important to note that the success of using podcasts as a language learning tool also depends on the teaching approach implemented by the teacher (Taghizadeh & Hasani Yourdshahi, 2020). Integrating podcasts into structured curriculum and teaching can provide clear direction for students, helping them get the most out of podcast material. In addition, teachers can design supporting activities such as discussions, assignments, or podcast-based projects to increase interaction and practical application of the material they have heard (Hall & Jones, 2023).

Overall, the use of podcasts as a language learning tool not only offers an innovative approach but also creates a learning environment that is dynamic and relevant to students' needs. By presenting material in an interesting and accessible format, podcasts make a major contribution to the development of speaking skills and enrich the learning experience in language learning.

First question, How often do you listen to podcasts as a language learning tool in a week? Less than 1 time, 1-2 times, 3-4 times and 5 times or more with the following answer results:

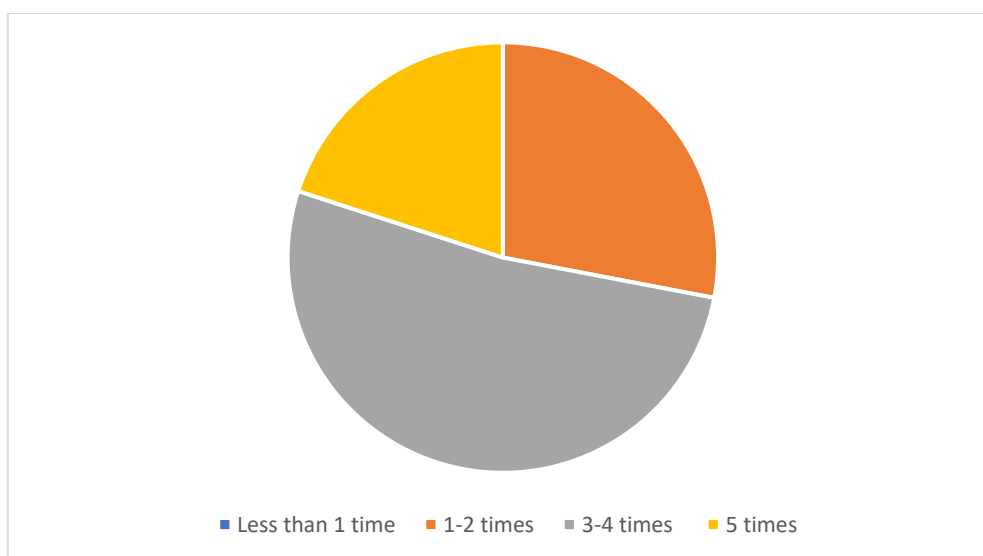


Figure 1. How often do you listen to podcasts as a language learning tool in a week?

The results of the questionnaire show an interesting pattern regarding the frequency of use of podcasts as a language learning tool among the 25 language students who were respondents to this research. From these results, it can be concluded that the majority of students tend to be active in consuming podcasts as additional learning material. A total of 13 respondents, which is the majority, reported that they listened to podcasts 3-4 times a week. This indicates that there is quite high interest and involvement in podcast content as a language learning tool.

However, it should be noted that variations in responses also reflect the diversity of students' behavior in accessing podcasts. Seven respondents stated that they listened to podcasts 1-2 times a week, while five other people showed the highest level of participation by listening to podcasts 5 or more times a week. Further analysis regarding preferences and reasons behind certain frequencies would be an important aspect to explore further to understand the true impact of podcast use in the development of speaking skills. These results provide a strong basis for further exploring and detailing students' experiences and perceptions regarding podcasts as a language learning tool.

Second question, Do you prefer podcasts with daily conversation material or academic material? With answer options Daily conversation, Academic material, and Both interesting. With the following answer results:

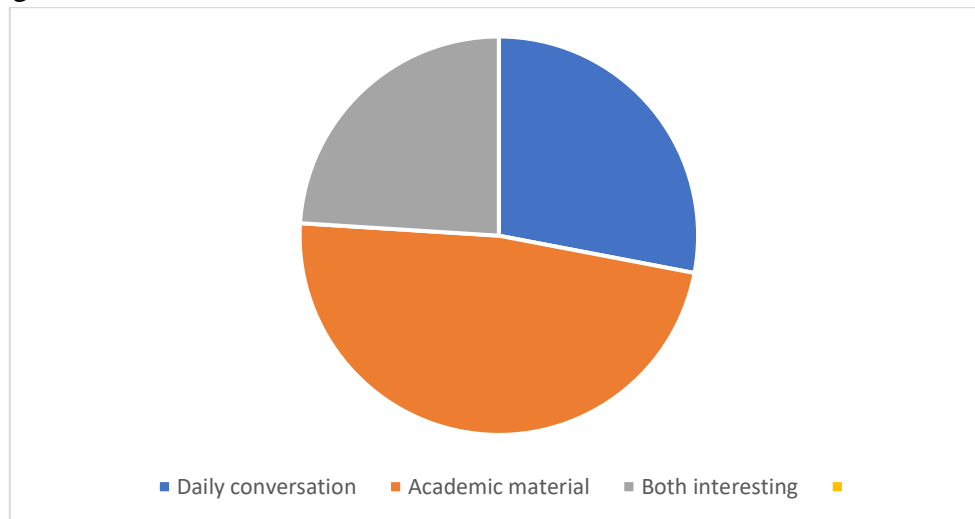


Figure 2. Do you prefer podcasts with daily conversation material or academic material?

The questionnaire results show varying preferences among respondents regarding the type of podcast material they like. In answering the question about whether they prefer podcasts with daily conversation material or academic material, 12 students expressed their preference for academic material. This indicates a certain interest and tendency to consume podcasts that offer more formal content, perhaps related to an academic or scientific context. On the other hand, 7 students expressed their preference for daily conversation material, indicating a desire to listen to conversational situations that reflect the use of language in everyday life.

6 respondents stated that they were equally interested in daily conversation material as well as academic material. These results reflect the diversity of interests and preferences among language students, indicating that there is no one-size-fits-all learning approach. It is important to identify whether preferences for certain types of material have implications for learning effectiveness, and how the integration of both types of material can provide a comprehensive learning experience. Further analysis regarding the reasons behind this preference can provide deeper insight into how the selection of podcast material can be integrated into a more effective language learning strategy according to student needs.

Next question, To what extent do you think podcasts help you in developing your skills? speak? With the following answer options: Not helpful at all, Not very helpful, Neutral, Helpful and Very helpful. With the following answer results:

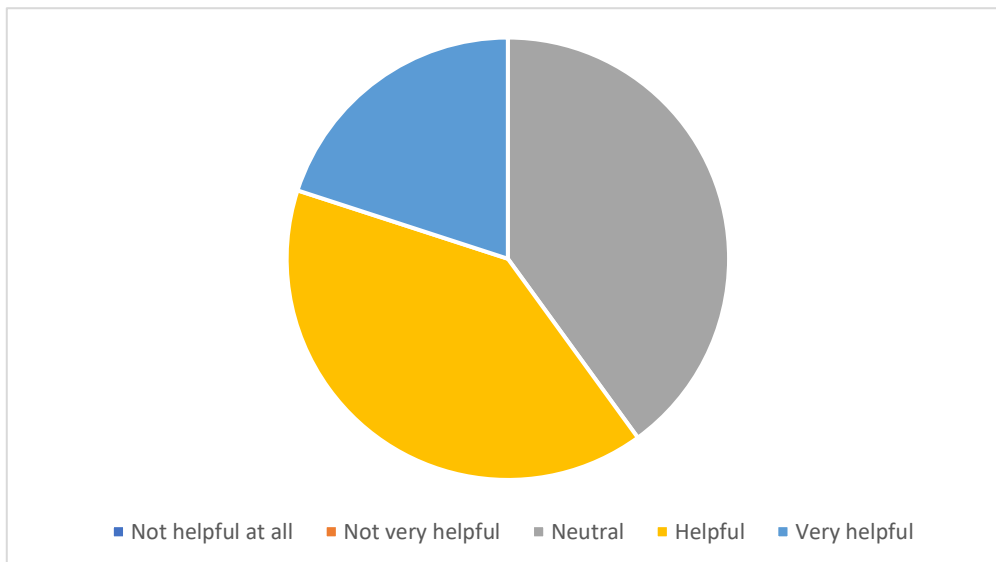


Figure 3. what extent do you think podcasts help you in developing your skills? speak

The results of the questionnaire showed that the majority of respondents felt the benefits of using podcasts in developing speaking skills. A total of 15 students stated that podcasts helped them significantly, showing the positive impact of using podcasts as a language learning tool. This reflects the great potential of podcasts in enriching students' learning experiences and improving speaking skills through a more contextual approach.

In addition, 10 students expressed a neutral position regarding the extent to which podcasts helped them develop their speaking skills. This may reflect variations in levels of experience and perception among respondents. Some students may still be evaluating the extent to which podcasts can be effectively integrated into their language learning, while others may not yet fully realize the positive impact that the use of podcasts can have.

Further analysis of the neutral responses could provide deeper insight into the factors- Factors that influence student perceptions of podcast effectiveness. By understanding the obstacles or concerns that may arise, the learning approach can be adjusted to maximize the benefits of podcasts as a speaking skill development tool. Overall, these results suggest that podcasts can be a potential resource in strengthening language students' speaking skills, and follow-up evaluation could be an important step for further improvement.

Experiences and Perceptions Regarding Speaking Skills

Experiences and perceptions regarding speaking skills reflect a very personal and complex dimension in the language learning process (Aubrey et al., 2022). Students build their speaking skills through a series of interactive experiences and personal reflections, which in turn shape their perception of their ability to communicate in the language being studied (Mumford & Dikilitaş, 2020). These experiences can include a variety of situations, from participation in class discussions, to everyday conversations, to the use of language in academic contexts.

It is important to recognize that each student has a unique background and experiences that can influence how they develop and perceive speaking skills (Sari & Aminatun, 2021). Factors such as their level of confidence, previous experience with the target language, and the communicative situations they experience all contribute to the creation of a perceptual framework of speaking skills. Students who have the opportunity to engage in everyday conversation may feel more comfortable and confident in using language, while others may feel more overwhelmed in more formal contexts (Dryden et al., 2021).

The role of experience in shaping perceptions of speaking skills may also be reflected in the dynamics of podcast use as a learning tool (Ferrer et al., 2020). Students who actively use podcasts as a learning resource may experience increased self-confidence due to their exposure to a variety of conversational situations in authentic language. On the other hand, students who are less familiar with using technology or have less access to podcast material may have different perceptions.

Perceptions of speaking skills can also be influenced by the response to the learning environment (Saputra et al., 2023). Teachers who provide support, provide constructive feedback, and create a supportive atmosphere can strengthen students' positive perceptions of their speaking abilities. On the other hand, experiences that involve critical evaluation or an unsupportive environment may negatively influence student perceptions (Ball et al., 2022).

In overcoming these perceptions and experiences, it is important for educators and language learning administrators to design learning strategies that take into account the diversity of student experiences and backgrounds. The integration of podcasts as a learning tool could be a positive step, providing a flexibly accessible platform for building varied and engaging learning experiences. By understanding and appreciating the diversity of experiences and strengthening supporting factors, learning speaking skills can become a more meaningful and positive experience for every student.

The Question How would you assess your level of confidence in speaking the language you are learning? With the following answer options: Very low, Low, Medium, High and Very high. With the following answer results:

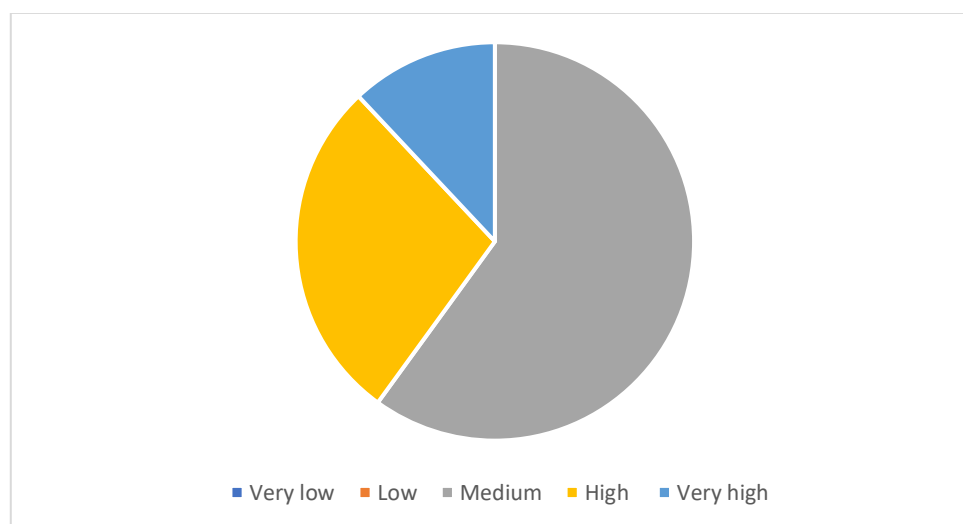


Figure 4. How would you assess your level of confidence in speaking the language you are learning?

The questionnaire results highlight a wide spectrum of students' level of confidence in speaking the language they are learning. A total of 15 students rated their level of self-confidence as moderate, indicating that the majority of respondents were at a fairly stable level of self-confidence. This may reflect the level of comfort they feel in using the language, although there may still be room for improvement.

In contrast, 7 students rated their level of confidence as low, and 3 as high. These results indicate significant variations in the level of self-confidence among respondents. Students who feel low may face several obstacles or challenges that affect their confidence in speaking. On the other

hand, students who feel high may have experienced success or gained confidence from various speaking experiences.

Further analysis of the factors that influence this level of confidence can provide a deeper understanding of the elements that need to be considered in strategy development of speaking skills. By understanding the factors that influence confidence levels, learning approaches can be adapted to create an environment that supports and motivates students to develop their speaking skills with more confidence. Overall, evaluating the level of confidence is important in designing appropriate learning strategies and supporting student success in developing speaking skills.

Next question, Do you feel more confident in speaking after using podcasts? With the following answer options: Not feeling confident, Less confident, Neutral, More confident and Very confident with the following results:

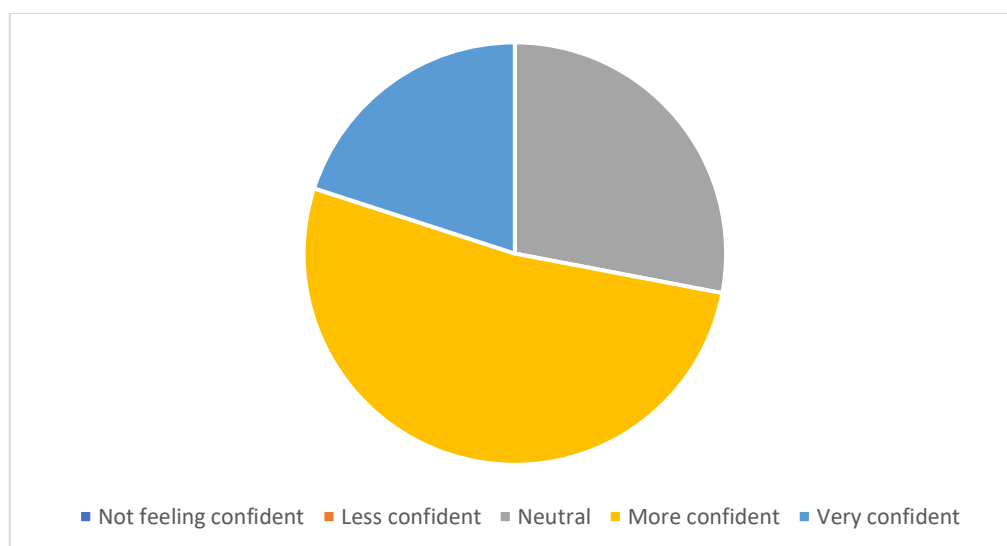


Figure 5. Do you feel more confident in speaking after using podcasts?

The results of responses to questions regarding students' feelings after using podcasts in speaking showed a positive trend towards increasing levels of self-confidence. As many as 13 students stated that they felt more confident after using podcasts, indicating that the experience of listening to and understanding conversations or podcast material had had a positive impact on their comfort in speaking the language they were studying.

Furthermore, as many as 7 students stated a neutral position, may indicate that they have not fully felt a significant change in their level of self-confidence after using podcasts. This neutral reaction could be caused by various factors, such as the level of understanding of the podcast material or the need for longer time to see real changes. Even so, the results of 5 people who felt confident showed that there were some respondents who felt a significant impact after using podcasts. This creates an opportunity to further explore what causes these differences in experiences and how the use of podcasts can be optimized to increase students' overall self-confidence.

In-depth analysis of the factors that influence feelings of neutral or increased self-confidence can help identify elements keys that can be integrated into teaching strategies to maximize the benefits of using podcasts as a language learning tool.

Final question, Do you think podcasts help you expand your vocabulary and use of expressions in the language you are learning? With the following answer options: Not helpful at all, Not very helpful, Neutral, Helpful and Very helpful. With the following answer results:

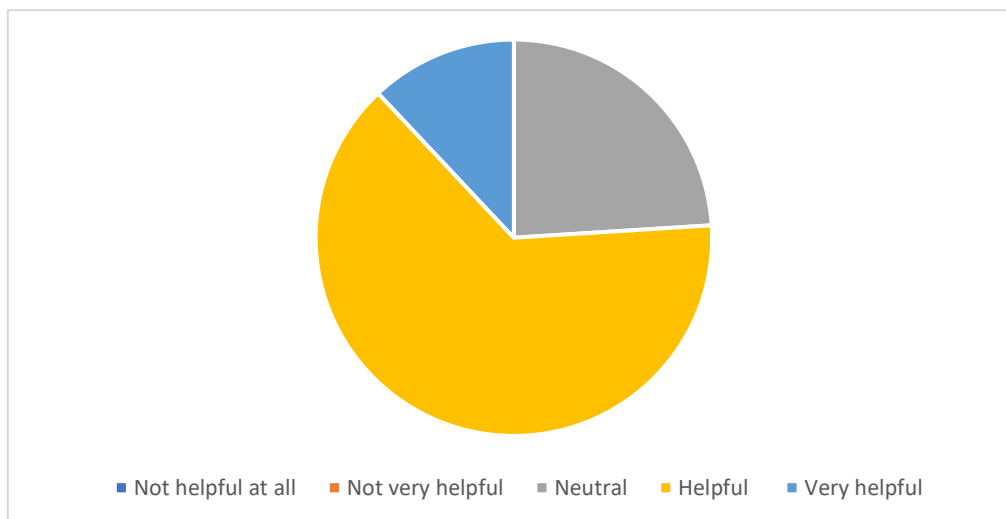


Figure 6. Do you think podcasts help you expand your vocabulary and use of expressions in the language you are learning?

The results of responses to questions regarding the influence of podcasts in expanding vocabulary and the use of expressions in the language being studied show a positive trend. A total of 16 students stated that podcasts helped them expand their vocabulary and use of expressions, indicating that the use of podcasts as a language learning tool made a significant contribution in enriching their vocabulary and increasing their ability to use language expressions more effectively.

A total of 6 students stated that neutral position, which may reflect varying experiences and levels of success in utilizing podcasts for that purpose. Some respondents may feel sufficient benefits, while others may not be completely convinced or feel significant changes. The three people who stated that the podcast was very helpful showed that there was a group of students who felt a tremendous impact in expanding their vocabulary and use of expressions. Further analysis of the factors causing these differences in perception could provide valuable insight into detailing the benefits received by students and how the use of podcasts can be optimized to improve vocabulary and expression mastery in language learning contexts.

These results overall confirm the potential of podcasts as a learning tool that has a positive impact in developing linguistic aspects such as vocabulary and expressions in the language being studied. Further evaluation and understanding of the mechanisms contributing to this improvement could provide a basis for further refinement and development in the use of podcasts as a language learning resource.

CONCLUSION

From the results of the questionnaire and discussion regarding the use of podcasts as a language learning tool, it can be concluded that podcasts play an important role in developing students' speaking skills. The varying frequency of podcast use shows students' interest and involvement in accessing learning material in audio format. Preferences for podcast material, both academic and everyday, reflect diverse needs among students. Although most respondents stated the benefits of podcasts in increasing self-confidence and language mastery, neutral responses or variations in some aspects offered opportunities for improvement and adjustment of learning approaches.

In the context of experiences and perceptions regarding speaking skills, students showed varying levels of self-confidence, with most respondents felt moderate. These experiences and

perceptions are influenced by personal factors, the learning environment, and interactions with the podcast. Although some students felt that podcasts helped them significantly, neutral responses signaled the need to further explore elements that could increase the effectiveness of using podcasts in the development of speaking skills. This conclusion provides a basis for designing more targeted learning strategies, taking into account the diversity of students' experiences and needs in developing their speaking skills.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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