

The Use of Vodcasting in Improving Students' Speaking Skills Grade X at SMK 2 Muhammadiyah Bandar Lampung

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Abstract:

Media should be included into learning activities to help teachers and students alike understand the information being taught. The aims of this study is to find out whether the using of vodcasting may help class X students at SMK 2 Muhammadiyah Bandar Lampung improve their speaking abilities. Experimental research is the term for this kind of study. Data is collected through pre-test and post - tests. This research used experimental and control class.. The score of the test is analyzed by product moment. The result of this research showed that the pretest value is 71,72 while the post-test is 80,59. It means that the Ho hypotension result is rejected and Ha is accepted. Looking at the Sig value $0.00 < 0.05$, it indicates a significant improvement after using vodcasting in learning and teaching process. the results of this research can be used as an important input for schools, especially for vocational school teachers, where the results of this research can be used as a reference in implementing learning media to improve student learning outcomes; b) for junior high school students, the results of this study are able to create meaningful learning so that it has a strong influence in improving learning outcomes and student motivation.

Keywords: *Vodcasting, Speaking Skills, Teaching Speaking*

1. INTRODUCTION

Speaking skills are a person's ability to convey information, ideas or thoughts about feelings to a person or group verbally, either verbally or remotely. However, if you convey a message to other people using written language, you must pay attention to every word and symbol, so that the recipient of the message can understand it well and the meaning of the sentence does not change. You should be careful, high concentration, in writing in order to deliver the message well (Dhanya & Alamelu, 2019).

Speaking, according to (Rajitha & Alamelu, 2020) is one of the ways human interaction with others and this is the simple form for delivering message in communication. Pratiwi & Prihatini (2021), speaking is an activity of some people or at least it is doing of two people. In English subject mastering speaking skill become the first skill that must be master. In other words, Cendra.A.N (2022) stated that speaking skill is the most important skills for students.

Efrizal.D (2012) stated that delivering message orally in communication with others is called speaking. Speaking skills are the skills of conveying messages through spoken language to delivering, getting related to thought, ideas and feelings. Even while almost everyone can speak naturally, this is not the kind of skill that can be passed down from one generation to the next. Speaking English become a challenging activity for both teacher and students because English is foreign language in Indonesia (Pratiwi & Prihatini, 2023). Student boredom is widely recognized as a major obstacle to successful teaching (Harmer, 2007).

Based on this theoretical perspective, it can be concluded that educators must overcome the problem of boredom that may arise if the teaching techniques and media used are inappropriate. It other said the teacher should use various media in teaching and learning process. Today, it is important for teacher can do teaching strategy with interesting media in gaining the better achievement for students (Anggreini et al., 2023).

Darmuki & Hariyadi (2019) explained that speaking is a way of communicating between humans. In communication, language plays an important role in achieving goals. Excellent speaking skills are needed in everyday human life, especially in interacting between one person and another to convey messages or information. Speaking skills with the aim of making someone able to communicate fluently and the message that can be conveyed can be well received by the person they are talking to, thereby training their thinking power to be coherent and logical in terms of communication.

According to Handayani & Pratiwi (2023) Speaking can convey message well through the using of vocabularies. English as foreign language has limited time for practicing speaking skill. As the result the students have limited vocabularies in English. The student needs new style of learning process for gaining well achievement in English. One of them is using new media namely vodcast.

Prisa et al. (2021) explain that vodcast or video podcasting is all that the terms describe: video, delivered over the internet, in some automatic mode. Vlogs are often used by people to look for tutorials to learn something. Vlog or Vodcast is a type of audio visual media. It is provided by internet on youtube. Every people can know vodcast in their internet devices. The very significant growth of podcasts in recent years has been influenced by 5 main factors, namely internet activity that continues to spread, increasingly rapid broadband growth, the increasingly blurred distinction between streaming and downloaded content, the availability of personal computers and multimedia devices and the widespread adoption of mp3/mp4 playback devices. so it's quickly portable.

According to Pradana (2016) Vodcast is a digital form based on content in instruction. Vodcast is an audio-visual media that plays an important role in the learning process. Vodcasting has several characteristics that have a significant impact on understanding information. Vodcast has a very powerful function for conveying information. However, it also has some drawbacks, for example, too much information in audio-visual format tends to be distracting. Vodcasting is a very powerful medium for conveying feelings, attitudes and learning atmosphere and is less effective for conveying details and facts.

(Phillips, 2017), Vodcasts are digital audio-visual files that are produced and then shared with others via web platforms. Vodcast is the term for the transfer of files in a digital format to a portable media player, desktop computer, or mobile device for direct access. Vodcasts provide interesting benefits and advantages, compared to other technology tools. Vodcasts can be listened to while doing other activities or support listeners in multitasking activities, for example while traveling, while working, while writing and so on. This is the single most important advantage of vodcast technology, used anytime anywhere. Vodcast combines the two qualities, this sort of media has better capacities. Additionally, audio-visual media is split into two categories: Audio-visual stills, or media that shows sound and still images, include sound slide films, sound frame films, and sound prints. Motion audio-visual, or media that can display moving sound and image elements, includes video cassettes and sound films. Pure audio-visual media, in which the sound and image components both originate from the same source, for example, a video cassette film, and impure audio-visual media, in which the sound and image components originate from separate sources, for instance, a sound frame film in which the image components originate from a slide projector and the sound components originate from a tape recorder. Moreover, the use of vodcast has

many advantages namely; 1) the interaction between teacher and student is active, and 2) this method is interesting for students so there is increasing the students' motivation in learning (Javier, 2021).

Bahadorfar & Omidvar (2014) stated that Technology in learning speaking in the class. The aim of this study is to discuss about some technologies for teacher in teaching foreign language or in speaking skill. There are some technologies that discussed in this study, one of them is podcast. This study concluded that using technologies in teaching speaking is important part in teaching and learning process.

Faramarzi et al. (2019) The effect of vodcast towards listening skill in online class. The aims this study is to know the influence of video podcasting towards listening skill. This study used quasi-experimental method. The participants of this study are 120 students. This study spends 12 weeks for doing the treatment. The study used before and after treatment test for gaining the data. The results of this research showed that significant develop in listening comprehension based on score of before and after treatment test

Díez & Richters (2020) in their study discussed about podcast media towards speaking skill. This study used case study as the method. This study used test and observation for collecting the data. This study used group of students that took Lengua Francesa. The participant consists of 35 students every group. This study is done 10 years. There are 3 factors in influencing podcasting in develop speaking skills namely, 1) choose the right tool, 2) the duration of using podcasting, and last 3) evaluation of speaking.

Based on several previous studies above, researcher can conclude that the use of technology in teaching speaking has done in the past. There are some technologies that used in learning and teaching speaking in the past, one of the technologies is podcasting. Therefore, the researcher interests to conduct the research in speaking skills. The researcher choose vodcasting in doing the research related to improve speaking skill because based on the previous study there is no research using vodcasting. The subject, object, and timing of this study's research are different from those of earlier studies. The objective of this research namely; 1) to find out the effect of using vodcasting in speaking skill, 2) to develop the motivation in learning speaking.

2. METHOD

This study used experimental methodology with two groups pre- and post-test design. There were control and experimental class. This study attempts to uncover the truth and validate the claim that using online video to teach students speaking abilities, particularly fluency and pronunciation, is effective. As a result, this experimental group was given two sets of tests for the purpose of gathering data: before treatment test and after treatment test. Three meetings were organized by the researchers to gather enough information. These meetings were broken up into three separate sessions: one for the pre-test, one for the therapy, and one for the post-test. A pre-test is administered in this design prior to the start of the treatment, and a post-test is administered following the treatment. The pre-test for these two tests is code X1, and the post-test is code X2. T is the therapy code, while. Speaking and vodcasting abilities are the other variables in this study. Speaking ability is the independent variable, and vodcasting is the dependent variable.

In the research, the population was all class students at SMK 2 Muhammadiyah Bandar Lampung consisting of 3 classes totaling 64 students. This research uses a sampling method *round sampling* namely by using everyone in the class as a sample. The sample in this research was class X TKJ and Accounting students, totaling 44 students.

Based on the preliminary research when the researcher doing teaching practice in SMK 2 Muhammadiyah Bandar Lampung. The researcher found that the students in class X TKJ

and Accounting class have difficulties in speaking skill. The teaching and learning process speaking skill in these classes used teacher centre. Therefore, the researcher interested to conduct the research in this class. The researcher want to use the new technology in teaching speaking skill namely; vodcasting.

Pre-test and post-test oral tests were used by researchers to gather data. This experimental group took a pre-test to gauge their aptitude before receiving vodcasting media treatment. The post-test, on the other hand, is used to gauge pupils' abilities. after using certain treatment, speaking success. Additionally, researchers recorded their speaking performances on their smartphones. This aided in the analysis of the researchers' conversations. Performance of the students is evaluated impartially. Researchers also concentrated on assessing pupils' speaking skills.

This research was analyzed by product moment formula. The result of the analyzing used SPSS application for gaining the final result. The homogeneity test and the normalcy test are the initial tests performed before the hypothesis is put to the test. In order to test for homogeneity in this study, table F was used together with the biggest variance test as opposed to the lowest variance test. At a significance level of 5%, the estimated F values were compared to a F table with n-1 degrees of freedom in the denominator and n-1 degrees of freedom in the numerator. It is not homogenous if $F_{count} > F_{table}$, but it is homogeneous if $F_{count} \leq F_{table}$. Finding the normal distribution of connected or compared data is the goal of data normality testing. Shapiro-Wilk was used in this study's normality assessment. The researcher then compares them to see whether there are any changes after performing computations and knowing the t-test's final results. The researcher in this instance utilizes both the null hypothesis (H_0) and the alternative hypothesis (H_a). The researcher utilized a significance value of 5% ($= 0.05$) to determine significance. For H_0 and H_a , the situation is as follows:

- H_0 : There is no difference in students' speaking abilities between students taught using vodcasting media and conventional media for students of class X at one of vocational school in Bandar Lampung for the 2021-2022 academic year.
- H_a : There is a difference in students' speaking abilities between students who were taught using vodcasting media and conventional media for class

3. FINDINGS AND DISCUSSION

This research produces findings which are analyzed based on the results of student scores. The treatment given to the experimental class was learning using videocasting, while in the control class the learning process took place using conventional media, but the material taught in both classes was the same. The learning process that took place in the control class showed that students seemed bored with learning which was dominated by the teacher. Students listen to the teacher's explanation. After that, students are guided to write essays without showing the picture that students will analyze so that students have difficulty in the learning process. This is what makes it difficult for students to think critically. Meanwhile, the learning process in the experimental class showed that students looked enthusiastic. This can be seen when at the beginning of learning, students are given an explanation of how to learn, by showing a video so that students can analyze the video displayed using a laptop, with interesting audio-visual presentations that foster students' interest in learning. Then the teacher guides students to master the material by informing them of the steps to understand the material related to speaking skills via laptop and the teacher provides instructions for learning activities. The researcher also shows pictures that do not match the material being discussed so that students can know the differences. After the students really understand, the

teacher gives the students the task of having a conversation in front of the class, this shows that by focusing on using vodcasting the students are able to understand the material well.

a) The Effect of Using Vodcasting in Speaking Skill

The findings of the study indicate that employing vodcasting media can improve students' speaking ability. The outcomes for each experimental class and control class can be used to determine this. According to the data analysis posttest findings, the control class's average value is 71.73 while the experimental average score is 80.59. The experimental class average score is higher than the control class. This demonstrates that the skill levels of the students vary.

Mean	71.72
Median	73.5
Mode	75
Standard Deviation	7.21
minimum score	60
maximum score	90
Sum	398,92

Table 1. *Descriptive statistics control class*

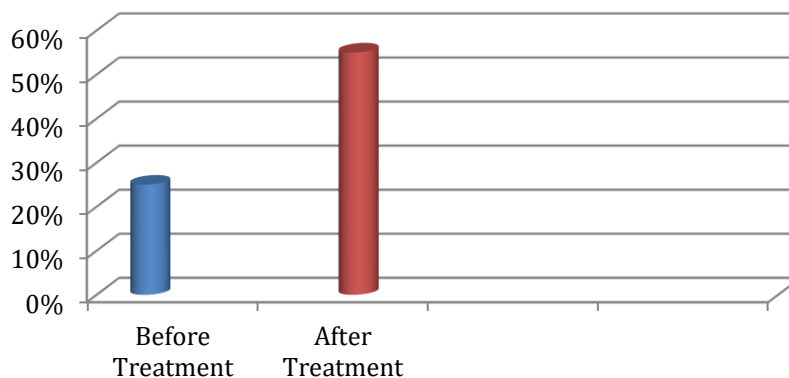
mean	80.59
median	80
mode	80
Standard deviation	7,77
minimum score	67
maximum score	95
Sum	402,59

Table.2. *Descriptive statistics experimental class*

Based on the examination of the data, it can be said that students who receive instruction using vodcasting media and those who receive instruction without media have different skill levels. This confirms the validity of the hypothesis, according to which vodcasting helps class X students at SMK 2 Muhammadiyah Bandar Lampung speak more fluently. Through hypothesis testing, it was demonstrated that vodcasting significantly improved students' visible speaking abilities between the experimental class and the control class ($3,772 > 1,725$). This was supported by statistical analysis, which revealed that the Sig score was 0.000 0.05 and $t_{count} > t_{table}$. This demonstrates that $t_{table} > t_{count}$. As a result, H1 is approved and H0 is refused. The class X pupils at SMK 2 Muhammadiyah Bandar Lampung who were taught without the use of vodcasting came to the conclusion that there was a substantial gap between their speaking talents.

b) The Use of Vodcast in students' motivation in English Learning

Based on the interview by researcher in before and after treatment, there is a different result of their answer. In before treatment, most of them get bored and difficulties in learning English class. It can be seen based on students' achievement in English subject, they get less score in English subject. After doing the treatment, there is an improvement of their motivation in learning English. Those data can be seen in this chart below:



Based on the data above, it shows before treatments, 25% of students have high motivation in learning English in the class. After doing the treatment, it improves to 55% their motivation in learning English.

4. CONCLUSION

Based on the data above, it can draw conclusion that the use of vodcasting was effective in improving speaking skills in class X students at SMK 2 Bandar Lampung. This is proven by the scores of SMK 2 Bandar Lampung students in learning speaking skills in the experimental class before using vodcasting, getting an average of 67.64. The students' scores after using vodcasting to improve their speaking skills increased with an average gain of 80.59. This data shows that there is a significant difference in students' abilities before and after being given treatment.

After getting the treatment the student can improve their speaking skill. The students also can develop their vocabularies by doing vodcasting. Vodcastig is interesting media for them so they get higher motivation in learning English specially in speaking skill.

Based on the research results obtained by researchers, there are several things that researchers suggest to several parties, including: For teachers, the results of this research can be used as a reference in implementing learning media to intensify students' outcomes. For students, the outcomes of this research are able to create meaningful learning so that it has a strong influence in improving learning outcomes and student motivation.

This research will be developed by other researcher for updating research in the future. This research can be used as refereces for research in the future.

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