
PERCEPTION OF GRADE VIII STUDENTS AT JUNIOR HIGH SCHOOL BRIGJEN KATAMSO SUNGGAL REGARDING THE USE OF ENGLISH PODCAST IN SPEAKING SKILL

Hema MeyTora.Simbolon^{1*}, Meikardo Samuel Prayuda²

^{1*} Universitas Katholik Santo Thomas, Medan, Indonesia

²Universitas Katholik Santo Thomas, Medan, Indonesia

hemameytora@gmail.com, meichardohanon@gmail.com

Abstract

This study investigates how Grade VIII students at Junior High School Brigjen Katamso Sunggal view the use of English podcasts to improve their speaking skills. Data were gathered from 15 respondents using a questionnaire consisting of 10 affirmative statements on a 5-point Likert scale. The results show that most students have a positive perception of podcasts, particularly regarding engagement and learning effectiveness, although confidence and comprehension received lower scores, indicating areas needing improvement. The findings imply that strategic integration of podcasts can bolster speaking skills, and further research with a larger sample size is advisable.

Keywords

English podcast, speaking skills, student perception, language learning

Introduction

Present the background, rationale, and objectives of the study. The ability to speak English is one of the important skills that students must master in this era of globalization. *According to Bilbrough (2007), speaking is an ability with the aim of expressing recognized intentions and later the interlocutor will process the speaker's statement with the aim of recognizing those intentions. According to Ramlannarie (2011:88), speaking is a process of thinking and reasoning so that someone's speech can be received and understood well by other people or listeners.* With English language skills, students can not only access information from various sources, but also communicate with people from various cultures . However , there are still students who have difficulty speaking English, one of which is caused by lack of practice and lack of confidence when speaking English in public. One of the biggest challenges of successful teaching is student boredom (Nguyen & Nguyen, 2020). From this theory it can be concluded that boredom is one of the things that must be

overcome by teachers in teaching. Because boredom will always be faced by teachers if they choose the wrong method and media that they will use in teaching.

In this fast-paced digital era, the development of information technology has had a significant impact on various aspects of life, including the world of education. One innovation that has attracted quite a bit of attention is podcasts. Podcast is an audio platform that allows users to listen to various topics and content flexibly, anytime and anywhere (Korompot & Jabu, 2019). This makes it a potential learning medium to improve English language skills, especially among students.

In recent years, digital technology has transformed language learning, providing students with more accessible and engaging tools to improve their skills. One such tool is the podcast, which has gained popularity as an alternative medium for language acquisition. Podcasts offer authentic listening experiences, exposing learners to natural pronunciation, intonation, and conversational structures (Zhang, 2021). As speaking skills are crucial in mastering a language, utilizing English podcasts in education has become an innovative approach to enhance students' oral communication abilities.

At Junior High School Brigjen Katamso Sunggal, students often face challenges in developing their speaking skills, including limited exposure to native speakers, lack of confidence, and difficulties in pronunciation and fluency (Wahyuningsih & Afandi, 2020). Traditional teaching methods may not always provide sufficient practice opportunities, leading to the need for alternative strategies to support speaking proficiency. With their varied content and ease of access, podcasts offer a promising answer to these difficulties. Nonetheless, the impact of podcasts on enhancing students' speaking skills is significantly influenced by how they perceive this learning medium and their readiness to involve themselves with it.

Methods

This research is a qualitative research. Qualitative research is a research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, and others by describing it in the form of words and language, in a particular context that is natural by utilizing various scientific methods.

Based on the focused sample strategy, I also selected three requirements for research participation, which are :

1. The Participants were student of class VIII SMP Brigjen Katamso
2. Student who have used Podcast Media and not have use podcast Media.
3. The participants are student want to learn Podcast media

Participants in this study were required to respond using a Likert scale, marking agree, strongly agree, disagree, neutral, and strongly disagree as their level of agreement.

There were two alternatives for the items and scores. They are:

- a. The options and scores for the positive items

Table 1. Options and Scores

Options	score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

- b. The options and scores for the negative items

Table 2. Options and Scores

Options	score
Strongly Agree	1
Agree	2
Neutral	3
Disagree	4
Strongly Disagree	5

Based on the collected data, the average score for each statement was calculated using the formula:

$$\text{Average per statement} = \frac{\text{Total Score per Statement}}{\text{Number of Respondent}}$$

Results

The purpose of this study is to certain how students feel about using podcasts as instructional tools to enhance their speaking abilities. Additionally, the researcher aims to determine the benefits and drawbacks of using podcasts for education.

The questionnaire data was collected from 15 respondents who answered 10 statements using a 5-point Likert scale. The following table shows the distribution of respondents' answers for each statement.

Score	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10
1	0	4	0	0	0	0	0	0	0	0
2	4	3	0	0	4	1	3	1	1	1
3	10	1	10	1	6	7	7	6	3	7
4	1	6	1	6	1	3	5	7	8	4
5	0	1	4	8	4	4	0	1	3	3

From the table above, it can be concluded that most respondents chose "Neutral" (score 3) and "Agree" (score 4). Statements **4 and 9** received more "Strongly Agree" (score 5) responses compared to other statements. Meanwhile, **Statement 2 received more "1" and "2" responses**, indicating more disagreement compared to others.

The calculated average scores are presented in the following table:

Statement	Total Score	Average
1	42	2.80
2	42	2.80
3	54	3.60
4	67	4.47
5	50	3.33
6	55	3.67
7	47	3.13
8	53	3.53
9	58	3.87
10	54	3.60

The average scores show that **Statement 4 has the highest average (4.47)**, meaning it is the most agreed upon by respondents. Meanwhile, Statements 1 and 2 have the lowest averages (2.80), indicating a tendency towards neutrality or slight disagreement.

Based on the Likert scale interpretation:

Average Score Range	Interpretation
1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

Discussion

It can be concluded that:

- **Most statements received responses ranging from "Neutral" to "Agree."**
- **Statements 4 and 9 were the most agreed upon, while Statements 1 and 2 received more disagreement.**
- **If this was a satisfaction survey, then Statements 1 and 2 need improvement, as they have the lowest scores compared to other statements.**

Conclusion

Based on the analysis conducted in Chapter IV, it can be concluded that the majority of respondents' answers fall within the "Neutral" to "Agree" categories. Statements 4 and 9 received the highest levels of agreement, indicating positive feedback on these aspects. Conversely, Statements 1 and 2 exhibited lower agreement levels, suggesting areas for potential improvement. Overall, the responses reflect a general satisfaction among respondents, with some areas requiring further attention.

Acknowledgments

The authors would like to express their gratitude to Junior High School Brigjen Katamso Sunggal for their support in conducting this research. Special thanks to the students who participated in the study and provided valuable responses. The authors express their appreciation for the guidance and contributions of faculty members and colleagues who offered valuable feedback. Furthermore, gratitude is expressed to all funding agencies or institutional backers that enabled this research.

References

- Korompot, C. A., & Jabu, B. (2019). Intensive and Extensive Speaking: Approaches to Systematizing The Speaking Skills Courses for Undergraduate ELE Students. *LINGUA, JURNAL BAHASA & SASTRA*,. <http://eprints.unm.ac.id/29439/>
- Nguyen, T. N. T., & Nguyen, H. B. (2020). Classroom Participation in EFL Speaking Classes: Students' Perceptions. *International Journal of Innovative Research and Development*, 9(4). <https://doi.org/10.24940/IJIRD/2020/V9/I4/APR20004>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. *European Journal of Educational Research*. <https://eric.ed.gov/?id=EJ1262409>
- Zhang, W. (2021). The Efficacy of Computer-Mediated Feedback in Improving L2 Speaking: A Systematic Review. *Theory and Practice in Language Studies*, 11(12), 1590–1601. <https://doi.org/10.17507/TPLS.1112.11>

