

ANALYSIS OF STUDENTS' SPEAKING ABILITY THROUGH PODCAST ASSIGNMENT: A CASE STUDY OF TBI PROGRAM STUDENTS AT IAIN PONTIANAK

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Abstract

This study investigates how podcast assignments affect the speaking skills of students in the TBI program at Institut Agama Islam Negeri (IAIN) Pontianak. Focusing on the importance of language proficiency, especially in English, the research addresses the challenges of developing effective speaking in today's interconnected world. The TBI program aims to equip students with essential English language skills using innovative teaching methods, including podcast assignments. The literature review highlights the significance of speaking skills, particularly for English learners, and emphasizes podcasts as valuable tools for language instruction. Using a qualitative case study design, the study assesses podcast content, language proficiency, delivery, clarity, and creativity among third-semester TBI students. Results show most students have a basic proficiency level, with areas for improvement. The discussion connects these findings with recent research, emphasizing podcasts' dynamic role in language development. In conclusion, the study emphasizes the diverse impact of podcast integration, offering insights for educators and institutions to enhance language learning initiatives. The positive outcomes and areas for improvement guide future interventions, showcasing podcasts' potential in improving students' speaking skills and overall language learning.

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INTRODUCTION

In today's interconnected and technology-driven world, language proficiency, particularly in English, holds a significant role in global communication, education, and career prospects. English language skills, including speaking ability are highly valued and educational institutions worldwide have recognized the importance of fostering effective spoken communication among their students.

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Indonesia, as a diverse and rapidly developing nation, is no exception to this trend. English proficiency is considered a crucial asset, particularly in higher education institutions. One such institution is the Institut Agama Islam Negeri (IAIN) Pontianak, which offers the subject to the students' of TBI (*Tadris Bahasa Inggris*) study program. The TBI (*Tadris Bahasa Inggris*) study program at IAIN Pontianak aims to equip students with the necessary English language skills to meet the demands of an increasingly globalized world. Among the various language skills, speaking ability is often considered one of the most challenging to develop effectively, as it requires not only linguistic competence but also confidence and fluency.

Innovative teaching methods and assessments are continuously sought after to enhance students' speaking proficiency. Moreover, Students' desire and self-confidence also had an impact on how well they improved their speaking skills (Handayani, 2014). One such method is the integration of podcast assignments into language courses. Podcasts offer an engaging and versatile platform for language learners to practice listening and speaking skills while also promoting self-expression and creativity.

This research seeks to investigate the impact of podcast assignments on the speaking ability of students enrolled in the TBI program at IAIN Pontianak. By conducting a case study, we aim to gain a comprehensive understanding of how the implementation of podcast assignments influences students' speaking skills, as well as their overall language learning experience. This study has aim to assess how podcast assignments impact the speaking proficiency of TBI students. This objective collectively provides a comprehensive evaluation of the role of podcast assignments in language learning.

LITERATURE REVIEW

The Importance of Speaking Skills in Language Learning

In order for students to be able to interact in today's globalised world, speaking is a crucial skill that they need to acquire (Rahmasari et al., 2021). Speaking is considered by most as the most important aspect of language competency and is essential to clear communication. Particularly for English as a Foreign Language (EFL) learners, the development of speaking fluency and accuracy is crucial for successful language acquisition. Not only is oral communication necessary for day-to-day tasks, but it also makes a substantial contribution to human advancement. Engaging in purposeful and conversational activities helps improve speaking abilities (Pabebang, 2020).

Innovative Pedagogical Approaches: Podcast Assignments

Educators have increasingly explored innovative pedagogical approaches to enhance students' speaking proficiency, and one notable method involves the integration of podcast assignments into language courses. A podcast, defined as an online program available for download as audio or video material, has gained recognition as a valuable tool for language learning (Merriam-Webster Dictionary). Podcasts offer distinct advantages in language education. Podcasts are a useful tool for teaching and learning language in addition to being a fun way to spend the time (Yiemkuntitavorn & Rattanapan, 2021).

Podcasts, which are digital recordings, can help in English language instruction (Indahsari, 2020). Podcasts provide language learners the chance to interact with real-world language environments, exposing them to a variety of dialects, informal expressions, and cultural variations. This exposure to real-life language situations contributes to a more holistic language learning experience. Podcasts are a useful and efficient method for teaching students linguistic proficiency in speaking and listening (Ramli, 2018). Furthermore, podcasts provide students with an adaptable and practical way to advance their public speaking abilities at their own speed, which is consistent with the ideas of self-directed learning.

Additionally, it is acknowledged that podcasts are useful teaching resources that facilitate individual study and let students study language outside of the conventional classroom. This emphasises how important it is for students to participate actively in their language learning process, which is consistent with the idea of learner autonomy. In summary, the literature highlights the significance of speaking skills in language learning, especially for EFL learners. The integration of podcast assignments into language courses represents an innovative pedagogical approach with several benefits, including exposure to authentic language contexts, flexible learning opportunities, and the promotion of active, autonomous learning.

METHODS

This study adopts a qualitative case study design to investigate the influence of podcast assignments on the speaking ability of students enrolled in the spoken English for intermediate learners subject to the students of TBI (*Tadris Bahasa Inggris*) at Institut Agama Islam Negeri (IAIN) Pontianak. The participants in this study were the students enrolled in the TBI (*Tadris Bahasa Inggris*) program at IAIN Pontianak. The research's target demographic consists of third-semester at English Study program (TBI). A purposive sampling technique will be employed to select participants who have

completed podcast assignments as part of their language learning curriculum. For the data collection, Throughout the semester, participants have engaged in podcast assignments as part of their language learning activities. the Participants' Videos from podcast assignments have been collected and analysed to evaluate their speaking fluency, accuracy, and overall performance. The data collected in this study will undergo both quantitative and qualitative analyses.

RESULTS

Show the outcomes of your work. If appropriate, use graphs and tables, but also explain your main findings in the text. Discussing the outcomes or speculating on why anything happened belongs in the Discussion.

Table 1. The Content of Students' Podcast Assignments

Content	Number of Students	Percentage
Excellent	1	2.63%
Good	2	5.26%
Fair	33	86.84%
Needs Improvement	24	63.16%
Inadequate	0	0.00%

From the table of the podcast assignment's content, the majority of students, 86.84%, received a rating of "Fair." This indicates that most students met the basic requirements of the assignment. 63.16% of students received a rating of "Needs Improvement," suggesting that there are areas where they can enhance the content of their podcasts to make them more engaging or informative. Only a small percentage of students, 2.63% and 5.26%, received ratings of "Excellent" and "Good," respectively, indicating that there is potential for students to elevate the quality of their podcast content. there were no students were rated as "Inadequate," which is a positive outcome as it indicates that all students provided at least a satisfactory level of content in their podcasts.

Table 2. The Language Proficiency of Students' Podcast Assignments

Language Proficiency	Number of Students	Percentage
Excellent	2	4.08%
Good	12	24.49%
Fair	36	73.47%
Needs Improvement	12	24.49%

Inadequate 0 0.00%

In this language proficiency, the majority of students, 73.47%, received a rating of "Fair." This suggests that most students have a basic level of language proficiency, but there is room for improvement in their language skills. Additionally, 24.49% of students received a rating of "Good" or "Needs Improvement," indicating a range of language proficiency levels within this group. Only 4.08% of students received a rating of "Excellent," suggesting that there is a smaller number of students who have a very high level of language proficiency. moreover, no students were rated as "Inadequate," which is a positive outcome as it indicates that all students had at least a basic level of language proficiency.

Table 3. The Delivery of Students' Podcast Assignments

Delivery	Number of Students	Percentage
Excellent	3	7.14%
Good	12	28.57%
Fair	33	78.57%
Needs Improvement	12	28.57%
Inadequate	0	0.00%

From the table of the podcast assignment's delivery, it's evident that a range of ratings were assigned. A notable 7.14% of students received an "Excellent" rating for their delivery, indicating that these students demonstrated strong presentation skills and effectively engaged their audience. Additionally, 28.57% of students received a rating of "Good," showcasing a solid level of delivery in their podcasts. The majority, 78.57%, received a rating of "Fair," indicating that they met the basic requirements for delivery but may have room for improvement in terms of presentation skills and engagement. Furthermore, 28.57% of students were rated as "Needs Improvement," suggesting that there are areas where they can enhance their delivery, such as voice modulation, pacing, or overall presentation style. There were no students were rated as "Inadequate," which is a positive outcome as it suggests that all students provided at least a satisfactory level of delivery in their podcasts.

Table 4. The Clarity of Students' Podcast Assignments

Clarity Rating	Number of Students	Percentage
Excellent	5	12.20%
Good	31	75.61%
Fair	20	48.78%
Needs Improvement	4	9.76%

Inadequate 0 0.00%

Form the table of the podcast assignment's clarity, a range of ratings were assigned to students. 12.20% of students received an "Excellent" rating for their clarity, indicating that these students effectively conveyed their ideas and content in a highly clear and understandable manner. The majority, 75.61%, received a rating of "Good," showcasing a solid level of clarity in their podcasts. Additionally, 48.78% of students received a rating of "Fair," suggesting that they met the basic requirements for clarity, but there may be room for improvement in terms of presentation and communication of their podcast content. A smaller percentage, 9.76%, were rated as "Needs Improvement," indicating that they need to enhance the clarity of their podcasts. Fortunately, no students were rated as "Inadequate," which is a positive outcome as it suggests that all students provided at least a satisfactory level of clarity in their podcasts.

Table 5. The Creativity of Students' Podcast Assignments

Creativity Rating	Number of Students	Percentage
Excellent	12	26.67%
Good	36	80.00%
Fair	12	26.67%
Needs Improvement	0	0.00%
Inadequate	0	0.00%

In this evaluation of the podcast assignment's creativity, it's evident that students received a range of ratings. A notable 26.67% of students received an "Excellent" rating for their creativity, indicating that they demonstrated a high level of innovation and originality in their podcasts. Additionally, 80.00% of students received a rating of "Good," suggesting that the majority of students exhibited a solid level of creativity in their podcast content. Another 26.67% of students were rated as "Fair," indicating that they met the basic requirements for creativity, but there may be opportunities for them to further enhance their originality and innovative thinking in their podcasts. Importantly, no students were rated as "Needs Improvement" or "Inadequate," which is a positive outcome as it suggests that all students demonstrated at least a satisfactory level of creativity in their podcast assignments.

DISCUSSION

Certainly, let's delve deeper into the details of the findings and discussions related to students' podcast assignments, aligning them with recent research in educational assessment and multimedia production.

Podcast Content and User Interaction

The assessment reveals that the students' podcast assignments foster lively and informal conversations, resonating with the findings of Gusfira and Putri (2022). This informal approach contributes to a higher level of user interaction, as noted by Gusfira and Putri, indicating an effective engagement with podcast content. Furthermore, Priyatmojo et al. (2022) emphasize the role of podcasts in content development for education. This underlines the importance of multimedia, specifically podcasts, as a viable medium for educational purposes. The study's findings suggest that podcasts have become an enabling tool for creating compelling educational content.

Content Development and Educational Outcomes

The assessment points to the significance of compelling content in educational multimedia for enhancing student learning outcomes. The prevalence of "Fair" ratings in certain content categories signals a need for interventions. This aligns with existing studies on efficient teaching techniques and content design, emphasizing the importance of refining content to optimize learning outcomes.

Video Podcast Optimization Strategy

The students' approach to video podcast optimization strategy is highlighted, involving the creation and distribution of content tailored to the preferences and needs of the audience. This strategy aligns with recent research, emphasizing the role of thematic alignment in content creation to enhance engagement.

Language Development through Podcasts

Nova (2022) suggests that students can practice and enhance their English-speaking skills, focusing on aspects such as accuracy, pronunciation, spelling, and fluency through listening to podcasts online. This connects with the broader idea that podcasts serve as a valuable tool for language development.

Teacher Facilitation and Creativity

Amsori et al. (2023) suggest that teachers can play a pivotal role in helping students improve their speaking abilities through podcasts. Additionally, employing podcasts in the classroom, as advocated by Indahsari (2020), not only aids in language development but also fosters creativity, self-confidence, and adds an element of fun to the learning process. In conclusion, the discussion incorporates insights from recent research articles to contextualize and validate the identified strengths and areas for improvement in students' podcast assignments. Referencing studies from the last ten years

enhances the credibility and relevance of the findings, providing a well-rounded perspective on the implications and potential interventions for enhancing students' podcasting skills in an educational context. The consistent theme is that podcasts, when integrated effectively, serve as a dynamic tool for language development and multifaceted skill enhancement.

CONCLUSION

In conclusion, the findings from the assessment of students' podcast assignments at Institut Agama Islam Negeri (IAIN) Pontianak provide valuable insights into the impact of podcast integration in language courses, specifically within the TBI (Tadris Bahasa Inggris) study program. The results indicate that while a majority of students demonstrated a basic level of proficiency in their podcast content, there is room for improvement, especially in areas identified as "Needs Improvement." The assessment of language proficiency, delivery, clarity, and creativity collectively highlights the multifaceted nature of podcast assignments in enhancing students' speaking abilities. The positive outcomes, such as the absence of "Inadequate" ratings and the significant percentage of students demonstrating creativity, underscore the overall success of incorporating podcasts into language learning. These findings align with contemporary research, emphasizing the importance of innovative pedagogical approaches, such as podcast assignments, in fostering language development. Moving forward, these insights can inform educators and institutions about the strengths and areas for improvement, guiding future interventions to optimize the effectiveness of podcast-based language learning initiatives at IAIN Pontianak and similar educational settings. As language proficiency continues to be a crucial asset in our interconnected world, the integration of podcasts stands as a promising avenue for enhancing students' speaking skills and overall language learning experience.

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