

## **ADOPTING TEACHER GEORGIANA'S PODCAST AS A BRIDGING OUT-OF-CLASS SPEAKING ACTIVITIES AMONG THE FOREIGN LANGUAGE COMMUNITY (FLC)**

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### **ABSTRACT**

*The purpose of this research is to determine whether adopting Georgiana's podcast would be the best solution for all speaking-practice issues within the FLC Community. This study relied on the quantitative research analysis using a pre-experimental design. Data then were gathered experimentally using both test and questionnaire. The study was conducted at Universitas Muhammadiyah Jakarta were members of the Foreign Language Community (FLC) participated. The researchers used a purposeful non-probability sampling technique to generalize the target population. The finding reveals that that teacher Georgiana's podcast adaption is successful in enhancing their speaking skill. This is revealed by the  $t_{table}$  (2.110) which is less than the score of 6.560. In addition, using the participants' self-structured questionnaire replies, researchers were able to demonstrate the participants' actual speaking level. The finding shows that 55,6 percent of participants confirmed that the podcast has been successful in getting them to develop their speaking skill practice. Hence, the use of Georgiana's podcast is effective as a bridging out-of-class speaking activities.*

**Keywords:** out-of-class speaking learning, English podcast, speaking skill

### **INTRODUCTION**

Oral communication which is more well-known with the term 'speaking' is unavoidable. The effectiveness of oral communication is highly significant as it is generally seen as the target of foreign language learning. We communicate with others daily and rely on effective oral communication to give and receive information.

Since effective oral communication has become a primary objective that is truly expected when learning a language, we must increase our ability to speak English through additional learning and practice. Without practice, we will struggle to achieve a certain level of language proficiency as language learners. Ya-Ni (in Riasati, 2018) points out that learning to speak is far more fundamental than learning to read and write. The significance of oral proficiency was highlighted by Leong and Ahmadi (as cited in Namaziandost et al., 2019), stating that speaking is one of the most essential skills to advance and enhance to have effective oral communication with others.

Three major aspects of speaking skills should not be overlooked to prevent any miscommunication during conversations with others. When using the language orally, we had better use appropriate vocabulary, and structures, and pronounce the words accurately. Admits to Katawazai et al (2019) stating that vocabulary, structure or grammar, and pronunciation are the sub-skills that constitute the basis for the main skills, as well as speaking skills. We need to enrich our vocabulary since we cannot speak effectively if we only master a few vocabularies.

Hoshino's (as cited in Katawazai et al., 2019) vocabulary is the foundation of any language. Its significance cannot be overstated. How can we produce oral language if we have no vocabulary? It's not going to happen. We need vocabulary for whatever we want to say. The use of a proper structure comes second after vocabulary enrichment. The structure is more commonly known as 'grammar'. Many people believe that grammar is unnecessary in speaking because the essence of speaking is that others understand what we are saying. The importance of proper structure exists as well, though it is not widely used. Grammar in speaking can be regarded as something crucial. It is demonstrated in Guruku Mr. D's YouTube video (2020), explaining when to use the words 'do' and 'will'. We can see from the video that two people are having a brief conversation. One of them questioned, "Will you marry me?", and the other replied, "Yes, I do" which was completely inappropriate. It is considered inappropriate due to the basic concept of question-answer agreement, so 'will' should be used instead of 'do.' We can conclude from that illustration that grammar is still important in speaking.

At last, following vocabulary enrichment and proper structure, we should indeed accurately pronounce the vocabulary. The role of perfect English word pronunciation was defined by Nejad et al (2021), stating that learning a second language is more than just memorizing a large number of vocabularies and understanding grammar; it is also about learning how to pronounce each vocabulary. There is no reason for any incorrect pronunciation because the pronunciations of each word are already provided in English dictionaries.

We require a great deal of practice to speak effectively with the three major elements. But how can we practice our ability to speak when the English lessons given at school are more theoretical than practical? Aside from theoretical learning, EFL students also have insufficient opportunities to practice their oral English because there is no exposure to English outside of the classroom (Riasati, 2018). It is a common issue when it comes to English-speaking practice in EFL countries like Indonesia because English is only a foreign language in Indonesia, and we do not use it in our daily lives. The term foreign language is defined by Broughton et al (as cited in Kusuma, 2019) as one that is taught and learned in schools but has no impact on social life or state environments. According to the interpretation, we understand that not everyone learns to speak the language, which leads us to a situation in which finding someone who speaks English is difficult.

Regretfully, the difficulties that EFL learners face when practicing their speaking skills are not limited to how it is taught in school or how difficult it is to find a partner to learn with. Anyone who attempts to speak English is frequently referred to as 'sok Inggris' (showing off their English skills), which is a significant barrier for EFL students. We can attend private English courses to overcome the three barriers to practicing and acquiring the speaking skill, but is this truly a solution, or will it lead to additional problems? Not everyone has the money or time to take another English class. As a result, we require something low-cost and adaptable, and out-of-class speaking activities via podcast may be the ultimate solution.

The use of podcasts as a tool to practice speaking skills asynchronously also concurs with Chapelle and Jamieson (as cited in Hamzaoğlu, 2015) claiming that using the internet and technology can help students improve their self-confidence by practicing speaking skills on the internet before performing them in public, and thus their concerns can be addressed. Out-of-class speaking activities in this study is regarded as asynchronous learning, in which web-based learning that does not occur at any particular time, and this type of method allows learners to learn at their leisure (Torres, 2021). Asynchronous learning is also preferred in computer-based forms (Daniel, 2020), with podcasts representing an example. The term 'podcast' was defined by Brown, Cartney, and Nesi (as cited in Smith et al., 2021) as digital audio, video, and text files that are made available online on a variety of downloadable platforms. Podcasts can now be found on a variety of platforms, including YouTube, Spotify, and others. Some podcasts are even created by English residents, which means we can reap

even more benefits. Furthermore, it is nearly impossible for Englishmen and Englishwomen to mispronounce the English vocabulary, so we can learn how to do so. There's a lot to learn from their podcast, including not only pronunciation but also grammar, and it's completely free. We only require gadgets and the internet, which are already commonplace in our daily lives.

Although there are many podcasts available, Georgiana has recommended a great one for us to listen to: the 'Speak English Now' podcast. Georgiana claims that her podcast helps us become fluent in spoken English by implementing a method she considers to be brand new. In her podcast, she engages a conversation simulation as the method, in which the conversation simulation adapts a form of questions like those commonly found in reading tests, in which we are given some information along with any information-related questions, and we must respond to these questions following what we already know. In sum, Georgiana's podcast is worth listening to if you want to improve your speaking skills.

## **LITERATURE REVIEW**

### **Out-of-Class Speaking Activities**

In the literature, it was generally found that English proficiency and out-of-class learning such speaking are correlated with each other (Olsson, 2012). Out-of-class learning activities such as playing computer games, using technologies such as Skype and podcasting in English as well as watching TV programs and films positively affect English learners' proficiency levels. In addition, the following activities can be listed as beneficial out-of-class learning activities: reading books, newspapers, or magazines, surfing the Internet, chatting online, and listening to music with English lyrics. Presenting recent and comprehensive case studies from a wide range of speaking learning contexts, Nunan and Richards (2015) also provide supportive evidence about the benefits of language learning outside the classroom.

In addition to the above-mentioned creative out-of-class activities invented and carried out by students in this study, Richards (2015) draws attention to the following out-of-class language learning resources in his recent paper: chat rooms, self-access centers, language villages, e-mediated tandem learning, listening logs, digital media, digital games, and television series. He also emphasizes that such out-of-class learning activities are plentiful in today's world, and thus should be used for speaking learning purposes.

### **Georgiana's Podcast**

Since the use of podcasts is believed to give many advantages to be applied in out-of-class speaking activity, there are many people creating their own educational podcasts which can be listened to by many learners to help them acquire the speaking skill. Among all the podcasts, there is a good podcast that is good to practice our speaking skills asynchronously, and it is Georgiana's podcast. Georgiana's podcast is an English podcast that provides some helpful features and can be accessed on some platforms. In her podcast, Georgiana uses a method that adapts the reading test questions where we are given some information with some questions and we have to answer the questions based on what is already informed (Georgiana, n.d.). How the conversation simulation in Georgiana's podcast works can be seen in the picture below.

Peter, the penguin, wanted to become a broker at Wall Street.

**Did Peter want to become a broker?**

Yes, he did. He wanted to become a broker at Wall Street.

**Did Peter want to become a police officer?**

No. He didn't. He didn't want to become a police officer. He wanted to become a broker. A broker is a person who works at Wall Street, for example.

**Who wanted to become a broker?**

Peter. Peter, the penguin, wanted to become a broker.

**Was Peter a penguin?**

Yes, he was. He was a penguin. He was a penguin who wanted to work as a broker.

**Figure 1.** Conversation Simulation in Georgiana's Podcast  
*Source: speakenglishpodcast.com*

In the picture, we can see the text in blue which is the information that we will listen to from her podcast which is in the form of audio. After giving the information, there will be some questions following the information and the questions are the text that are written in boldface. After asking each question, the podcaster will give a few seconds pause where we can answer the question based on the information given. After the pause, the podcaster will give the correct answer and we can compare it with our own answer.

Georgiana's podcast provides a lot of episodes that can be listened to for free. All the episodes provide short stories which are in the form of either mini-stories or point-of-view lessons.

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**Figure 2.** Homepage of Georgiana's Podcast  
*Source: speakenglishpodcast.com*

Each episode of Georgiana's podcast is also provided with PDF transcripts as you can see in picture 2.1. The PDF transcripts can be accessed through [speakenglishpodcast.com](http://speakenglishpodcast.com), the website. It is helpful for us to know every single word said by the podcaster when we are not sure about our listening. There are also many platforms that we can access to listen to Georgiana's podcast such as Apple Podcasts, Spotify, Soundcloud, Amazon Music, TuneIn, Google podcast, YouTube, and many other platforms.

## METHODOLOGY

The research approach that was used in this research is a quantitative research method with a pre-experimental design. In an experiment, the researchers try out an idea (or practice or procedure) to find out whether it affects the dependent variable (Creswell, 2012). The one-

group pretest-posttest type of experiment was used in this study, so there was only an experimental group and no control group, which means that all of the participants received the same treatment and were tested both before and after the treatment.

The research took place at the Foreign Language Community (FLC), a community in Muhammadiyah University of Jakarta that offers both English and Arabic classes, during the even semester of the 2021/2022 academic year. The researchers used the non-probability sampling technique with purposive sampling for generalization of the target population, in which the sample was taken based on a few factors that the researchers considered; the individuals are members of FLC, learn English at FLC, and are willing to be part of the sample.

The study lasted seven meetings, with the pre-test on the first day, treatment on the second to sixth days, and the post-test and questionnaire shared on the seventh. For the data collection, both a test and a questionnaire were used. The researchers gave the test to The researchers administered the test to the research subjects both before and after the treatment. In each test, they were asked to speak briefly for a minimum of two minutes about three daily topics. In addition to the tests, a self-structured questionnaire was used to collect data. The questionnaire contains 15 items with five options per item: strongly disagree, disagree, unsure, agree, and strongly agree.

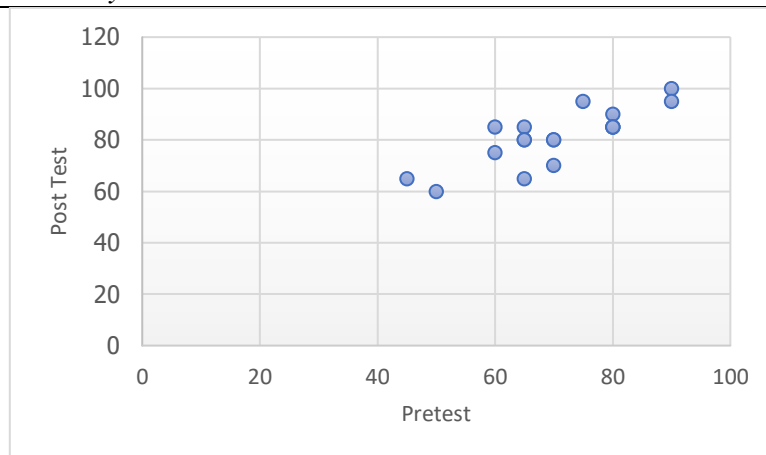
The researchers determined t-table with a significance level of 5% for analyzing the data that had been obtained from the pre-test and the post-test. On the other hand, to analyze the questionnaire, the researcher counted the percentage of each item output.

## **FINDINGS AND DISCUSSION**

The tests and questionnaires used in this study will reveal whether using Georgiana's podcast as a medium to practice EFL learners' speaking skills synchronously is effective in upgrading their speaking skills. The researcher obtained the average of each test after assessing the research subjects' pre-test and post-test using the modified speaking assessment rubric from the New York State Education Department (NYSED Gov).

**Table 1.** T<sub>table</sub> and T<sub>score</sub> Result

	<i>Pretest</i>	<i>Post Test</i>
Mean	70	81,11111111
Variance	150	119,2810458
Pearson Correlation	0,814	
Hypothesized Mean Difference	0	
df	17	
t Stat (Ttable)	6,560	
P(T<=t) one-tail	0,00000243	
t Critical one-tail	1,740	
P(T<=t) two-tail	0,00000485	
t Critical two-tail (Tscore)	2,110	



**Figure 3.** Participants' Pre-Test and Post-Test Scores Diagram

The table above shows that the research participants' speaking skills improved. To strengthen this finding, the researcher used a t-test to compare the pre-test and post-test scores of the research participants to see if their speaking abilities had improved. The researchers obtained the  $t_{table}$  and  $t_{score}$  from 18 subjects. As in conclusion, we can see that the  $t_{table}$  is less than the  $t_{score}$ , and it means that using Georgiana's podcast asynchronously is effective to upgrade EFL learners' speaking activities.

The researchers obtained information not only from the tests but also from the questionnaire. After analyzing the questionnaire by counting the percentage of each item, the researchers revealed that 77,8 percent of participants strongly agreed that limited vocabulary mastery can inhibit them from communicating effectively in English. There were 66,7% of participants who agreed that grammar has an important role in speaking English. There were 50% of the participants agreed that to communicate effectively in English, we must correctly pronounce every word we say. There were 55,6% of participants agreed that Georgiana's podcast can help English learners expand their vocabulary. There were 50% of the participants strongly agreed that Georgiana's podcast can help English learners correctly pronounce English words.

There were 77,8% of participants agreed that Georgiana's podcast encourages them to speak English. There were 50% of participants agreed that Georgiana's podcast can help them become more confident in speaking English. There were 50% of participants strongly agreed that there are many benefits of using Georgiana's podcast. There were also 55,6% of participants who strongly agreed that Georgiana's podcast is an effective tool for practicing English.

## CONCLUSION

The findings of this research reveal that using Georgiana's podcast asynchronously is an effective way to upgrade EFL learners' speaking skills. We can prove the significance with the  $t_{table}$  (2.110) which is less than the  $t_{score}$  (6.560). It proves that the participants' speaking skills got improved after using Georgiana's podcast asynchronously as the treatment.

In addition to the  $t_{table}$  and  $t_{score}$ , we can demonstrate it with the participant's responses to the shared questionnaire. Nearly half of those who participated strongly agreed that Georgiana's podcast helped them to expand their English vocabulary, half strongly agreed that it helped them know how to pronounce every single word, and the majority strongly agreed that this podcast was an effective way for them to practice their speaking skills.

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