The Impact of Project Based Learning Using Podcast on Student Speaking Skill

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Abstract. This research aims to find out whether students who were given the PjBL method using podcasts achieved better speaking skills compared to students who were given the conventional method. The population in this study was 70 students devided into experimental class and control class from one of the senior high schools in Jombang, East Java. The sample was taken by using proposive sample which consisted of 2 science classes with 35 students for each class. The researcher used purposive sampling to select 2 classes from the population that would be used as the experimental class and the control class. This research uses a quantitative experimental design method. Based on the result of inferential statistic, it can be seen that sig. (2 tailed) value $0.00 < 0.05$, so it can be seen that was significant different effect. In the experimental class the teacher provides a project-based learning method in students' learning of speaking skills, students are more interested and more effective in the learning process. It can be seen that the PjBL method is very good for use in the teaching and learning process. researchers suggest using other skills in teaching.

Keywords: Project Based Learning Method, Speaking Skill, Podcast

1. INTRODUCTION

PjBL can help optimism students' competence to solve problems, collaborate, and think creatively [1],[2]. Learning by using project-based learning method is able to help students in solving problems with a certain level of difficulty by giving demands to students to solve a problem by thinking more creatively to overcome problems by working together with the group. Project-based learning is made to solve a complex problem where students need an investigation and understanding [3], [4]. there are several stages of PjBL implementation, starting a project, developing a project, reporting to the class, and assessing the project [5]-[6]. The implementation of the PJBL method in learning has several stages: students start to create a project by starting with designing a project concept, students develop a project that has been conceptualized, and students report the project to the class, and the student's project will receive an assessment.

In this Project Based Learning method students can solve a problem by creating a project which is able to provide a series of learning to students. Using this project-based method will require students to produce a project, one of which is a video podcast. stated that the podcast medium has provided many open materials to language teachers [7]. Podcasts can make students interested in the topics discussed in a more enjoyable form of learning [8]. In addition, the approach of using podcasts is an interesting and contemporary approach [9].

Podcasts are the same as general learning places because they can provide the information students are looking for. By learning to use podcasts, one can more easily find topics of conversation. However, learning using podcasts is more flexible because students can learn anywhere and at any time Podcasts can be found on the Internet, as can television podcasts, radio podcasts, classroom podcasts, and group podcasts. researchers have revealed the function of podcasts, namely helping education, especially in the use of language learning [10]-[11]. Because podcasts are an alternative as a learning medium and capable of being effective teaching media by obtaining better learning outcomes [12]. Apart from that, teachers can easily provide authentic material as a learning medium. The use of this podcast media will show benefits for students with the student's approach to the language to be studied so that it motivates students to improve their abilities in the area of speaking skills., this self-confidence may be increasing as a result of their capacity to comprehend the rhetoric of a certain issue through hearing repetition and

oral performance. Students may boost their self-confidence and create a more pleasant learning environment by employing podcast media and receiving assistance from their teachers [13]. Understanding students may result in an enjoyable and engaging learning experience. This study suggests that adopting podcast media might help students enhance their speaking abilities. Alternative media, such as podcasts, can also assist students improve their speaking abilities [14].

Several people who use the internet have provided various podcasts that are considered quality. In research, podcasts are used as a medium to determine the improvement of students' speaking skills[15]. Students are often confused about practicing their English-speaking skills because students are afraid to start a conversation or express their ideas in English [16],[17]. In learning speaking skills students are often not active in the learning process, because students often have difficulty practicing speaking skills, sometimes the teacher speaks too fast and the voice is too low so that it makes students bored, to practice speaking skills students should be able to express expressions in the learning process [18]-[20]. Speaking skill is learning a second language where this skill is an important skill to be able to acquire a foreign language. Among the four main language skills, speaking skills are important skills to learn in a foreign language. According to In line with that, the researchers concluded that good oral communication skills enhance soft skills [21] [22]. Students' understanding of speaking skills does not only require how to produce linguistic competence, grammar, pronunciation, vocabulary, but with an understanding of sociolinguistic competence [20]-[22].

In speaking skills, students are required to communicate communicatively and interactively, this speaking class can give many students practice speaking in a foreign language. In the education process, communication is prioritized, but some students are very afraid to speak because students have difficulty speaking in a foreign language because the pronunciation is different from their main language. Students often have difficulty practicing speaking skills, sometimes the teacher speaks too fast and the voice is too low so that it makes students bored, to practice speaking skills students should be able to express expressions in the learning process [26]-[28]. This study aims to test whether the PjBL method using podcasts can improve speaking skills. However, this research has differences with the previous research. What is done with this research is to improve students' speaking skills. Students were given a project task in the form of making a podcast video using dialog. The research method used is quantitative experimental design. The purpose of this study is to find out that by using the PJBL method using podcast media, the level of student learning in speaking a foreign language increases and students are also able to express themselves confidently, expanding practice in language in speaking classes. Based on the above background, the researcher formulated the research question as follows: "Do the student thought PjBL method by using podcasts get better achievement on speaking skill than those thought by conventional method?" This study aims at investigating whether learners who use the PjBL methods with podcast accomplish better than students who use conventional methods.
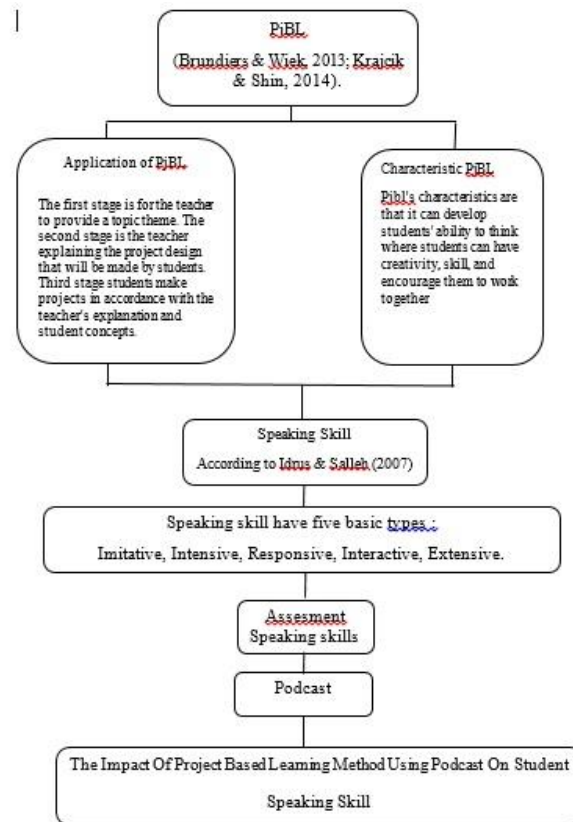
Figure 1. Theoritical Framework

In this study using one of the learning methods namely PjBL. In the PjBL method, it is divided into two parts, namely the application to the PjBL The first stage is for the teacher to provide a topic theme. The second stage is the teacher explaining the project design that will be made by students. Third stage students make projects in accordance with the teacher's explanation and student concepts. the character of PjBL namely Pjbl characteristics are that it can develop students' ability to think where students can have creativity, skill, and encourage them to work together. These applications are combined to examine speaking skills. In speaking skills there are five basic types namely Imitative, Intensive, Responsive, Interactive, Extensive. One type of speaking skill used in this research is interactive. Then this researcher gave assignments to students to find out the students' improvement in speaking skills. the assignment given by the researcher was in the form of a project in which students were asked to make videos. Researchers designed a concept like this to find out the impact of improving the PjBL method using podcasts on students' speaking skills.

Review of Related Literature
Application of PjBL

Project-based learning (PjBL) is a systematic learning model that involves students solving problems in accordance with the curriculum. It has been highly appreciated and recommended in Indonesian education since the 2013 curriculum. PjBL is currently used in the Merdeka curriculum, which focuses on the Pancasila student profile. The model is made up of six indicators: believe in God, noble character, global variety, mutual collaboration, independence, critical thinking, and creativity. Implementing PjBL can assist to establish an educational profile for Pancasila learners. Learning using this PjBL method, students are given the opportunity to develop their skills to work in teams and be able to think critically [29]-[30]. This project-based learning method has an impact on students' learning to think critically and creatively.

Element of Speaking Skills

Speaking is a crucial English skill that requires various abilities and develops at different levels. According to H. Douglas Brown's book Language Assessment Principles and Classroom Practice, speaking skills have five elements: vocabulary, pronunciation, grammar, fluency, and comprehension. Vocabulary is the most obvious particle of language and is essential for improving English learning skills [31]-[33]. Pronunciation involves correct pronunciation of phonemes, stress, intonation, and speaking patterns in connected speech. Grammar is a system for characterizing verbal interactions and is considered difficult for students due to its many rules. Speaking fluency requires knowledge of language and processing skills, allowing for spontaneous communication and understanding of grammar, vocabulary, and pronunciation [34] [35]. Finally, comprehension is the ability to know about the right subject, allowing for effective communication between two people. By focusing on these elements, students can improve their English speaking abilities and enhance their overall English proficiency. [36] Speaking skills are not easy, students must often do exercises to produce fluency in speaking English.

The Significant of Podcast as a Learning Media

Podcasts have become a valuable learning tool, streamlined the learning process and allowed students to learn anytime and anywhere. Podcasts can also be a collaborative learning medium [37]. Students have a positive opinion regarding the use of podcasts in learning especially speaking skills [38], [39]. They are accessible through various electronic media, such as YouTube and voice recordings, and can be accessed through mobile phones, laptops, and hand-held devices. This allows students to learn while they are waiting or traveling on public transportation. Podcasts can be transferred to portable devices, allowing

PjBL Method Using Podcast

Project-based learning encourages students to be more creative and improve their scientific performance by allowing them to create projects that make understanding the learning easier. One such project is creating a video podcast, which is a digital media file that can be accessed through social media platforms. Podcasts are similar to radio but have several advantages, such as allowing viewers and listeners to choose their preferred content and being accessed anytime and anywhere. Incorporating learning media with information technology can provide enthusiasm for learning and encourage collaboration among students. Students can create projects anywhere and anytime, allowing them to solve problems and solve problems through their projects [41]. This project-based method requires students to create a video podcast, which can be a valuable tool for students to enhance their learning experience [26]. Overall, project-based learning can be a valuable tool for students to enhance their learning experience and enhance their overall academic performance.

2. METHOD

In this study using a quantitative experimental design method. quasi experiment non randomize or nonequivalent pre-test and post-test. The population in this study were students of class XI Science MAN 1 Joambang, which consisted of 2 science classes with different numbers for each class. in class XI science 3 there are 35 students, while in class XI science 1 there are 35 students. therefore the total population at MAN 1 Jombang school majoring in XI science is 70 students. The researcher used purposive sampling to select 2 classes from the population that would be used as the experimental class and the control class. The researcher used purposive sampling so that the researcher knows that this sampling is one of the most effective and effective methods of taking a given time. In this study, two different groups were used as samples. Class XI science 3 which has a total of 35 students, as the control class, and the second class XI science 1 has a total of 35 students, as the experimental class.

The control class will be taught using direct teaching, but the experimental class will be taught using the Pjbl method using podcasts. Science class 3 & 1 have the same level of English. In this pretest students are given a test, for the experimental and control groups before measuring students' abilities in speaking skills. The researcher used this method with the aim of being able to find out the increase in students' abilities in speaking skills. This treatment was carried out in each experimental group. In this treatment, learning material related to the case under study is explained. Experiment group, in this treatment the researcher uses the pjbl method using podcasts. The procedural of the treatment followed the several steps below[13]. The teacher prepares the material to be explained with the competency

standards to be achieved. The teacher explains how to make a video podcast. Students pay attention to the video podcast broadcast by the teacher Then, students make videos as shown by the teacher. The teacher assesses students whether by making video podcasts there is a change in speaking skills. The teacher gives a score on student activity. The post-test is given when both groups (the experimental group and the control class) have finished, the posttest aims to determine student learning improvement. The post-test was used to determine students' speaking ability in teaching English after using the project-based learning method using podcasts and direct learning.

3. FINDINGS

It can be seen; in chapter III the experimental class is given treatment using the PjBL method to teach students' speaking skills. students are asked to carry out the steps of the PjBL method, and the teacher gives assignments in video form. The teacher explains the material where the material is in accordance with the topic. The teacher also asks all students to collect information and write down material observations that have been explained by the teacher through Power Point, as well as understand asking for opinion, giving opinion, and responding opinion. The teacher asks students to make a project in the form of a video podcast which contains material asking giving opinion in which students create dialogues with topics that have been given by the teacher. The teacher conveys to students that in order to complete their assignments students by making projects, students can present the results of the video podcasts that they have made. Using the PjBL method can be an effective way to improve students' speaking skills. in the control class the teacher only asked students to have a dialogue without making a video about giving asking opinion by being given a topic by the teacher. the experimental class and the control class were given the same material, but the difference between the experimental class and the control class was only in the learning activities and dialogue topics. before the data was distributed, the researchers conducted pre-test and post-test trials in the try-out class, in class XI IPA 4, and XI IPA 5. Pre-test and post-test trials were carried out to determine the validity and reliability of data distribution. after the data is declared valid and reliable, the data distribution is distributed to the research class, namely the control class XI IPA 3 and the experimental class XI IPA 1. Pre-test results are used to determine student homogeneity and post-test results are used to determine the normality of the data to be used as a guide parametric test. the final data on students' speaking skill scores on the Post-test were analyzed using the T-test formula on SPSS 20. The score is based on a comparison of the results between the pre-test and post-test groups, both from the experimental group and the control group

4. DISCUSSION

This chapter describes the research data found. The findings of this study were talked then be discussed based on the SPSS 20 data representation and then discussed based on previous studies It can be seen, in chapter III the experimental class is given treatment using the PjBL method to teach students' speaking skills. students are asked to carry out the steps of the PjBL method, and the teacher gives assignments in video form. The teacher explains the material where the material is in accordance with the topic. The teacher also asks all students to collect information and write down material observations that have been explained by the teacher through Power Point, as well as understand asking for opinion, giving opinion, and responding opinion. The teacher asks students to make a project in the form of a video podcast which contains material asking giving opinion in which students create dialogues with topics that have been given by the teacher. The teacher conveys to students that in order to complete their assignments students by making projects, students can present the results of the video podcasts that they have made. Using the PjBL method can be an effective way to improve students' speaking skills.

In the control class the teacher only asked students to have a dialogue without making a video about giving asking opinion by being given a topic by the teacher. the experimental class and the control class were given the same material, but the difference between the experimental class and the control class was only in the learning activities and dialogue topics. before the data was distributed, the researchers conducted pre-test and post-test trials in the try-out class, in class XI IPA 4, and XI IPA 5. Pre-test and post-test trials were carried out to determine the validity and reliability of data distribution. after the data is declared valid and reliable, the data distribution is distributed to the research class, namely the control class XI IPA 3 and the experimental class XI IPA 1. Pre-test results are used to determine student

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The Result of the Homogeneity

Before being given treatment, the experimental and control classes got a test of students' speaking skills in the pre-test. the purpose of the test is to determine the homogeneity of the sample under study. comparison of scores of students' speaking skills between experiments and controls in the Pre-test (SPSS 20).

Table 1. Result of the Homogenity

Levene Statistic	df1	df2	df3
2,439	1	68	,123

Basis for decision making in SPSS 20, if the significance value is > 0.05 then the data distribution can be said to be homogeneous, but conversely if the significance value is <0.05 then the data distribution can be said to be non-homogeneous. Based on the calculation of the data in (SPSS 20) above it can be seen that the significance of the homogeneity test was obtained at 0.123 which means > than 0.05. Then based on the data it can be said to be homogeneity.

The Result of the Normality

The basis for decision making is if the significance value is > 0.05 then the residual value is normally distributed, but conversely if the significance value is <0.05 then the residual value is not normally distributed. Based on the data above, it can be seen that the post-test value in the control class is 0.027 > 0.05 and the experimental class is 0.014 > 0.05, which means that both distribution values can be said to be normal.

Table 2 . Result of the Normality

Class	Kolmogorov-smirnov^2			Shapiro-wilk		
	statisti	df	Sig.	Statistic	df	Sig
Pre-test Control	,133	35	,118	,974	35	,566
Post-test Speaking control	,158	35	,027	,951	35	,119
Result pre-test Experiment	243	35	,000	,795	35	,000
Post-test Experiment	.167	35	,014	,896	35	,000

 S. A. A. Pratiwi, Rukminingsih, L. D. Mumtazah

The Result of the Post-test

The researcher did a Post-Test to all students after doing the treatment. The posttest was used to determine students' speaking skills after being taught using the PjBL method. the researcher wants to know the extent of students' speaking skills when the process is carried out. however, it can be seen that the students' speaking skills increased but did not experience a significant increase. students' speaking skills between classes after treatment are shown in the table below:

Table 3. Comparison of Post-test scores between the Experiment and control groups using t-est.

		Levene's Test for equality of Variances		t-test for Equality of Means					95% confidence interval of the difference	
		Sig.		f	Sig. (2 tailed)	Mean difference	Std. Error Difference		Lower	pper
SPEAKING RESULT	Equal variences assumed	.552	11 5	1 ,4 0 4	8	1 6 5	165 7	1 ,18 0	4,01 3	69 8

Table 4. The analysis carried out to find out the difference between student scores

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SPEAKING RESULT	Post-test control	35	64,46	5,606	,948
	Post-test experiment	35	66,11	4,164	,704

When learning was carried out using the PjBL method using podcasts, before and after teaching. The next goal is to find out whether the PjBL method using podcasts can improve students' speaking skills. Based on the table above, the average value of the experimental class (66.11) is slightly higher than that of the control class (64.46). after that the researcher compared the two classes, namely control and experiment using the t-test (SPSS 20). With that in mind, descriptive statistics can be concluded that there is a slight difference in student learning outcomes between the control class and the experimental class. Furthermore, to be able to prove whether or not there is a difference between the two classes, it is necessary to interpret the control and experiment on the output of the "independent sample test". The outcome above indicates a sig. Levene's Test for the equation of variance is $0.115 > 0.05$ which means that the variance of the data between the control and experimental groups is homogeneous or the same.

So that the table of independent sample test results above is guided by the values contained in the "assumed equal variances" table. Based on this, it can be seen that sig. (2 tailed) value 0.00 <0.05, so that part of the basis for decision making in the independent sample t-test can be concluded that H0 is rejected and Ha is accepted. then students who were taught with the PjBL method in class XI MAN 1 Jombang obtained a slightly better performance in speaking skills than students who were taught with the conventional method.

In previous research to improve students' speaking by using projects that focused on drama[42]. The results of previous research suggest that it recommends the use of drama-focused project-based learning in language classes because it provides opportunities for learners to speak a foreign language in a communicative context. It is proven in this study that this project-based method can have a good impact as a learning method for students and teachers. In previous research, which stated that his research found a significant effect of PBL on students' speaking abilities, and the results of previous studies state that the PBL method is an effective methodology in teaching speaking because it makes students more active and innovative in doing assignments, therefore, it is highly recommended to apply this teaching method in speaking classes as an alternative way to improve students' speaking skills [16]. It can be proven in this study that this PjBL method has an impact on students' speaking skills. In previous research this study succeeded in using project-based learning methods by influencing learning better than teachers using conventional methods [43].

Yet in previous research there was no significant difference in the speaking skills of students with low learning independence who were taught using project-based learning and those who were taught using conventional methods. this is proven by this study that using project-based learning methods can influence better learning, but the differences in speaking skills are not too significant. This previous research focused on the use of performing arts project-based learning to improve students' English skills. This research also explains that learning using the PjBL method is an effective teaching method [44]. this was proven by this research that learning using project-based methods makes students active, and has an impact on better learning. His research succeeded in showing that students in the student-made podcast group improved more in their speaking skills compared to other groups [45]. This researcher also concluded that the results shown by podcasting included in the previously planned syllabus (textbook) tended to produce better results than podcasting as the main teaching material. but in this study project-based learning using podcasting experienced an increase in student learning but did not experience a significant increase. Based on the previous research above, it shows that this research Ha is accepted and H0 is rejected. it can be concluded that.

5. CONCLUSION

This research was conducted at MAN 1 Jombang. According to the results that have been obtained, students who are given the PjBL method of learning use podcasts for class XI MAN 1 Jombang students in their speaking skills which show that it is better than using conventional methods. The post-test between the experimental class and the control class underwent changes but not significantly. Because in the control class, the teacher uses conventional methods, in which students are not interested in learning speaking skills. but in the experimental class the teacher provides a projectbased learning method in student learning on speaking skills, students are more interested and more effective in the learning process. in this study the methods used in the learning process were better but the results of project assignments given by the teacher did not experience a significant increase. It can be seen that the PjBL method is very good for use in the teaching and learning process. For it was know that there was an impact an impact of the PjBL learning method on student speaking skills. The researcher suggests using other language skills in the teaching process by implementing the PjBL method because with this method, the learning process has a better impact in langfauge learning process.

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