

Promoting EASPod Application for Academic Speaking for EFL in *Pesantren* - Based University

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ABSTRACT

EASPod is kind of podcast devices that give opportunity someone to create and listen to content on variety of topics. podcasting can assist learning materials in field of education and language especially developing English Speaking skills. This research aims to promote EASPod application to assist students' academic speaking skills. This research employed one group quasi experimental research design. The subjects were 36 EFL of pesantren based university in the third semester, Department of English Language Teaching, University of Darussalam (UNIDA) Gontor. Data collection technique in this research was pre- and post- test while the data analysis technique utilize paired sample T test. The result The potential effect of this implementation is students' improvements in speaking skills proven by the Average score of speaking post-tests were higher than its pre-test. They increased by 6,64 %. p Value is 0,000. if significant value (p) less than 0,05, it indicated improvement between pre and post test (podcasting 1 and podcasting 2) . These activities also rise students' confidence and students' accuracy of vocal use and articulation in practicing academic speaking. It means that podcasting in EASPod has been successfully applied in supporting English Academic Speaking for university students in Pesantren Based-University.

Keywords: Academic Speaking; EASPod; EFL; *Pesantren*

INTRODUCTION

The advances in technology have had a major impact on learning systems around the world. Now, the existence of technology is assumed beneficial tool in supporting students to learn effectively and efficiently. The learning process becomes more interactive and interesting (Yosephin et al., 2020). Several tools have developed in academic field including the use of computers, the internet, and learning software such as podcasts.

Podcast is audio content that is created in a same way to radio, however, it generally can only be accessed via the Internet (Rosell-Aguilar, 2015). Podcasts are in the form conversation that have a mediator that are suited with specific themes (Sheylani & Pourhosein, 2021). Podcasts can be controlled via a podcast application on a gadget on the internet. Listening to podcasts is considered to train listeners about something new and widen different points of view. People are attracted in listening to and producing their own content by podcasts as well as providing information, speaking on certain topics, giving examples, and providing exercises to listeners (Fardavoodi et al., 2020).

In training speaking skills, podcasts can assist the user to practice speaking foreign languages, especially for practicing pronunciation, intonation (Indahsari, 2020). Regarding to this, podcasts also help the trainer to understand how to practice the academic dialogue in the target language (Yoestara, 2019). Speaking skill is an interactive process consisting of producing and receiving information orally (Radhiyani, 2018). While academic speaking is a speaking skill explained in a standard language. students believed that to have mastered the skills of speaking and speaking English academically and fluently (Ningrum, 2022). Thus, podcast is considered appropriate to facilitate students to learn academic speaking because it has a wide choice of topics so that listeners can choose topics of interest and according to learning needs (Alfa, 2020).

It started that the use of kind of podcast most applied in receptive language skill such listening (Fachriza, 2020). Syahabuddin (2021) stated that podcasts support the students to boost listening competence. This study shows that developing English listening skills can be improved with podcasts. In one hand, video podcast boost students' motivation in understanding listening material among young learning (Yaacob, 2021). In addition, Podcasts play an important role in education planning. Podcasts can also enhance mixed and active learning strategies in curriculum planning (Moore, 2022). This is shown by the podcast supporting active learning and expressing students' idea to create dialogue and monolog in education field.

In Addition, podcast has an influential for the students' trigger in learning activities. Podcasting raises motivation in joining classroom among students about their listening comprehension (Suzani, 2020). This signifies that podcasts can be used not only as material for improving listening skills, but also as a media to drive students' mental in learning.

Related to students mental and behavior, the utilization of devices of podcast force students' learning habit. The use of podcast media can recognize language skills such English Speaking. It used as an additional reference according to student learning styles (Yiemkuntitavorn, 2021). Then, the teacher will apply appropriate learning approach that integrated with podcast in achieving learning target in reaching the learning objectives in English speaking.

It was believed that the essential of English academic speaking in university level becoming a main part to support students' skills in many fields. This is a method of delivering thoughts that have been collated and developed with the listener's needs in brain. This is the most fundamental type of human communication that is used in daily life (Mantra, I. B. N., Astawa, I. N., & Widiastuti, 2018). Then, speaking for academic purpose is playing important role for EFL learner to effectively communicate in spoken language. while combined with other types of language skill, like listening, reading and writing. (Tridinanti, 2018)

Academic Speaking is probably similar to other academic courses, which need to be taught in a common tongue. The learners are expected to have mastered speaking abilities and be able to communicate intellectually and fluently in English before enrolling in an academic speaking course. As a result, presentations make up the majority of Academic Speaking exercises. Students should be confident in their ability to convey the topic during the presentation in addition to having prepared the necessary materials. Sadly, not all pupils have the confidence to speak in academic settings. (Ningrum, 2022).

However, Students report a number of factors that contribute to their inability to develop their oral communication, including their fear of making mistakes in front of their peers and the audience, a lack of confidence, a lack of ideas, and challenging subjects. When learning a foreign or second language, factor speaking predominates. Teachers typically place a strong emphasis on speaking in order to encourage students' effective communication skills since speaking helps people develop their interpersonal skills, personalities, and characters. (Rao, 2018). Students had trouble speaking English due to psychological issues (such as anxiety, a fear of making mistakes, and a lack of confidence), linguistic issues (such as a lack of vocabulary, grammar, expressions, and sentence structure), and environmental issues (such as a lack of learning context for English conversation). (Shen, M., & Chiu, 2019). Moreover, Lack of general knowledge, a lack of speaking practice, a fear of making mistakes, a lack of word and grammatical practice, a lack of desire, a lack of engagement, a lack of interest in reading, shyness, and a lack of use of dictionaries are some of the factors creating speaking difficulties. anxiety, aversion to criticism, and difficulty pronouncing new phrases (Jaya et al., 2022).

Thus, to train students how to feel at ease and confident when speaking in front of an audience, teachers may employ a variety of media for the final assignment in academic speaking classes, including posters and papers.. (Tarigan, R., 2021). These may be technique to motivate the learner in learning English Academic speaking.

Students may practice speaking English with other students in academic topic sessions by posing and answering questions about the subject being covered. As a result, academic speaking classes help students develop their public speaking abilities and give them the best possible exposure to academic speaking opportunities. The problem presented in academic speaking lessons is that speaking is the most difficult ability to master in the ESL/EFL teaching context (Menggo, 2019). In addition, speaking for academic purposes is the ability to precisely express thinking, idea, or opinion toward interlocutors in a formal setting.

In this study, the limited sources of material and media to support academic speaking as well as the low ability of academic speaking for *santri* (Islamic Boarding Students) are factors that hinder users from improving their language skills especially in academic field. Whereas, their speaking context for the students of University of Darussalam Gontor should be integrated with Islamic term for their daily communication.

This research focused the students on English Language Teaching Department, University of Darussalam Gontor. These students study and live in dormitories (a boarding school system). The activities of *Mahasantri* at the university with a dormitory system are holistic in nature (Saifulloh, 2022). These are integrated with the Islamization of science and are required to speak Arabic and English (Fachriza et al., 2022). With the development of podcasts as learning media, it is considered capable of helping *mahasantri* to train students' academic speaking. In addition, the use of EASPod (English Academic Speaking Podcast) becoming solution for the learner in learning academic speaking, that has implemented in daily learning was still focuses on listening skills. Moreover, the students' troubles in developing vocabularies, students' weak pronunciation, less accurate grammar use, less smooth speech, low of speaking achievement score and motivation were becoming research need analysis. Thus, researchers assume that there is a need to develop podcast application to help the users in practicing English academic speaking for the university students who stay in Islamic dormitory system. Furthermore, the research focuses on the implementation of podcasts as learning media for English Academic Speaking for Mahasantri. In addition, the objective of this research is to examine of material in English Academic Speaking based on podcast platform (EASPod Application). thus, the researcher focus in answering the research question "***Do the EFL in Pesantren based university taught by EASPod Application have better Academic speaking achievement than those taught by non EASPod Application?***".

METHODS

This research uses Quasi-experimental designs. Quasi-experiment is the kind of experimental design which test a hypothesis. This design is to examine the programme or policy viewed as an intervention in which a treatment – comprising the elements of the programme or policy is being evaluated. It may be known how well it achieves its objectives, as measured by a prespecified set of indicator (White & Sabarwal, 2014). Besides, the kind of quasi experiment design that will be used in this research is non equivalent group design or non randomized control group (pretest and post test design).

This research will examine students' competence in Academic speaking. The academic skill will be examined by the researcher involve to examine students' grammar use, fluency, developing vocabularies and pronunciations.. Therefore, the test may be an appropriate technique to collect the data in order to answer the hypothesis that has designed by the researcher.

The analysis used descriptive statistics. (Vong & Kaewurai, 2017). In addition, this research also employ paired sample T-test to identify significance value between pre and post-test (Ahmad, 2016). Thus, the students' differences in developing their academic speaking skill by using podcast media from the result of Pre and post- test that will be show after analyzed by statistical data. The researcher tries to prove the contribution of EASPod application. By employing Alternative Hypothesis, the researcher believes that this application may improve students' Academic Speaking. Thus, the end of this study will prove whether alternative hypothesis turns up as an appropriate result.

RESULTS AND DISCUSSION

The result of this research showed a positive significance. It means that the utilizing of EASPod application is suitable with students need in improving their academic speaking course. It can be seen on the table of average scores between pre and post test.

Table 1 : The average scores of Pre test and Post Test

Number of Students	Score Averages		Categories
36	Pre Test	69,33	Fair
	Post Test	75,97	Good

According to the table, it can be shown that average scores that achieved by the *Mahasantri* in pre test gains 69,33 with Fair Category. Then, the *EFL in Pesantren university* attain 75,97 in podcasting 2 with Good category. According to the result, the score average between pre and post test increase 6,64 points. Besides, the calculation data also analyzed by the paired sample T Test to show the significant value of the data.

Table 2. Paired sample T-Test data analysis

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test- Post Test	-6.639	5.880	.980	-8.629	-4.649	-6.774	35	.000

Based on the statistical number with Paired sample T Test, the scores of Pre test and post test achieve significant value (p) 0,000. It means that if the significant value (p) is less than 0,005 ($p < 0,005$), it indicated p value included into high category. Moreover, it shows the differences result between podcasting 1 and podcasting 2. Thus, the implementation of *EASPod* gives beneficial for *Mahasantri* to develop their vocabularies, to train the use of correct grammar, Fluency, Pronunciation and to comprehend the content of academic topic in speaking activities so that Podcasting activities is feasible to be applied to support students' academic speaking in *Pesantren*-Based University.

The researcher conducted post test with describing and evaluating students' expression. In these activities, the lecturer gave several treatments to emphasize students' comprehension related to the topic in each material which appropriate with islamic value that applied in university pesantren such islamic worldview, birrul wlydin, Bullying in education, islamic matter in environment etc. . then, the lecturer also gave example how to use a good speaking strategies with the related in podcasting activities.

Afterwards, the researcher calculated students' scores to know students' enhancement in training their speaking in pretest . In reality, students perform their improvement in employing podcast in post test The average scores reached 75,97. It increased 6,64 points than before. In addition, podcasting also boosted the students to be more active in joining the English for academic purposes class. It proven by the score of activeness that reached 80,01 points. It means podcasting activity motivated the students in practicing English academic speaking class.

The researcher assumed that the students showed their enthusiasmin joining the podcas activities. It was also exposed by 36 student's perspective in implementing EASPod application viewed by speaking components such as developing vocabularies, pronunciation, Fluency and Grammar use that formulated into following statements.The first, 50% students expressed strong

agreement that the academic topic given by the researcher is suitable with the English Academic Purposes learning objectives in English Language Teaching Department . The second, the number of respondents who expressed strong agreement that EASPod Application is the applicable medium to stimulate EFL in *Pesantren* especially in academic speaking was 64.3%. Then, 78,6 % stated strongly agree that podcasting enables for EFL in *Pesantren* to develop *vocabulary* in conversation on English academic speaking materials. Besides, the statement of EASPod to facilitate the students in training *pronunciation* in dialog on several topics English academic speaking, 21,4 % stated Agree. Then,, 60,7 *mahasantri* stated strong agreement that podcasting activity facilitates *EFL in pesantren* to train of grammar in conversation on several topics in English academic speaking. Therefore, the result of the research answer the research question that the EFL in *Pesantren* based university gain better achievement in English Academic speaking when taught the EASPod application.

To sum up, Podcasting activities were strongly accepted by the third semester students of English Department in *Pesantren*-based University. Podcasting by EASPod application was believed to strengthen their academic speaking especially in training their comprehension on academic topic (Purwadi et al., 2021). This case is including the technique of speaking such as fluency and pronunciation. Thus, the implementation of podcasting using *EASPod* application was accepted indevelop English academic speaking subject.

CONCLUSION

According to the studies, the implementation of EASPod as podcast application for English Academic speaking for *EFL in Pesantren based-University* shows positive results. It was begining from the analysis learning material for academic speaking. Then, it has been appropriate with the learning goal of academic course in English Teaching Department . Finally, the students achievement and improvement of English Academic Speaking Podcast (EASPod) was formulated as a research output.

In implementation steps, the researcher believed that EASPod is similar to a public library in that it conveys academic resources directly to users' devices. It was because that podcasts are highly support in foreign language learning such Speaking for academic purposes since they not only encourage students to study but also assist them improve their spoken activities (Suzani, 2020). The implementation of EASPod in this study was for supporting students' speaking for academic. EASPod application gives opportunities students to communicate in learning academic language. Additionally it rise students' academic speaking. They are becoming familiar with the topic which was supported with curriculum and the learning goal of English for academic purposes course in English Department, UNIDA Gontor.

It was also supported by the score result ofpre test and post test while assessed by component of speaking such as vocabularies, Pronunciation, grammar and students' fluency. The score of post test was higher than the score ofpre test after the lecturer of speaking course emphasize the component of speaking and technique conversation on podcasting. The were improvement 6,43 % podcasting 2 and 1. Besides, the application of EASPod was believed as an applicable device in facilitating the *EFL in Pesantren-based university* in learning speaking for academic purposes. This device was also reviewed by three experts that divided into three aspects (Content material, Language use and Media Features). These experts recommended that this device was valid and relevant for the learner to be used in improving academic speaking skill. The success of learning activities depends on a person's interest in learning since liking or hating things that are important to someone serves as a stimulant. by podcasting activities, the students feel enjoy in joining the class since the lecturer applied this device. Almost of the students expressed strong agreement if the EASPod becoming permanent media for the students in learning academic speaking

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