

LEARNING ENGLISH DURING A PANDEMIC: DEVELOPING ENGLISH PODCAST FOR ENGLISH DEPARTMENT STUDENTS IN TEACHING SPEAKING BASED ON NEED ANALYSIS

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ABSTRACT

This study aims to identify the needs of students who are the target targets in the Speaking course, the difficulties faced by students in distance learning in the Speaking course and the expected podcast learning media model format. This research is an early stage of Research and Development, it is the analysis section is carried out using a descriptive method with a qualitative approach. The population of this research is English Education students at Nahdlatul Ulama University of West Sumatra and Eksakti University who take speaking courses and lecturers who teach speaking courses. The research data were analyzed using quantitative and qualitative descriptive data techniques. The research findings indicate that an analysis of student needs for the development of podcast learning media needs to be done and can be used as a tool to improve students' speaking skills and be able to overcome the difficulties faced by students in speaking courses. It aims to achieve competent graduates and improve the quality of college graduates.

Keywords: Teaching Speaking, Instructional Media, Need Analysis, Podcast

1) INTRODUCTION

Many changes have occurred in the education sector during the pandemic, especially changes in learning patterns, from face-to-face to online learning. The activities of lecturers and students at universities are severely restricted to break the COVID-19 chain. During the pandemic, the government adopted a policy to conduct distance learning activities. Because of this, lecturers as facilitators who use the Students Centered Learning method in lectures must try to provide as much teaching as possible, even with learning from home.

Distance learning is a learning process using internet networks that can be accessed for various interactions in the learning process (Ali and Hamidah. 2020). This type of learning utilizes media such as smartphones and computers, as well as various supporting applications.

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For learning to be carried out well and smoothly, it requires cooperation between teaching staff and students (Dewi, W. A. F. 2020). Therefore, lecturers as facilitators must innovate interesting learning media so that learning materials are conveyed properly. This online lecture method brings its problems in learning English, especially for the Speaking class.

The impact and problems lecturers face in speaking courses are the lack of two-way interaction between lecturers and students or between students and students. Based on initial observations in the speaking course, students conduct the lecture process by using the chat application learning media, sending assignments through the application, and focusing on textbooks and written tasks instead of spoken tasks. It makes students' speaking skills have not developed significantly due to the lack of interaction. Speaking class is a class that aims to explore students' English speaking skills and achieve the quality of students in accordance with the achievements of study program graduates. Based on these problems, it is necessary to develop ICT-based learning media to support Speaking class that require direct interaction.

One example of the utilization of ICT in the learning process is with Podcast learning media. Podcasts can improve learning outcomes on several materials, one of which is the ability to speak in English students. Students' English speaking ability increased after being given podcast media (Bustari et al 2017). In developing podcast learning media, it is necessary to analyze students' needs for the learning media to be developed.

The stages of Need Analysis are target needs and learning needs. Target needs refer to the language elements that students need. Conversely, to find out learning needs or learning needs that include the desired learning media, it is necessary to analyze students' characteristics and what they need to learn.

From some of the opinions that have been explained, it can be concluded that, in general, the purpose of needs analysis is to study the problems encountered by potential product users so that they can design and determine which products/programs to be developed are in accordance with their needs. The product that will be developed in this research is an "English Podcast" based on students' needs analysis in the speaking learning process.

2) METHODS

This research is a first step in development study using the ADDIE research model. The development steps of the ADDIE model are as follows (1) analysis, (2) Design (3) Development (4) Implementation (5) evaluation. ADDIE models is the model used to

generate effective and efficient learning products (Arkün 2008). Analysis of learning media needs in teaching speaking would be a first step in development study. This research will provide related information and recommendations characteristics of the target , students' difficulties in learning speaking and offer alternative instructional media in learning speaking to answer needs field.

The research subject is people observed as the target of the research. Moleong (2012) describes Research Subjects as informants, which means people who are used to providing information about the situation and conditions of the research site. The subjects in this study consisted of (a) English Education Study Program students, (b) speaking class lecturers to find out the characteristics of students, the gaps faced in learning in speaking courses, and the learning media commonly used, and (c) the head of the English Education Study Program as a decision-maker to find out the views of the head of the study program on the implementation of speaking courses during the pandemic.

Data analysis techniques used in this research are quantitative data analysis and qualitative descriptive. Quantitative data analysis is used to analyze the results of questionnaires distributed to students. The responses given by the respondents will be calculated and given a score according to the data provided. The qualitative descriptive technique is used to analyse the results of interviews with speaking class lecturer and the head of English Education study program, which aims to get clarification and data about speaking learning problems in online classes and solutions in solving problems that will be translated into the development of information, communication and technology (ICT)-based learning media.

3) RESULTS

Learning Needs

The learning needs of students regarding speaking class during the pandemic can be seen in the table below:

Table 1. Student Needs in Speaking Class

No	Statement	Very Important		Important		Less Important		Not Important	
		F	%	F	%	F	%	F	%
1	Teaching materials support the fluency of speaking skills	35	70%	10	20%	5	10%	0	0%
2	Teaching materials are adjusted to the learning objectives	30	60%	15	30%	5	10%	0	0%
3	Using digital learning media	32	64%	10	20%	8	16%	0	0%

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4	Presenting ideas during speaking class	22	44%	15	30%	13	26%	0	0%
5	Studying grammar	10	20%	11	22%	29	58%	0	0%
6	Speak with precise pronunciation, speed and accuracy	30	60%	15	30%	5	10%	0	0%
7	Do a task in the form of a dialogue	28	56%	13	26%	8	16%	0	0%

From the data listed in the table 1, it can be concluded that 70% of students admit the selection of teaching materials is very important to support fluency in speaking English, and about 20% of students state that the material is important to improve their speaking skills. Only 10% of students think the relationship between teaching materials and fluency in speaking English is less important. Meanwhile, there is not a single student who thinks that teaching materials are not important to improve the fluency of speaking skills.

For the suitability of the learning objectives with teaching materials, 60% of students consider it very important. Only 30% of students state that the learning objectives should be adjusted to the learning objectives. Meanwhile, 10% of students state that the learning objective is less important. Then, none of the correspondents thinks that the learning objective related to the teaching material is not important.

One way to achieve learning objectives during class is by using suitable learning media. Digital learning media can be used in online speaking class. 64% of students respond that digital learning media is very important in an online speaking class. Meanwhile, around 20% state that it is important to use digital learning media. However, 16% of students consider it is less important to apply learning media in speaking lectures.

In speaking, students need to be able to deliver their ideas. It is stated by 44% of students. Furthermore, students think it is important to deliver the ideas at a percentage of 30%, and those who state it is less important are only about 26%. None of the students thinks delivering the ideas during speaking class is not important.

Learning grammar in speaking class is considered less important for students. It is proved by 58% of students who choose the less important option on the item of studying grammar. Meanwhile, the percentage stating that students think it is important to learn grammar is 22% and 20% for students that think it is very important.

Pronunciation, fluency and accuracy are very important factors in student speaking fluency. It is in line with the percentage of questionnaires that have been filled out by

students, which is 60%. While those who consider it important are only 30%, and 10% of students choose pronunciation, fluency and accuracy are less important in speaking class.

The type of tasks such as conversational text or dialogues given to students is considered very important, and it has been proved that 56% of students assume the task is very important in speaking class. On the other hand, 26% of students feel the dialogue task is important in speaking class, and about 16% of students feel that the dialogue task is less important.

From the explanation above, it can be concluded that students want very important teaching materials related to materials that can improve speaking skills. Teaching materials must also be in accordance with the learning objectives (Learning objectives). The use of digital learning media is also very important to make lectures easier to carry out in order to assist students in delivering the ideas using proper pronunciation, accuracy and fluency supported by conversational texts assignments.

Students' Difficulties

The students' difficulties in improving their speaking skills in online speaking class will be illustrated in the table and explanation below. It is also related to students' character based on the psychological aspect when they have difficulty improving their speaking skills (Table 2). This session also discussed the students' difficulties in speaking class during the COVID-19 pandemic, and the omicron variant occurred (Table 3).

Table 2. The Difficulties Experienced by Students in Improving Speaking Skills Based on the Linguistic Aspect and Psychological Aspect

No	Statement	Very Often		Often		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Afraid to speak English because my vocabulary is limited	14	28%	16	32%	15	30%	5	10%
2	Difficult to express ideas verbally	16	32%	14	28%	17	34%	3	6%
3	Fluency in English is still limited	14	28%	18	36%	15	30%	3	6%
4	Use mother tongue to avoid misunderstanding	8	16%	18	36%	19	38%	5	10%
5	Embarrassed to speak English because of having no good pronunciation	15	30%	13	26%	19	38%	3	6%
6	Fear of being laughed at by classmates when speaking	12	24%	18	36%	17	34%	3	6%
7	Suddenly forgetting the idea that was going to be delivered	10	20%	17	34%	20	40%	2	4%
8	Shy to put yourself forward when responding to group discussions	8	16%	10	20%	25	50%	7	14%

Based on the data obtained in Table 2, students who often have difficulty speaking English because they have limited vocabulary are 32% and only 28% of students who very often experience these difficulties. Meanwhile, students who rarely experience difficulties due to limited vocabulary are around 30%, and only 10% of students never experience difficulties in speaking due to limited vocabulary.

There are 28% of students often experience difficulties in delivering ideas verbally during class, and 32% of students experience this difficulty with a very recurring frequency. About 6% of students never experience difficulties verbally in delivering ideas in class.

Fluency is the main thing in English speaking skills, but 35% of students still often experience difficulty. 28% of students also think fluency during speaking occurs very often during the class, and 30% of students only occasionally experience this difficulty. However, there are 6% of students who never experience this difficulty.

The use of mother tongue when speaking English is also very often done by 16% of students during the learning process. There are 36% who often experience the difficulty and 38% of students rarely use their mother tongue when speaking, and only 10% of students who never use their mother tongue when interacting in class.

Pronunciation difficulties are very often experienced by 30% of students, while 38% of students rarely experience problems pronouncing English vocabulary. There are 6% of students who never experience pronunciation difficulties, but there are still 26% who often have difficulty pronouncing vocabulary with the correct pronunciation.

In terms of psychological aspects, it can show students' character about difficulties in speaking skills. The feeling of fear of being laughed at is very often felt by 24% of students when performing speaking English in class. There are 36% of students who often experience this. In comparison, 38% of other students rarely fear being laughed at by classmates, and only 6% of students never experience the fear of being laughed at by other students when speaking English during lectures.

Furthermore, 34% of students experience frequent loss of ideas when performing their English-speaking skills, and 20% admit to losing their opinions or ideas very often. There are 40% of students who rarely lose ideas when speaking, and there are 4% of students who never lose ideas when speaking or interacting using English in class.

Feeling shy in responding in group discussions is also a very frequent obstacle for 16% of students in speaking courses, and 20% of students experience it with recurring frequency. There are 50% who experience this occasionally or rarely, and 14% of students never feel embarrassed when responding to opinions during group discussions.

From the explanation above, it can be concluded that students experience difficulties improving their speaking skills in speaking class. In terms of language, limited vocabulary mastery, difficulty delivering ideas and improper pronunciation are still very often being an obstacle for students.

Meanwhile, in terms of psychology, students are very often afraid of being laughed at by other students when delivering ideas. Students are also shy in responding to an opinion when group discussions take place. The students' difficulties in learning speaking can be seen table below.

Table 3. Students' Difficulties in Speaking Class During the COVID-19 Pandemic

No.	Statement	Response	Percentage %	Frequency
1	Confusion about the broad understanding of the material	Often	56%	28
		Sometimes	24%	12
		Never	20%	10
2	The volume of the lecturer's voice when explaining the material is small due to network constraints (intermittent)	Often	64%	32
		Sometimes	20%	10
		Never	16%	8
3	Lack of concentration during class	Yes	60%	30
		Probably	22%	11
		No	18%	9
4	Be on time for online class	Often	20%	10
		Sometimes	70%	35
		Never	10%	5
5	Network constraints during group discussions	Often	54%	27
		Sometimes	36%	18
		Never	10%	5
6	The use of learning media has not been implemented	Already	10%	10
		Not Yet	80%	40
7	Assignment in text form instead of recording	Often	70%	35
		Sometimes	30%	15
		Never	-	-

From the table 3, it can be explained that students experienced difficulties in speaking class during the pandemic done online. Students often feel confused in understanding the extensive material at each meeting. It is evident in 56% of students experiencing this difficulty. Meanwhile, 24% of students only feel it sometimes, and only 10 students or 20% of students have never experienced this obstacle.

The next obstacle experienced by students is the lack of clarity in the lecturer's voice when explaining the subject matter. 64% of students often experience this difficulty, 20% of students experience this obstacle for only a few meetings, and 16% of students never experience this difficulty.

Online class conducted during a pandemic is required so that students can fully concentrate during the learning process. However, 60% of students lack concentration during the class, and 18% of students can concentrate in the class during the pandemic, but 22% of students can only concentrate in the first 30-minutes class.

Student attendance is one of the factors in the end-of-semester assessment conducted by the lecturer. Student attendance when conducting online class is also still an obstacle. There are 70% of students who rarely attend on time, 10% who never attend on time, and 20% who can attend on time during the speaking class. Internet connection is also an obstacle for students in conducting group discussions. There are 54% of students who often experience this problem, 36% of students who sometimes feel this difficulty and only 10% of students who have a good internet network during the class. In addition, the use of learning media is also a supporting factor in speaking class. 80% of students think the learning media has not been implemented or realised properly during the online class. However, 20% of students think that the learning media has been implemented during the learning process. Assignments done by students are also often in the form of text. It is in line with 70% of students who often do assignments in the form of text, but there are 30% of students who sometimes do assignments in the form of text.

From the description above, it can be concluded that students have obstacles in online speaking class. Students often have difficulty understanding extensive material and are also often constrained by unstable internet networks. As a result, the volume of the lecturer's voice when explaining teaching material sounds small and unclear, and the students get disturbed in conducting group discussions. The use of learning media has also not been fully implemented during online class, and assignments are often in the form of text, not recordings.

Expected Podcast Learning Media

In developing podcast learning media, a needs analysis is needed first. The needs analysis process was carried out to know the needs of students in developing the expected podcast.

Table 4. Needs Analysis of Podcast Learning Media

No.	Statement	Response	Percentage %	Frequency
1	Podcasts can increase interest in learning	Agree	70%	35
		Slightly Agree	24%	12
		Disagree	6%	3
2	Podcast contains grammar and vocabulary material	Agree	20%	10
		Slightly Agree	24%	12
		Disagree	56%	28
3	Podcasts can be saved in applications that can be accessed offline	Agree	70%	35
		Slightly Agree	30%	15
		Disagree		
4	Podcasts can save lecture material	Agree	60%	30
		Slightly Agree	40%	20
		Disagree		
5	Podcasts can record and save sound	Agree	72%	36
		Slightly Agree	28%	14
		Disagree		

From the table 4 above, it can be seen that students are enthusiastic about developing podcasts that will be used in speaking class. It is stated that 70% of students think podcasts can increase learning motivation while speaking.

In speaking class, however, there are 24% of students think that podcasts might be able to increase the learning motivation, and 6% of students think that podcasts are unlikely to be able to increase learning motivation. In the development of podcasts, students do not agree that grammar and vocabulary material will be saved in the developed podcast. It can be seen that 56% of students disagree, 24% slightly agree, and the remaining 20% say they agree to have grammar and vocabulary material on podcasts. Podcasts are expected to be accessible in an application that can be accessed offline. There are 70% of students say 'Yes' or agree with this statement, and only 30% are likely to agree that podcasts can be saved in an application and can be accessed anywhere.

The next statement regarding student needs in developing podcasts as learning media is that podcasts can save lecture material. There are 60% of students agree, but 40% disagree that podcasts can save lecture material. In addition, the development of this podcast is also expected to be used to record and save sound. It can be seen in 72% of students who agree and 28% who disagree.

From the explanation above, it can be concluded that the development of podcast learning media is highly expected by students. It can be seen from students who agree that

podcasts can increase interest in learning, are also expected to be accessible anywhere and anytime and can save subject matter and can record sounds, and save recorded sounds. However, students disagree with the existence of grammar and vocabulary material on podcasts.

Interview

Interviews are conducted after distributing questionnaires. The interview aims to dig deeper into information related to the speaking class conducted during the pandemic. Interviews were conducted with lecturer in speaking class at the Nahdlatul Ulama University of West Sumatra and Ekasakti University. This interview is about the needs of the lecturer and students during speaking class, such as the difficulties faced by the lecturer in teaching speaking class during the covid 19 pandemic and the expected development of podcast learning media. Interviews were conducted in-depth, structured, and assisted with interview guidelines to get more complete and accurate information.

4) DISCUSSION

Based on the analysis of questionnaire data, it shows that PBI students want teaching materials that can improve speaking skills, and the teaching materials must also be in accordance with learning objectives. To make lectures easier to implement, students expect the use of digital learning media. It aims to support the learning process during the pandemic and be able to become a tool to improve students' speaking skills and increase learning motivation. The aim aligns with I Wayan Santyasa's (2007: 5-6) opinion. Good learning media can also stimulate motivation and interest in learning.

With the use of learning media that is in accordance with the needs, it is expected that students can use the learning media to deliver ideas using pronunciation, speech accuracy, and fluency, and then, also supported by assignments in the form of conversation texts.

Based on the interview with the lecturer of the speaking class, the teaching material used in the speaking class is in the form of interpersonal and transactional texts which aim to improve the English-speaking skills of students. However, the task implementation in a conversational text has not been carried out optimally due to the lack of learning media that can be used during the pandemic.

Based on the questionnaire data, the analysis of student difficulties in speaking classes consists of two aspects, (1) student difficulties in improving speaking skills and (2) student

difficulties in speaking class during the COVID-19 pandemic. The results of the questionnaire data analysis regarding students' difficulties in improving English speaking skills show that students have difficulties improving speaking skills in speaking classes. In terms of language, limited vocabulary, difficulty delivering ideas and improper pronunciation are still very often obstacles for students. Meanwhile, from a psychological aspect, students are very often afraid of being laughed at by other students when delivering ideas and shy in responding to others' opinions during a group discussion. The results of the analysis of questionnaire data on the difficulties faced by students in the learning process during the COVID-19 pandemic are that students often have difficulty understanding extensive material, and students are also often constrained by unstable internet networks. As a result, the volume of the lecturer's voice when explaining the teaching material sounds small and unclear and is disturbed in conducting group discussions. The use of learning media has also not been fully implemented during online class, and assignments are often in the form of text rather than recordings.

The results of interviews with speaking class lecturers show that lecturers also experience difficulties in carrying out lectures, such as unstable internet networks. The difficulty resulted in some students experiencing delays in attending lectures and also had an impact on group discussion activities which often experienced interruptions due to unstable internet connections.

Based on the results of questionnaire data analysis regarding the expected podcast learning media, it shows that students highly expect the development of podcast learning media. It can be seen from how students agree that podcasts can increase interest in learning, and podcasts are also expected to be accessed anywhere and anytime, and also they can save subject matter and can record sounds and save recorded sounds. However, students disagree with the existence of grammar and vocabulary material on podcasts.

The results of interviews with speaking class lecturers show that there is a need to develop learning media that is fun and easy to use at any time in speaking class during the pandemic. Fun online learning media can produce quality learning outcomes. Distance learning using online media expects students to be able to follow the learning optimally (Jaelani et al., 2020). Lecturers also strongly agreed on the development of podcasts for speaking classes. The expected podcast is a podcast that is easily accessible to students and can save student assignments in voice recordings.

5) CONCLUSION

Based on the research results obtained regarding the analysis of students' needs for the development of podcast learning media, it is necessary to develop learning media that can be used to improve students' speaking skills and overcome the difficulties faced by students in speaking class. It aims to achieve competent graduates and improve the quality of college graduates.

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