

Need Analysis for Podcast Development in Teaching Speaking for English Department Students

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ABSTRACT

This research focuses on developing podcasts in teaching speaking which is done through needs analysis. This research is the initial stage of the ADDIE model research development, namely the needs analysis stage. Stages of needs analysis is done by survey method which is done by interview and distributing questionnaires. Interviews and questionnaires were used as data collection techniques. Interviews were conducted to dig deeper into information related to students' difficulties in interacting in speaking classes and to analyze needs for podcast development. Questionnaires were used to obtain quantitative data regarding students' needs for podcast development.

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1. INTRODUCTION

The Coronavirus infection has caught the consideration of individuals all over the planet. The training area is one of the fields impacted by the Coronavirus pandemic. Many changes have happened in the training area during the pandemic, particularly changes in learning designs, from up close and personal to web based learning. The exercises of instructors and understudies at colleges are seriously limited to break the Coronavirus chain. During the pandemic, the public authority embraced a strategy to lead distance learning exercises. Along these lines, speakers as facilitators who utilize the Understudies Focused Learning strategy in addresses should attempt to give however much educating as could reasonably be expected, even with gaining from home.

Distance learning is an educational experience utilizing web networks that can be gotten to for different collaborations in the growing experience (Sadikin dan Hamidah 2020). This sort of learning uses media, for example, cell phones and PCs, as well as different supporting applications. For figuring out how to be done well and easily, it requires collaboration between showing staff and understudies (Arianto et al. 2020).

Thusly, teachers as facilitators should develop fascinating learning media so that learning materials are conveyed appropriately. This web-based address strategy acquires its concerns learning English, particularly for the Talking class.

The effect and issues teachers face in talking courses are the absence of two-way connection among speakers and understudies or among understudies and understudies. In view of starting perceptions in the talking course, understudies direct the talk cycle by utilizing the visit application learning media, sending tasks through the application, and zeroing in on reading material and composed undertakings rather than spoken errands. It causes understudies' talking abilities to have not grown essentially because of the absence of collaboration. Talking class is a class that plans to investigate understudies' English talking abilities and accomplish the nature of understudies as per the accomplishments of review program graduates. In light of these issues, it is important to foster ICT-based learning media to help Talking class that require direct cooperation.

One illustration of the use of ICT in the educational experience is with Web recording learning media. Digital recordings can further develop learning results on a few materials, one of which is the capacity to talk in English understudies. Understudies' English talking skill expanded in the wake of being given digital recording media (Bustari, Samad, dan Achmad 2017). They can pick the material they like and pay attention to it as learning material, so the understudies can get the hang of as per what they need. Likewise, web recordings are utilized as one of the media to expand understudies' learning inspiration. Understudy learning inspiration is very expanded through digital recordings as media in web-based courses (Bolliger, Supanakorn, dan Boggs 2010). In creating webcast learning media, it is important to examine understudies' requirements for the learning media to be created.

The phases of Need Investigation are target needs and advancing necessities. Target needs allude to the language components that understudies need. On the other hand, to figure out advancing requirements or realizing needs that incorporate the ideal learning media, it is important to examine understudies' qualities and what they need to realize. Needs examination is the main stage during the time spent fostering an item with a methodical methodology that means to evaluate and concentrate fair and square of information, capacities, interests, or mentalities of understudies. Hence, this examination means to recognize: (a) the necessities of the designated understudies in the Talking class, (b) the troubles looked by understudies in distance learning in the speaking class, and (c) the organization of the normal digital recording as educational media.

2. METHODS

This exploration is an initial phase being developed review utilizing the ADDIE research model. The improvement steps of the ADDIE model are as per the following (1) investigation, (2) Plan (3) Advancement (4) Execution (5) assessment. ADDIE models is the model used to create compelling and proficient learning items (Arikunto 2014). Examination of learning media needs in showing talking would be an initial phase being developed review. Need examination should be possible by overview strategy.

The overview strategy is completed to get substantial information from specific spots, for this situation activity or treatment analysts to gather substantial information that happens in the field for every person, for instance, spreading polls broadly, organized assessment conveyance meetings or meetings, etc (Arifin dan Elfrianto 2020). This exploration give related data and suggestions attributes of the objective , understudies' challenges in getting the hang of talking and deal elective educational media in picking up addressing answer needs field.

The exploration subject is individuals seen as the objective of the examination. (Lexy 2017) portrays Exploration Subjects as sources, and that implies individuals who are accustomed to giving data about the circumstance and states of the examination site. The wellspring of the information was English division understudies at Nahdlatul Ulama Univerisity of West Sumatera and Ekasati College, and talking class speakers from both grounds.

The information contemplated is essential information, which alludes to direct data from scientists connected with the exploration goals. The essential information comes from the consequences of information assortment in surveys dispersed and meets directed in light of the meeting guide that has been planned. The surveys and interview guides were evaluated as far as

understudy advancing requirements. Those are markers in the need examination stage. Advancing necessities are connected with interest and talking abilities, recurrence of learning in day to day existence, hardships experienced in learning, decision of computerized learning media show model arrangement in talking courses, and the degree of understudy freedom in learning. The survey was dispersed to English Schooling understudies. MBKM understudies were additionally associated with gathering information. It is planned that understudies have insight in research, and the meeting guide that has been arranged will be given to the speaker responsible for the talking class and the top of the review program as a chief.

Information examination methods utilized in this exploration are quantitative information examination and subjective expressive. Quantitative information examination is utilized to dissect the aftereffects of polls appropriated to understudies. It very well may be finished by presentation procedure information examination. The reactions given by the respondents will be determined and given a score as indicated by the information gave. The subjective unmistakable procedure is utilized to break down the consequences of meetings with talking class teacher which means to get explanation and information about talking learning issues in web-based classes and arrangements in tackling issues that will be converted into the advancement of data, correspondence and innovation (ICT)-based learning media.

3. FINDINGS AND DISCUSSION

3.1 Learning Needs

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

Table 1. Learning 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%
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 PBI 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.

3.2 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).

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.

3.3 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. The process of distributing questionnaires is carried out during the data collection, and the percentage of the questionnaires that have been distributed can be seen in the table below:

Tabel 3. Percentage of the Questionnaires

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 3 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.

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 2007) 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 questionnaire data, the analysis of student difficulties in speaking classes consists of two aspects, (1) student difficulties in improving speaking skills, 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 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.

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.

4. CONCLUSION

In light of the consequences of exploration that has been done at Nahdatul Ulama University of West Sumatra and Universitas Ekasakti, it very well may be presumed that the requirements of understudies in showing talking are instructing materials that are as per learning targets. Instructing materials that can help understudies in working on talking abilities. Advancement of computerized learning media, for example, web recordings. Punctuation material isn't exactly required in that frame of mind of talking, however have the opportunity to offer viewpoints and can tackle tasks as discourse, not in that frame of mind of syntax. Furthermore, in creating digital broadcasts as learning media in showing talking, understudies need fascinating webcasts, which can be gotten to on the web and disconnected and can store showing materials and can be utilized effectively and digital recordings that can record discourse tasks.

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