

The Effectiveness of Project-Based Learning Through Spotify Podcasts Media in Teaching Speaking

M. Ainul Yaqin, M. Labib Al Halim

muhammadainulyaqin044a@gmail.com, labibhalim27@gmail.com

Universitas Gresik, Universitas Billfath

Abstract

This research was intended to measure the effectiveness of project-based learning on students speaking skills through Spotify Podcasts as media of teaching speaking. The research design used in this research was a pre-experimental one-group pretest-posttest design with the quantitative method. This research design was treated with no control group. The research was conducted in the odd semester at eleventh grade of MA Mambaus Sholihin Gresik in academic year 2022 / 2023. The research took place on extra hours after school which was completed for 8 consecutive days, and the duration was 30 minutes in each meeting. The participants of this research consist of 25 students. The researcher used Paired Sample T-test to determine the results of hypothesis testing. Based on the data analysis and discussion of the research data that has been done, it can be concluded that the use of podcasts can affect students' speaking skills. The researcher found that the t-test value of pre-test and post-test was remarked significantly different. The p-value (probability value) was lower than a ($0.00 < 0.05$). It indicated that Project-Based Learning through Podcast on Spotify could give significant effect on students' speaking skills

Keywords: Effectiveness of Project-Based Learning; Through Spotify Podcasts; Media in Teaching Speaking

INTRODUCTION

The shift in the educational paradigm from teacher-oriented to student-oriented, the development of distance and open education so that home schooling appears, the growth and development of learning resources, the clearer the concept of long life learning. The development of technology for education, today is growing rapidly.

Technology in the world of education has an extraordinary role, both in the form of software and hardware (Raja & Nagasubramani, 2018). The use of technology involves three main elements, namely software, hardware, and human resources. With the existence of technology, it will be easier for us to get information and learn. In addition, the role of technology in education that is no less important is the existence of variations in learning models that combine conventional learning by utilizing audio, video and multimedia media. The thing that teachers need to pay attention to is creating a learning method that can stimulate students to actively interact with various learning

resources. Through the provision of appropriate learning media and methods students can actively interact with learning resources. The teacher in this case acts as a learning facilitator. One form of learning model using Technology is a learning model using audio media. Although audio learning media is a simple tool and its use is through hearing only, this media can help students think well, develop memory, and sharpen hearing.

Speaking is an interactive process of building meaning that includes receiving, producing, and processing information (Leong & Ahmadi, 2017). It can be a way to communicate with others. By speaking, a human can interact and shares with each other. Having a good speaking skills is very important for the learner's progress and the success of their research and future careers. English learners should be provided with opportunities and motivated to use English to communicate effectively. But in fact, speaking being one of the most difficult aspects for students to master. The main factor is the environmental

factor. It also happened because students were accustomed to using their mother tongue to communicate instead of English. Sometimes, they can understand what others say, but they cannot communicate it. They cannot produce their ideas, arguments, and feelings communicatively, mostly because they feel shy and lazy to learn English.

Based on a survey conducted, most students tended to keep silent while in the class. They were reluctant to speak and ask questions, and most of them avoided responding to questions in front of the class. And the teacher also explained that most of the students tend to use their mother language, Indonesian language. The teacher needs to apply an appropriate strategy to involve the learners in the speaking activity. Therefore, applying an interactive speaking strategy was advantageous to improve their speaking.

There are many ways to teach speaking. One of the learning strategies proposed by the 2013 Curriculum in Indonesia is Project-based Learning (PBL). This strategy is considered as a

way to facilitate the integration of ICT and communication skills as part of 21st-century skills in the classroom. Project-Based Learning (PBL) is very suitable for improving students' speaking skills. This strategy values students' ability to prove their speaking skills so that they feel free to explore their speaking skills with their own style and words (Dewi, 2016).

The ability to demonstrate and share what is learned must be completed by the ability to employ technology, especially in the current era. Based on the survey conducted by the Association of Indonesian Internet Service Providers (APJII) shows that 35.5% of the population of internet users in Indonesia, or about 46.9 million Indonesians listen to music online (Fauzi & Khusuma, 2020). One of the music streaming applications that are currently trending is Spotify.

Spotify is a streaming music platform widely used by the millennial generation worldwide, including in Indonesia, to listen to music. This application has many exciting features. Besides digital music, Spotify also has several other features, such as video

streaming and podcasts (Netti & Irwansyah, 2018).

As one of Spotify features, Podcasts can be a useful tool for developing English learning, especially speaking skills. Research studies on podcasting have already acknowledged that podcasts can significantly help develop learners' language skills (Drew, 2017; Naidionova & Ponomarenko, 2018; Pegrum et al., 2015). Podcasts have been widely used especially in the entertainment industry. The use of podcasts in the entertainment industry has been widely used, especially podcasts in audio form, for example music. Today, the use of podcasts is not only in the field of entertainment, but is also used for learning purposes. In the field of education, the use of podcasts as e-learning media has several advantages including: reusability and replaying of teaching materials, availability and independence from one technology, because podcasts can be used through various playing media such as MP3 players, MP4 players, mobile phones/smartphones, and others. other.

Students do not need to depend on class attendance to learn as is usually done in traditional face-to-face learning. podcasters create several episodes with different themes or conversation topics in one podcast channel. Podcasts also have many digital English stories that are interesting to hear. In case of those reasons, this research intends to measure the effectiveness of project-based learning on students speaking skills through Spotify Podcasts as media of teaching speaking.

1. Literature Review

Speaking is an essential part of learning and teaching a second language (Cook, 2016). Even though it is necessary, teaching speaking was underestimated and English teachers continued to teach speaking only as an exercise or memorizing dialogue. Nunan explained that teaching speaking means teaching language learners to use language as a means to express values and judgments, to produce English sounds and sound patterns, to choose the right words and

sentences according to the social situation and conditions (Nunan, 2015).

Teaching speaking skills are becoming increasingly important in the context of English as a second language or foreign language (ESL/EFL). It also happens because many students want to learn English to be able to use English for communicative purposes (Al Halim, 2021). (Rao, 2019) stated that most of the world's language learners research English to develop speaking skills. A priority for many second or foreign language learners is mastery of speaking skills in English. There are two prominent speaking aspects accuracy and fluency. Accuracy in speaking is the use of a correct form of grammar, vocabulary and pronunciation.

There are five basic types of speaking performance; Imitative, Intensive; Responsive, Interactive, and Extensive (Riswandi, 2016). The type of speaking in this research is included in responsive because students have to do pair dialogue or short conversations such as standard greetings and small talk, simple requests and comments. Then,

this research also included in Extensive because students practice specific informal monologues such as about vacations and daily activities and then retell a narrative text. Students are expected to produce their own language with their own ideas.

Project-Based Learning

Project-based learning is one method that can foster student creativity and activity. In line with that, Hosnan in (Komalasary et al., 2019) stated that project-based learning is a learning strategy that uses projects/activities as a learning tool to achieve attitude, knowledge, and skill competencies.

There are seven learning steps in Project-Based Learning, namely:

- a. Need to Know: The teachers explained the need to know the material's content related to the material.
- b. Driving Question: The teacher asks questions that are provocative, open, complex, and related to the core of what the teacher wants students to learn. So the students

- know that the set of activities assigned has a relationship with a period of time, place, or concept.
- c. Students Voice and Choice: Teachers provide a limited menu of creative product choices to prevent students from getting overwhelmed with choices. Students can decide what products they will make, what resources they will use, and how to organize their time.
 - d. 21 Century skill: A project must provide students with the opportunity to build 21st century skills such as collaboration, communication, critical thinking, and the use of technology that will serve them well in the workplace and in life.
 - e. Question and Innovation: Teachers ask students to carry out factual investigations that begin with their own questions, lead to resource search and answer discovery, and often ultimately lead to generating new questions, testing ideas, and drawing their own conclusions.
 - f. Feedback and revision: Teachers train students to provide direct feedback and train students to use rubrics or other sets of criteria to criticize each other's work.
 - g. A Publicly Presented Product: Students imitate the types of tasks performed by professionals then students present their work to the audience.

Spotify Podcasts as Media of Teaching

Learning media is essential in the teaching and learning process because it is not only the competence of teachers and students that determines the teaching and learning process but also by the suitable learning media (Al Halim & Yaqin, 2022; Arifin & Al Halim, 2021). In the current era of communication and information technology, teachers can take advantage of various relevant learning media.

Spotify is the most popular music application in the Play store that can help you develop your skills and is one of the best in the premium music-streaming industries. Spotify can be used for

learning activities because Spotify has many features, including digital music, podcast and video streaming (Netti & Irwansyah, 2018).

Podcasts are sound recordings that are uploaded to social media so that everyone can listen to them anytime and anywhere (Drew, 2017). Seeing from this understanding, podcasts are considered as one of the right media to be developed into learning media because of their practical advantages. (Lestari & Fatonah, 2021) mention several types of podcasts, including 1) Interview Podcast which presents interviews between educators and students; 2) Solo Podcast which presents self-interviews or explains material without involving interviews with students; 3) Multi Host Podcast conducts interviews with several people to present discussions with different opinions. The selection of the type of podcast as a learning medium is adjusted to the material to be conveyed. The most important thing is to pay attention to the duration that will be delivered, not too short or too long so that it is not boring for students.

Social media that is familiar with podcasts is Spotify. Spotify is a platform that focuses on audio, for example songs. Lately, not only songs have been uploaded on social media, but also other audio content that aims to entertain or provide information. This content is then known as a podcast. Today's young generation is certainly no stranger to Spotify. This can be utilized by an educator in teaching speaking. It is the alternative way to improve students' speaking skills. The students can create digital audio then uploaded to online platforms for sharing with others.

RESEARCH METHOD

The research design used in this research was a pre-experimental one-group pretest-posttest design with the quantitative method. This research design was treated with no control group. There are three steps in the pre-experimental research one-group pretest-posttest design. The initial step is administering a pretest measuring the dependent variable, The second is applying the experimental treatment X to

the subjects, And the last is administering a posttest, again measuring the dependent variable. The differences associated with the application of the experimental treatment were then evaluated by comparing the pretest and posttest scores (Adnan, 2015).

The researcher directs the examination to eight gatherings. On the first day, the researcher gave a pre-test to know the students' ability in speaking before giving trial treatment. The test included an oral speaking test about introduction, daily activities and which related to material. The next day, the researcher applied the trial treatment using project-based learning through a podcast on Spotify to the subject which is done for 6 days. Researcher provided treatment using the Spotify application on their smartphone. On the first day of treatment, researcher asked students to download the Spotify application in the Play Store on their smartphone. Researcher prepared several podcasts adopted from this application. And then, researcher explained the material related to treatment first. Next, the researcher

explained the application and showed students how it works.

In every meeting, the researcher divided the students into several groups. Each group's project is to choose one podcast then research and understand it together. So, each group is asked to present the discussion results or imitate selected podcasts by their own style and language in front of the class. On the last day, the students are given post-test to know their ability to speak after applying trial treatment. The test is creating individual podcasts related to the material from the previous meeting. The researcher saw the students' improvement after following the treatment in this post-test.

The researcher took pre-test, treatment, and post-test. Pre-test and post-test be carried out on a single group. The data analysis that the researcher used in this research was the paired-sample t-test, which was calculated using a guiding formula. Thus, the difference of the result was then determined by looking at the pre-test and post-test scores.

The research was conducted in the odd semester at eleventh grade of MA Mambaus Sholihin Gresik in academic year 2022 / 2023. The research took place on extra hours after school which was completed for 8 consecutive days, and the duration was 30 minutes in each meeting. The participants of this research consists of 25 students. The researcher used Paired Sample T-test to determine the results of hypothesis testing. The researcher selected IBM SPSS version 20 to calculate the significance and validity of the data.

RESULT AND DISCUSSION

The results presented consist of data obtained through tests to see students' speaking skills after being treated using project-based learning through the Spotify podcast. The findings reported by researcher in this research showed the result of the data that have been analyzed statistically.

The data analysis result was obtained through a speaking test. In this part, the researcher reported the result of the research by comparing the pre-test

and post-test. The pre-test was designed to determine the students' speaking skills before giving the treatment. In contrast, the post-test was intended to determine whether or not the students' speaking skills improved after giving the treatment using project-based learning through podcasts on SPOTIFY application.

The researcher used statistics computed through IBM SPSS statistic 20 to analyze pre-test and post-test data. The analysis utilized the use paired sample t-test. The analysis was used to measure the effectiveness of project-based learning on students speaking skills through Spotify Podcasts as media of teaching speaking. The result of the analysis will be shown in the table below:

	N	Mi n	Ma x	Mea n	Std. Deviatio n
PRE	25	41	75	53.00	9.35860
POST	25	50	91	72.64	11.575
Valid N (listwise)	25				

Based on the data presented in table above, the researcher found that there was a significant increase of students'

speaking skills after being treated by Spotify Podcasts as media of teaching speaking. In pre-test, the total score was 1325, the mean score was 53.00, and the standard deviation was 9.35860, whereas in post-test, the total score was 1816 with a mean of 72.64 and a standard deviation 11.575. It means that the total score and post-test mean were higher than the pre-test. The Post-test produces a better improvement from poor classification to good classification.

result from Asymp. Sig. (2- tailed) was 0,507 it is higher than 0,05 ($0,50 > 0,05$), so it means the two groups were normally distributed. Therefore, H_0 is accepted and H_a is rejected and it can be said that each data point is normally distributed.

DISCUSSION

Project-based learning is one of the recommended learning models for use in learning according to the 2013 curriculum. Implementation of the 2013

One-Sample Kolmogorov-Smirnov Test curriculum is focused on the teacher's

		Residual
		Urole as a facilitator. The role of the teacher as a facilitator is required to have
N		creativity in providing learning facilities,
Normal Parameters ^{a,b}	Mean	for example in selecting strategies, media,
	Std. Deviation	techniques, and learning models so that
Most Extreme Differences	Absolute	students feel happy and comfortable
	Positive	participating in learning.
	Negative	
Kolmogorov-Smirnov Z		This research uses a literature
Asymp. Sig. (2-tailed)		research research design in which

a. Test distribution is Normal.

b. Calculated from data.

Based on the normality test of significant results in the table above, the

researchers use various references such as journals, books, and research results from articles that are considered relevant as research data sources. This descriptive type is used to obtain information collected by analyzing existing articles. In

the era of increasingly sophisticated technology, the development of the world of education continues to experience developments, one of which is from learning media. This research aims to develop learning media through podcasts to train students' speaking skills during online and offline learning.

Podcasts are one of the most popular learning media. Apart from making it easier for educators to convey material, podcast media can also be accessed easily by anyone. This media is also quite practical and can be accessed using a smartphone in applications that provide podcasts. Apart from that, we only need Wi-Fi or data to be able to listen to the presentation presented in the podcast. Besides that, it's not just listeners who can get a lot of benefits from this podcast media. Podcast creators feel the same way. With only voice, internet, and electronic devices, someone can already make podcasts in an interesting way.

The results showed that Project Based Learning through Podcast on Spotify significantly increased students' speaking after treatment. The mean score

improved from 53.00 in pre-test to 72.64 in post-test. Then the researcher analyzed the result by analyzing the t-test to answer the research problem. The result of t test statistics analysis indicated that the sig. value was lower than 0.05 ($0.00 < 0.05$). This result remarked there was significant increase of students speaking test from pretest and posttest. Thus, it indicated that the alternative hypothesis (H_a) was accepted, and of course, the null hypothesis (H_o) was rejected. It means that Project-Based Learning through Podcast on Spotify could enhance the students' speaking skills.

The results of this research also strengthen the results of previous studies that have been conducted by previous researchers regarding instructional media. Learning media as tools of learning act as intermediaries for students' learning materials. This is evident through the use of audiovisual media, learning materials reach students quickly and are well understood. Media in learning, especially audiovisual media, is an undeniable fact. Its' because the teacher who wants to support the

teacher's job of conveying the message to the students from the materials that the teacher provides.

CONCLUSION

Based on the data analysis and discussion of the research data that has been done, it can be concluded that the use of podcasts can affect students' speaking skills. The researcher found that the t-test value of pre-test and post-test was remarked significantly different. It indicated that Project-Based Learning through Podcast on Spotify could give significant effect on students' speaking skills.

This research is pre-experimental in nature, therefore it is suggested to other researchers to conduct more in-depth research on the same problem by applying more in-depth research methods and using variables that are considered influential on student learning outcomes, for example the use of podcasts and learning motivation as variables in research design, in order to obtain more comprehensive results.

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