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The Effectiveness of Using English Podcasting Videos Integrated with Discourse Competences in the Teaching of Speaking Skills

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Abstrak

Penelitian ini menguji efektivitas video posel (podcast) bahasa Inggris yang diintegrasikan dengan kegiatan kompetensi wacana dalam pengajaran keterampilan berbicara di SMKN 1 Mataram. Penelitian kuasi-eksperimental dengan pembanding pre-test dan post-test ini melibatkan dua kelas utuh, yaitu 29 siswa pada kelompok eksperimen dan 29 siswa pada kelompok kontrol. Kelompok eksperimen belajar melalui kegiatan berbicara berbasis posel, sedangkan kelompok pembanding menerima pembelajaran reguler. Performa berbicara dinilai menggunakan tes lisan yang mencakup pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Rata-rata nilai post-test yang dilaporkan adalah 77,3 pada kelompok eksperimen dan 71,72 pada kelompok kontrol, dengan selisih sekitar 5,58 poin. Hasil menunjukkan nilai signifikansi uji independent-samples sebesar 0,010, yang berada di bawah ambang batas 0,05. Sebanyak enam siswa kelompok eksperimen dikategorikan 'sangat baik' (excellent) dan 18 siswa dikategorikan 'baik' (good) pada post-test. Temuan-temuan ini menunjukkan adanya perbedaan skor post-test berbicara yang signifikan secara statistik antar-kelompok di setting ini. Tugas berbicara berbasis posel dapat menjadi pelengkap yang bermanfaat bagi pembelajaran bahasa lisan di kelas.
Kata kunci: video posel; kompetensi wacana; keterampilan berbicara; penelitian kuasi-eksperimental; sekolah menengah kejuruan"

Abstract

This study examined the effectiveness of English podcast videos integrated with discourse competence activities in teaching speaking at SMKN 1 Mataram. A quasi-experimental pre-

test–post-test comparison involved two intact classes, with 29 students in the experimental group and 29 in the control group. The experimental group learned through podcast-supported speaking activities, while the comparison group received regular instruction. Speaking performance was assessed using oral tests covering pronunciation, grammar, vocabulary, fluency, and comprehension. The post-test mean was 77.3 in the experimental group and 71.72 in the control group, a difference of approximately 5.58 points. The independent-samples significance value of 0.010, below the 0.05 threshold. Six experimental-group students were classified as excellent and 18 as good in the post-test. These findings indicate a statistically significant between-group difference in post-test speaking scores in this setting. Podcast-supported speaking tasks may offer a useful complement to classroom oral-language instruction.
Keywords: podcast videos; discourse competence; speaking skills; quasi-experimental research; vocational school

INTRODUCTION

English speaking proficiency involves more than producing grammatically accurate sentences. Learners must organize ideas, sustain intelligible utterances, respond to listeners, and connect contributions within a coherent discourse. These demands make speaking instruction particularly challenging in foreign-language classrooms, where opportunities for sustained oral interaction may be limited (Brown, 2003; Luoma, 2004).

At vocational secondary schools, learners benefit from communicative practice that connects language input with authentic purposes. The study showed identified restricted speaking practice, limited resources, and reliance on teacher-centered instruction as classroom challenges at SMKN 1 Mataram (Maulana, 2025). A pedagogical response should therefore provide accessible spoken models and structured opportunities for students to rehearse, summarize, discuss, and present their ideas.

Podcast videos offer repeated exposure to pronunciation, vocabulary, discourse markers, and extended speech. Sotlikova and Haerazi (2023) documented favorable student perceptions of podcast use in EFL instruction, while Haerazi (2023)

examined technology-supported speaking and listening instruction. These studies provide a rationale for combining multimedia input with active oral production rather than assuming that passive listening alone improves speaking.

Discourse competence adds a focus on coherence, cohesion, sequencing, and audience-oriented communication. Hidayatullah and Haerazi (2022) highlighted the importance of speaking practice and phonological awareness; Haerazi, Irawan, and Sotlikova (2023) examined speaking instruction linked to linguistic awareness. Locally, Sumarni et al. (2022) described presentation–practice–production activities for speaking development, and Sandiarsa and Firman (2024) discussed instructional opportunities and challenges in English language teaching.

Video-based communicative materials have also been explored in English education at Universitas Pendidikan Mandalika. Hanan and Sandiarsa (2023) investigated TED Talks in an English-for-business setting, offering a related example of video-supported instruction. Nevertheless, the specific contribution of podcast videos combined with discourse-oriented speaking activities requires contextual evaluation rather than extrapolation from different learners and tasks.

This study therefore asked whether the class receiving podcast-supported instruction achieved different speaking outcomes from a comparison class at SMKN 1 Mataram. The article reports the quantitative results recorded and interprets them with attention to the limitations of the original documentation.

METHOD

This study employed a quantitative approach using a quasi-experimental design to investigate the effectiveness of English podcasting videos integrated with discourse competence in improving students' speaking skills. A quasi-experimental design was considered appropriate because the research involved existing classroom groups rather than randomly assigning individual students to experimental conditions (Creswell & Creswell, 2018). The study involved an experimental group that received speaking instruction using English podcasting videos and a control group that was taught using the audio-lingual method.

The research was conducted at SMKN 1 Mataram during the 2023/2024 academic year. The population consisted of 350 students, while the sample was drawn from two existing classes, namely Classes A and B. It described the sampling procedure as total sampling, with the two selected classes assigned to experimental and control groups through a lottery. The use of intact classroom groups was consistent with the practical characteristics of quasi-experimental research in educational settings (Cohen et al., 2018).

Data were collected through speaking tests administered before and after the treatment. The pre-test was conducted to identify students' initial speaking abilities, while the post-test was administered to measure their speaking performance following the instructional activities. The experimental group received instruction using English podcasting videos, particularly materials from *Luke's English Podcast*, whereas the control group received instruction through the audio-lingual method. Students completed oral presentation tasks based on prepared topics. Their speaking performances were assessed using five indicators: grammar, vocabulary, comprehension, fluency, and pronunciation. Each indicator was rated on a five-point scale, and the total score was multiplied by four to obtain a final score ranging from 20 to 100.

The collected data were analyzed quantitatively using descriptive and inferential statistics. Descriptive analysis involved calculating the mean scores and measures of score variation to summarize students' speaking performance before and after treatment. An independent-groups t-test procedure was used to compare the performance of the experimental and control groups and examine whether the difference between their mean scores was statistically significant. This approach was consistent with quantitative research procedures for comparing group outcomes and evaluating instructional interventions (Creswell & Creswell, 2018; Cohen et al., 2018). The analysis was intended to determine whether the integration of English podcasting videos with discourse competence contributed to students' speaking achievement.

RESULTS AND DISCUSSION

The findings of this study indicated that the use of English podcasting videos integrated with discourse competence contributed positively to students' speaking skills. The effectiveness of the instructional treatment was examined by comparing the pre-test and post-test scores of the experimental and control groups. Each group consisted of 29 students, resulting in a total sample of 58 tenth-grade students at SMKN 1 Mataram.

Before the treatment, students in both groups completed a speaking pre-test to identify their initial speaking performance. The experimental group obtained a mean score of 60.41 with a standard deviation of 8.707, while the control group achieved a mean score of 62.75 with a standard deviation of 8.148. The independent-samples t-test showed a significance value of 0.294 ($p > .05$), indicating that there was no statistically significant difference between the two groups before the treatment. The normality test also indicated that the pre-test scores were normally distributed, with significance values of 0.111 for the experimental group and 0.140 for the control group. Furthermore, Levene's test produced a significance value of 0.406, indicating that the assumption of homogeneity of variance was satisfied.

Following the pre-test, the experimental group received instruction using English podcasting videos, while the control group continued learning through the audio-lingual method. The treatment involved watching English podcasting videos, identifying relevant expressions, practicing pronunciation and vocabulary, constructing dialogues, and presenting conversations in front of the class. During the initial treatment, several students experienced difficulties expressing their ideas, particularly in grammar, pronunciation, and speaking confidence. However, classroom observations described improvements in students' willingness to speak and their ability to organize spoken expressions during the subsequent activities.

After the treatment, the post-test results showed that the experimental group achieved a higher mean speaking score than the control group. The experimental group obtained a mean score of 77.37, while the control group achieved a mean score of 71.72. The experimental group's post-test performance included six students in

the excellent category, eighteen in the good category, four in the fair category, and one in the poor category. In contrast, the control group consisted of eighteen students in the good category and eleven in the fair category.

Table 1. Comparison of Students' Speaking Scores

Group	N	Pre-test Mean	Post-test Mean
Experimental	29	60.41	77.37
Control	29	62.75	71.72

The experimental group demonstrated a mean score increase of 16.96 points, while the control group showed an increase of 8.97 points. These descriptive results indicated greater improvement in the experimental group. Furthermore, the independent-samples t-test conducted on the post-test scores produced a significance value of 0.010 ($p < .05$). This result indicated a statistically significant difference in speaking achievement between the experimental and control groups after the treatment. Therefore, the null hypothesis was rejected, and the alternative hypothesis was supported.

The findings suggested that English podcasting videos provided useful learning opportunities for developing students' speaking skills. Through the podcast-based activities, students were exposed to spoken English expressions and were encouraged to apply them in classroom communication. The combination of listening, dialogue construction, and oral presentation appeared to support students' pronunciation, vocabulary use, grammatical accuracy, and fluency. The improvement was also reflected in students' increased confidence when participating in speaking activities.

The results were consistent with Bustari et al. (2017), who reported the potential of podcasts to support English speaking development. From a pedagogical perspective, podcast-based instruction provided learners with opportunities to observe spoken language models and practice meaningful communication. The integration of podcasting videos with discourse competence was particularly relevant

because students were encouraged not only to produce individual sentences but also to organize expressions into understandable conversations.

The higher post-test performance of the experimental group suggested that podcasting videos could serve as an alternative instructional medium for teaching English speaking skills. Nevertheless, the findings should be interpreted within the context of the two participating classes and the relatively short treatment period. Overall, the study demonstrated that the integration of English podcasting videos into speaking instruction was associated with greater improvement in students' speaking achievement than the instruction provided to the control group.

The positive difference is consistent with the pedagogical proposition that multimedia input can support oral rehearsal, comprehension, and more extended speaking. Sotlikova and Haerazi (2023) found that learners perceived podcasts positively, and Haerazi (2023) emphasized integration of technology with purposeful language-learning processes. The present results extend that discussion to a vocational-school classroom, although they do not isolate which feature of the combined intervention produced the observed difference.

The discourse dimension is important because speaking assessment should capture the ability to express connected ideas rather than isolated language forms (Brown, 2003; Luoma, 2004). Hidayatullah and Haerazi (2022) and Haerazi et al. (2023) similarly support structured communicative practice. Sumarni et al. (2022) offer a local example of guided production activities, while Hanan and Sandiarsa (2023) provide a related perspective on video-mediated English instruction. Sandiarsa and Firman (2024) place such methods within broader challenges of implementing effective English teaching strategies.

Interpretation must remain cautious. The baseline category distributions were markedly different, the source does not consistently report adjusted gain comparisons, and some table narratives contain transcription errors. The significance test therefore establishes a difference between post-test group means, not definitive evidence that podcasts alone caused the difference. More rigorous replication should

document implementation fidelity, comparable baseline measures, scoring reliability, and adjusted effect sizes.

CONCLUSION

The podcast-supported class obtained a higher post-test speaking mean (77.3) than the comparison class (71.72), with between-group significance value of .010. The results suggest that podcast videos combined with discourse-oriented practice can be useful for speaking instruction at SMKN 1 Mataram. Teachers may incorporate guided listening, oral summarizing, and discussion; future studies should use clearer implementation records and baseline-adjusted analyses.

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