NEED ANALYSIS FOR PODCAST DEVELOPMENT IN TEACHING SPEAKING DURING PANDEMIC COVID 19

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INFO ARTIKEL	ABSTRAK
	Abstrak: Penelitian ini berfokus pada pengembangan podcast dalam pengajaran speaking yang dilakukan melalui analisa kebutuhan. Penelitian ini merupakan tahap awal dari Research development model ADDIE yaitu tahapan analisa kebutuhan. Tahapan analisa kebutuhan dilakukan dengan metode survey yang dilakukan dengan wawancara dan penyebaran kuesioner. Wawancara dan kuesioner digunakan sebagai teknik pengambilan data. Wawancara dilakukan untuk menggali lebih dalam informasi yang berkaitan dengan kesulitan mahasiswa dalam melakukan interaksi dalam kelas speaking dan analisa kebutuhan untuk pengembangan podcast. Kuesioner digunakan untuk mendapatkan data kuantitaif mengenai kebutuhan siswa untuk pengembangan podcast. Studi ini melaporkan hasil kebutuhan mahasiswa dan dosen pengampu mata kuliah speaking terhadap pengembangan podcast yang akan dilakukan serta kesulitan yang ditemukan dalam pengajaran speaking selama masa pandemic covid 19. **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. This study reports the results of the needs of students and lecturers who support speaking courses on the podcast development that will be carried out as well as the difficulties found in teaching speaking during the COVID-19 pandemic.

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A. LATAR BELAKANG

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 (Sadikin, 2020).

This type of learning utilizes media such as smartphones and computers, as well as various supporting applications. For learning to be carried out well and smoothly, it requires cooperation between teaching staff and students (Dewi, 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). They can choose the material they like and listen to it as learning material, so the students can learn according to what they want. In addition, podcasts are used as one of the media to increase students' learning motivation. Student learning motivation is quite increased through podcasts as media in online courses (Bolliger et al., 2010). 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.Needs analysis is the first stage in the process of developing a product with a systematic approach that aims to assess and study the level of knowledge, abilities, interests, or attitudes of students. Thus, this research aims to identify: (a) the needs of the targeted students in the Speaking class, and (b) the format of the expected Podcast as instructional media.

B. METODE PENELITIAN

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 & Akkoyunlu, 2008). Analysis of learning media needs in teaching speaking would be a first step in development study. Need analysis could be done by survey method.

The survey method is carried out in order to obtain concrete data from certain places, in this case action or treatment researchers to collect concrete data that occurs in the field for each individual, for example, spreading questionnaires widely, structured opinion delivery sessions or interviews and so on (Arifin, 2020). This research 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 (2007) describes Research Subjects as informants, which means people who are used to providing information about the situation and conditions of the research site. The source of the data was English department students at Nahdlatul Ulama Univerisity of West Sumatera and

Ekasati University, and speaking class lecturers from both campus.

The data studied is primary data, which refers to first-hand information from researchers related to the research objectives. The primary data comes from the results of data collection in questionnaires distributed and interviews conducted based on the interview guide that has been designed. The questionnaires and interview guides were reviewed in terms of student learning needs. Those are indicators in the need analysis stage. Learning needs are related to interest and speaking skills, frequency of learning in daily life, difficulties experienced in learning, choice of digital learning media presentation model format in speaking courses, and the level of student independence in learning. The questionnaire was distributed to English Education students. MBKM students were also involved in collecting data. It is intended that students have experience in research, and the interview guide that has been prepared will be given to the lecturer in charge of the speaking class and the head of the study program as a decision-maker.

Data analysis techniques used in this research are quantitative data analysis and qualitative descriptive. Quantitative data analysis is used to analyse the results of questionnaires distributed to students. it can be done by persentation technique data analysis. 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 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.

C. HASIL DAN PEMBAHASAN

1) 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 podcast	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 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 PBI 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.

Based on the analysis of questionnaire data, it shows that 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 Gani (2020); Santyasa (2007) 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.

2) 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 (Anindhita et al., 2022; Kusumastuti & Supendra, 2021; Zunaidah et al., 2021). 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.

Table 2. Needs Analysis of podcast learning media

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

From the table 2 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.

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.

Beside that, 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.

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.

D. SIMPULAN DAN SARAN

Based on the results of research that has been carried out at Nahdatul Ulama Universityof West Sumatra and Universitas Ekasakti, it can be concluded that the needs of students in teaching speaking are teaching materials that are in accordance with learning objectives. teaching materials that can help students in improving speaking skills. Development of digital learning media such as podcasts. Grammar material is not really needed in the pursuit of speaking, but students have time to express opinions and can do

assignments in the form of dialogue, not in the form of grammar. In addition, in developing podcasts as learning media in teaching speaking, students want interesting podcasts, which can be accessed online and offline and can store teaching materials and can be used easily and podcasts that are able to record dialogue assignments. Suggestions or recommendations for researchers who want to do research on this topic, researchers can do it with a larger sample size and add indicators to the podcast learning media development instrument.

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