

Podcast and Translation Learning as a Means of Developing Students' Reading, Speaking, and Listening Skills

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Abstract

The purpose of this study is to evaluate the efficacy of employing podcast content and translation to improve reading, listening, and speaking abilities. An analysis using a mix of methods was developed to address such a query. To address such an issue, a treatment has to be administered. In the tenth grade of high school, there were ten students. For the lesson, the students used books with podcasts and translation-method content. To improve students' reading and listening abilities, the teacher began using podcasts. The teacher used translation to make understanding easier. The teacher instructed the students in grammar by taking the text's message to heart. In order to improve students' speaking abilities, the teacher also taught retelling, explaining pictures, and discussion. Pre and post tests were administered as part of the treatment. An assessment rubric was utilized to evaluate the pre-test and post-test. Analysis was done on the pre-test and post-test results. It is possible to conclude from the analysis of this type of result that the use of podcasts and translation to improve reading and listening comprehension and speak more fluently is successful. This outcome can be used by the teachers to teach the pertinent subjects. It can also be developed for comparable applications by other researchers.

Keywords

intonation, podcast, speaking proficiency, translation, vocabulary

Introduction

For the majority of people worldwide, the Internet is a necessity. Online, anyone can share any kind of information. People are able to engage with one another, share a lot of knowledge, and advance in every sector. Additionally, the advancement of technology makes it possible to use the internet in the classroom. It aids in the development of the pedagogical viewpoint of both educators and learners. Previously, it was impossible for anyone to get the audio recording and script for instruction. However, using the internet today makes it easy to obtain such a thing (Prasetyo and Nurhidayah, 2021).

Online distribution of content could include news and recordings, for instance. The populace had the option of receiving stuff for free or for a little fee. A "podcast" is a recording that the script has finished. By reading the script, the audience could understand what the speakers were saying. The use of podcasts by the pupils could help them improve their reading and listening abilities. They have access to any content they desire. There are moments when it is free. It makes the teaching-learning process more effective (Indahsari, 2020).

Additionally, listeners must be aware of the meaning of the speakers' words and phrases in order to comprehend their intentions. It is necessary to use a dictionary to determine the meaning or definition of words and phrases. The listeners must look up unknown terms and expressions in the dictionary. Word-for-word or expression-for-expression translation is crucial for EFL listeners to understand the speakers' meaning. However, speaking is an extremely difficult skill for EFL students to develop.

In speaking class, the majority of the pupils are reluctant to talk in English. When the teacher asks them to share their opinions, they frequently remain silent. They appear to be at a loss for words and actions. They must expand their vocabulary to have a wide enough selection of terms. To confirm the meaning of the words or phrases, they can consult their print or electronic dictionary. It is thought that Asians place more emphasis on acquiring vocabulary accurately than they do on guessing (Desnaranti et al., 2022).

However, developing vocabulary involves gaining reading and listening abilities that are supplemented by translation. A person can use vocabulary to communicate their intentions to others. Speakers that have a wide enough vocabulary can choose the right term to translate their ideas into words or sentences. According to Suseno et al. (2022), people can employ tactics to translate the text such as comprehending the words' core meanings, categorizing them, and grouping them.

According to Tsang (2019), mastering listening also entails learning pronunciation. The students could pronounce words clearly and it might prevent misunderstandings if they did this. According to Rahma (2022), teachers should encourage their students to conduct web searches in order to get them interested in speaking practice. This article uses news from VOA. There are many themes to pick from on this website. The pupils will be inspired to participate in the discussion by reading the selected topic. The broadcaster's production of the pronunciation is accurate. They speak the words and frequently utilize them in conversation. However, some of the words are strange (Rashid

et al., 2022). The media plays a crucial part in advancing educational objectives. Students and teachers that use this technology are able to upgrade their expertise (Ediyani et al., 2020).

For pupils to embrace the practical usage of English, authentic material like VOA news is crucial. Reading the content is useless if the students don't comprehend the words and phrases. The ability to comprehend words and phrases when reading a text must be taught to the students. To aid pupils in understanding the texts they read, learning translation needs to be improved. Additionally, expanding one's vocabulary is crucial for supporting speaking abilities. Speakers are able to convey their ideas thanks to it. The majority of high school pupils struggle to express themselves in a classroom setting. They lack enough words to express themselves. It increases their barriers to speaking practice. Additionally, it leads to insecure conduct (Setiawan and Sulhan, 2021).

The purpose of this study is to demonstrate the value of using translation and podcasts to help students improve their speaking abilities. The research procedure will start with the research question in order to accomplish this kind of goal.

1. How does the teacher use podcasts and translation to improve speaking students' reading and listening skills?
2. How well do podcasts and translation work to improve reading and listening comprehension for speaking?

Method

Enhancing the teaching-learning process is necessary to meet the study's objectives and answer the research questions. Getting the data is necessary. Pre-test and post-test data will be examined both qualitatively and quantitatively. The qualitative analysis was finished first in order to put such an approach into practice. It explained how the results matched the study's objectives. The quantitative analysis was used to validate such kind of finding. It was a particular analysis that changed the pre- and post-test outcomes to contrast them. The study's overall conclusion was enhanced by this type of statistical analysis. The students had to respond to various questions on their daily activities and English learning in order to receive their pre-test and post-test results. The pupils were asked to describe a picture in order to learn more about their speaking abilities. One question talks about their favorite activities, one asks about their perspective on learning English, and one asks them to describe a picture. Such queries and inquiries can be used to learn more about the pupils' proficiency with vocabulary, intonation, and fluency. The visual description and question responses were given verbally in front of the teacher for evaluation. This type of study solely observed the interference of podcast materials and translation method to improve reading and listening skills in order to get the desired result. It has been modified to teach speaking skills to teenagers. The information gathered from the teaching-learning process was qualitatively examined. It was covered using the inductive method. In order to determine the objective outcome, the pre-test and post-test results were also evaluated. Gaining knowledge of the study's validity is crucial. However, because of the pandemics, the activity was carried out online. Ten

students in the tenth grade participated in this study. This treatment took place after school hours in order to increase students' enthusiasm of learning. Additionally, there would be 18 possibilities for therapy in order to finish the research. The teacher joined the WhatsApp group and added each participant before the treatment began. The media is responsible for carrying out the teaching and learning process. The instructor instructed the pupils to post their response through voice message. Additionally, the speech evaluation rubric was used to fill in the pre-test scores. The instructor checked that each student had their phone before beginning the procedure. The teacher had the students download an electronic dictionary to their phones in order to check whether they had access to the internet. This dictionary can be used to look up the definition, pronunciation, and example sentences of terms, which helps to improve the teaching and learning process. The manner in which the substance is delivered is consistent throughout each phase of treatment. First, the teacher reviewed grammar with the class and instructed them to do the bilingual activities in their books, as shown in figure 4. When they were done, the students uploaded their work to a WhatsApp group for evaluation. Each pupil had to make sure he understood the grammar that was being discussed. The teacher instructed the pupils to visit the provided URL to access the reading material as shown in figure 5 in order to help the grammar rules stick in their minds longer.

Additionally, he instructed them to press the sound button to hear how each phrase was spoken precisely. You can see it in figure 6. Later, he gave them the command to read it out loud and submitted it as a voice note. The teacher asked the students to circle the sentences that connected to the grammar being discussed and to match the sentences with the offered translation in order to change their perspective on how to comprehend how to use grammar. The instructor gave out the YouTube video's URL once the assignment was finished. Figure 7 depicts it as a particular type of podcast. In the first segment of the show, the manuscript is displayed. For the unknown words, the teacher advised the students to consult their dictionaries. The teacher gave the pupils the assignment to recount the story after watching it in order to improve their speaking abilities and submit it to the WhatsApp group. The teacher also shared the images to show how the students' speaking abilities were growing. They required that the students describe them.

In order to do this, they created a description that was supported by their electronic lexicon and posted it for discussion and revision. They used a voice note to read the right written description aloud. The teacher gave out the question sheets, which have two parts, A and B, for the final stage of speaking development. They used their prior knowledge to practice questions and responses in pairs. It was done via video call. The aforementioned steps were completed in 18 chances. The pupils completed a post-test on the last opportunity of the treatment. The pre-test and post-test both include the same question. It is done to assess the treatment's efficacy. By modifying several charts, the data from the pre- and post-tests were evaluated.

Results

A pre-test was given to the pupils to determine their level of speaking proficiency before to the treatment. An interview and describing an image make up the test. It is a method of learning more about the pupils' prior knowledge when presenting the ideas. The students weren't prepared to take such an exam. The pupils sat down in their chairs. As seen in picture 1, teachers ask each student during an interview.

Questions

1. Is English difficult to learn? Tell us the reason!
2. Is English important for your future? Tell us the reason!
3. What are the difficult parts of English? If any!
4. Is English your favorite subject? Tell us the reason!
5. What kind of suggestion will you tell us to learn English?
6. Tell us about something you love to do!
7. Describe the picture below!

Figure 1. The interview of the pre-test and post-test

The pupils need a hook in order to be invited to speak out. It's an image. Students share their thoughts about the story when asked to describe an image. They will be prompted to recount every detail from their point of view. The pupils will be motivated to explain each element of the image as precisely as they can. It's a useful technique for encouraging pupils to apply their terminology to the description. As may be observed in figure 2, it shows a park's landscape. A monument, trees, people, and a lot of other things will all provide the pupils with story ideas.



Figure 2. The picture of the test

After the pre-test, the books that would help the pupils improve their treatment were given out. By reading such a book, any pupil may follow the instructions. Any student who wishes to study English utilizing the Grammar-Translation Method and podcasts should read this book (Susenoat al., 2022). The title of the book is Belajar Bahasa Inggris melalui Video Call (Learning English through Video call). Below is a picture of the book's cover. The students can find such a book from Indonesian market place like shopee, Lazada, and many others.



Figure 3. The book Title "Learning English through Video call" (translation)

The book covers the development of the four fundamental competencies—speaking, reading, writing, and listening. The pupils were able to obtain the internet resources required to finish the tasks by using the attached URL. YouTube materials are discussed in the content. Additionally, the pupils can learn about the manuscript that is being read aloud. Additionally, the book employs the Grammar-Translation method to enhance comprehension of grammar review. It makes it easier for the students to comprehend the text's and the recording materials' content. Acquiring knowledge about it aids students in improving their proficiency in reading and listening. Below are samples of the substance.

As seen in figure 4, The lesson is taught in the student's mother tongue. Put the subject pronouns at the start of the sentence, it instructed. Otherwise, start the phrase without the object pronouns. Avoid starting object pronouns with "the." It is crucial to give such a directive. It provides instructions on how to correctly use subject and object pronouns. Building sentences helps the pupils comprehend the subject. The instructions and examples needed to finish the activities are taught to the pupils. Learning grammar involves these three processes explanation, illustration, and exercise. To fully grasp something, they all rely on their bilingualism. Implementing in this way aids pupils in translating their L1 viewpoint into L2. It makes it simpler for them to comprehend how to form L2 sentences.

Unit 16

Object Pronoun

* Untuk membaca setiap kata bahasa Inggris di dalam kotak, kita harus menirukan pengucapan dari aplikasi.

Subject pronoun	Object pronoun	Arti
I	Me	Saya
You	You	Kamu, kalian
We	Us	Kita, kami
They	Them	Nya (mereka)
He	Him	Nya (pria)
She	Her	Nya (wanita)
It	It	Nya (binatang/benda)

Letakkan subject pronoun di awal kalimat dan letakkan object pronoun tidak di awal kalimat dan tidak boleh diawali dengan kata 'the'

Contoh

Saya di depan mereka = I am in front of them

Latihan

A. Terjemahkanlah soal di bawah ini ke dalam bahasa Inggris dan hasil pekerjaanmu tunjukkan pada guru!

1. Roy di dekat kita =
2. Lisa di sampingku =
3. Kita di belakang mereka =
4. Rudy di sebelahmu =
5. Itu adalah Andy. Saya di depannya =
6. Itu adalah Mary. Kamu di dekatnya =

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Belajar Bahasa Inggris Melalui Video Call

Figure 4. The implementation of Grammar Translation Method

The exercise is stated in Indonesian to translate into English. The sentences of the exercises are stated: 1. Roy di dekat kita (Roy is next to us). 2. Lisa di sampingku (Lisa is beside me). 3. Kita di belakang mereka (we are behind them). 4. Rudy di sebelahmu (Rudy is next to you). 5. Itu adalah Andy. Saya di depannya (That is Andy. I'm in front of him). 6. Itu adalah Mary. Kamu di dekatnya (That is Mary. You are closed to her).

I Live in Pasadena

<https://www.eslfast.com/easydialogs/ec/dailylife001.htm>

- A** : Where do you live?
B : I live in Pasadena.
A : Where is Pasadena?
B : It's in California.
A : Is it in northern California?
B : No, It's in southern California.
A : Is Pasadena a big city?
B : It's pretty big.
A : How big is "pretty big"?
B : It has about 140,000 people.
A : How big is Los Angeles?
B : It has about 3 million people.

Terjemahan

A : Where do you live? = Di mana kamu tinggal?
B : I live in Pasadena. : Saya tinggal di Pasadena
A : Where is Pasadena? = Di mana Pasadena?
B : It's in California. : Berada di California
A : Is it in northern California? = Apakah di sebelah utara California?
B : No, It's in southern California. : Tidak. Berada di sebelah selatan California

Belajar Bahasa Inggris Melalui Video Call

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Figure 5. Implementing podcast

It is necessary for the pupils to align their grammatical knowledge with the real contents. It is crucial to teach students how to apply what they have learned to the relevant materials. Figure 5 illustrates how the podcast manuscript focuses on the two individuals' conversation. It is related to the content that the students have already learned. It has to do with nominal sentences. However, only a few sentences—such as "It's in California, It's in southern California, and it's pretty big"—contain the grammar that has been addressed. Furthermore, students have the opportunity to acquire verbal sentences such as "it has about 140.000 people." They also pick up on the yes-or-no and informative inquiries. They might acquire them by using the translation that was offered. It is the acknowledgment process. To have the right comprehension, these elements are covered in full in the other section. Students are required to match the sentences in the translation box with the sentences in the manuscript. Students who complete such an exercise are better able to understand the text's content.

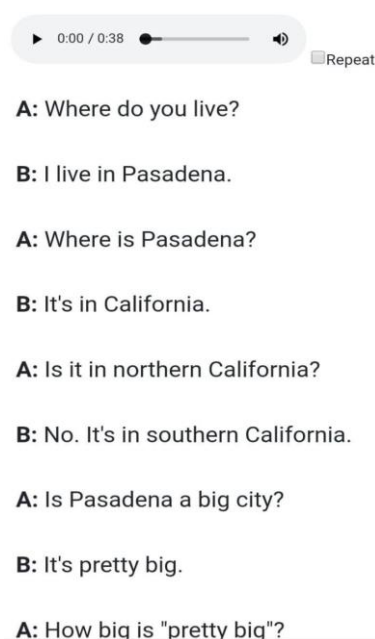


Figure 6. Podcast page

It consists of an audio recording and a chat script. Podcasts contain this kind of stuff. Students will be directed to the podcast website by clicking the URL provided in the book. By pressing the sound button, as depicted in figure 6, the pupils could listen to the tape. The speaking rate on the recording could be adjusted by the students to match their proficiency level. The teacher might give the students instructions to mimic and repeat the sound. They simultaneously read the transcript and listened to the recording in order to improve their reading and listening comprehension. They improve as listeners and readers. They learn these from reliable sources. For students studying EFL, education is crucial. They could use what they know to apply to real-world content. It is the process of developing a natural, automatic understanding of voice and text.



Figure 7. Retelling the story from podcast

Students need to be able to work independently once they have learned grammar, sentence composition, and listening. The lecturer gave the students instructions to click on the podcast's URL. Participants listened to the native speaker describe an image after clicking it. The way the native speaker explains the images must be mimicked by the students. It involves using the provided image to further create a concept. The native speaker describes every little detail of the scene in exquisite detail. The transcript is included with the story. It makes it easier for them to match the words they read and heard. This type of approach uses a native speaker's description of an image as an example. The students rephrase the description in light of the documentation in order to develop a natural grasp of reading and listening. The pupils imitated the speech pattern of the native speaker. They could employ this practical tactic. It helps pupils improve their reading and listening comprehension. A podcast image was utilized to narrate, as shown in Figure 7.



Figure 8. Describing a picture

It is necessary to improve the pupils' capacity for concept delivery. They acquired reading, listening, and storytelling skills through podcasts. By using it frequently, they improve their suprasegmental learning, pronunciation, and vocabulary. The teacher asked them to describe a picture in order to help them become more fluent speakers.

They can better use the knowledge they have already acquired by practicing it. Their understanding of sentence construction helps them to acquire the narrative flow when telling a visual. Additionally, they improved their word choice skills. It's critical to foresee when they can run into difficulty when articulating the thoughts. They were prompted to use their best speaking voices when narrating an image. Figure 8 shows a picture of a park with people walking around, with buildings and trees in the background. It encourages the students to talk a lot in order to describe every aspect of the image.

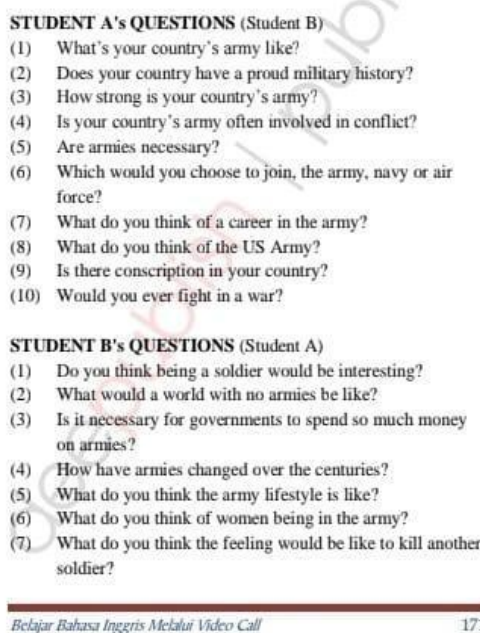


Figure 9. Discussion questions

The instructor pushes the pupils to converse with friends in order to increase their fluency. He gave the organization access to the material. The questions on the sheet spark a discussion among the pupils. Part A and Part B of the questions belong to different people. They exchange questions and answers back and forth. They could ask the teacher for clarification on some complex subjects. This type of conversation took place over a video conference call. The children can read their partner's mouth movements and facial expressions only by glancing at each other. It makes it easier for them to understand the voice of the statements. Figure 9 illustrates the two sets of questions. They prompt the pupils to express themselves. This is their chance to use everything they've learned so far to address the query. The purpose of the provided questions is to help students improve their abilities to pose inquiries to others on related subjects. It improves their capacity for speaking practice.

Pre-test

Instructors need help figuring out how proficient the students are at speaking. It's a speech evaluation rubric. A few categories are mentioned, such as word choice, intonation modification, and fluency development. Teachers must utilize this kind of rubric in order to determine the right scores. Suseno and Setiawan (2020) state that

teachers can assess their students' speaking abilities by utilizing this kind of criteria. They developed the following rating system.

Speaking Evaluation Rubric

The tools people employ to communicate their ideas are words. They stand in for the ideas that are existed in the mind. Every purpose can be conveyed in just one word or sentence. Information can be shared between people when thoughts are communicated through language. Someone's collection of words helps him communicate his views as clearly as possible. Acquiring fluency in speaking via practice is crucial. If both speakers and listeners have enough words in their heads, they can comprehend each other with ease.

As indicated by Table 1. There are five criteria used to evaluate pupils' language knowledge when presenting concepts. If a kid in the first group is unable to speak nearly a single word, then their vocabulary knowledge is quite poor. The scores that are provided vary from 50 to 59. It is dependent upon the term and the speaker's ability to pronounce it. Students will receive a score between 60 and 69 if they can intermittently state two or more words. It's not good. The more accurately they pronounce the word, the higher the score they will receive. Additionally, with enough words at their disposal, the pupils can select the right phrases to convey their ideas. They will receive a score between 70 and 79 if they only sometimes express their opinions. It falls under the category of average. The ability to comprehend the message is hampered by this kind of ability. On the other hand, pupils who can clearly communicate their thoughts will receive a score between 80 and 89. This group is known as the proficient learners. Students who can articulate their ideas with appropriate word choice and pronunciation can score between 90 and 100.

Table 1. Choosing Words

No	Range of Description Scores	Description
1	50-59: Very bad	Almost cannot utter a single word.
2	60-69: Bad	Saying two or more words intermittently.
3	70-79: Average	Conveying the ideas intermittently.
4	80-89: Good	Expressing an understandable opinion.
5	90-100: Very Good	Delivering the ideas properly both in choosing and pronouncing the words.

People should use appropriate intonation to accentuate their words when expressing ideas. It aids them in making their intentions clear to others. Their ability to do so makes them enjoy the purposeful process of information exchange. Table 2 illustrates that pupils whose intonation is flat during a discussion would receive scores ranging from 50 to 59. It is awful. When practicing speaking with intonation, pupils must coordinate their tone with their intention. They will receive a score increase from 60 to 69 if they are unable to pass. It's not good. Speaking practice requires that intonation be used at the appropriate time. The parts of the words that need to be pitched or lowered must be made clear to the students. Students with such skill will receive a score between 70 and

79. It is necessary to practice using intonation in every conversation. Students are frequently caught in intonation flatness. If a student has such a defect, their score will range from 80 to 90. However, students will receive a score between 90 and 100 based on their ability to use intonation appropriately and on rare occasions when they become flat. It's really good.

Table 2. Adapting Intonation

No	Range of Description Scores	Description
1	50-59: Very bad	The intonation is flat.
2	60-69: Bad	Adapting the intonation but It does not reflect the intention.
3	70-79: Average	The proper intonation is adopting in some occasions.
4	80-89: Good	Putting the right intonation on the proper place but sometimes falling into the flat.
5	90-100: Very Good	Saying the tone of the words smoothly in accordance with the intention.

Pausing throughout a conversation needs to be adjusted. This is the time to make brief stops during the delivery. The delivery is easier to understand when the appropriate pauses are taken at the appropriate times. It's a chance for knowledge exchange when speakers and listeners can both come to a common understanding. However, misplaced pauses during delivery will distort the meaning. Students with low vocabulary frequently pause at inappropriate times. They appear to stop speaking when they are choosing words. They search for the right words to express what they are thinking. If they are unable to find the right words, they will be stuck in a protracted silence. Students who are stuck in a lengthy wait will receive grades between 50 and 59, as can be shown in table 3. However, the pupils' proficiency in sentence construction, word choice, and intonation also affects the level of fluency. With these skills, the pupils will receive grades ranging from 80 to 89. Students who struggle with sentence construction, on the other hand, will receive grades ranging from 60 to 69. It's not good. However, those who are proficient at crafting sentences will receive a score between 70 and 79. The most amazing gift is thought to be flawless fluency with the ability to choose words, compose sentences, tone, and pause. Students with these kinds of skills will receive grades between 90 and 100.

Table 3. Getting the Fluency

No	Range of Description Scores	Description
1	50-59: Very bad	Delivering ideas with a few words or phrases in a long pause.
2	60-69: Bad	Delivering ideas with improper sentence building.
3	70-79: Average	Delivering ideas with proper sentence building.
4	80-89: Good	Delivering ideas with proper sentence building, choosing words, and intonation adaptation.
5	90-100: Very Good	Expressing concepts using appropriate sentence structure, word choice, pause placement, speaking tempo, and intonation modification.

A pre-test was given to gauge the students' prior speaking proficiency. By responding to some interview questions, pupils are putting their degree of utterance ability to the test. This exam measures their vocabulary, intonation, and fluency. The speaking assessing rubric was modified to complete the scoring system. Below are the results of the pretest.

Table 4. Pre-test Score

	Vocabulary	Intonation	fluency	Average
Average	63.5	57.1	56.8	59.1

Post-test

After the course of therapy, the students completed an exam. This test is a follow-up. These are the pretest-style questions from the test. The purpose of the post-objective test is to monitor how well the pupils are speaking. Comparing the outcomes of the two exams allows one to determine how many the students' vocabulary growth, intonation appropriateness, and speaking fluency improved. The post-test findings are shown below.

Table 5. Post-test Scores

	Vocabulary	Intonation	Fluency	Average
Average	85.4	83.2	84.7	84.4

Discussion

Answering Research Question 1

The instruments and approaches used in the treatment include the grammar-translation approach, YouTube, podcasts, and the description and conversation. Throughout the teaching and learning process, they are employed to address the research question and the study's goal. After being finished online, they were sent to a WhatsApp group. How does the teacher use podcasts and translation to improve reading and listening skills for speaking? is the first research question. Such a question requires analysis of the relevant findings in order to be answered.

Enhancing Reading Skills

The teacher gave the students instructions on how to use the provided URL to get better at reading. It's related to the script for the podcast. It is used for reading content. Selecting such a resource will help the concerned students' background knowledge. There is a lot of content in the podcast at different skill levels. Thanks to the resources provided, the instructor can use the appropriate content to help the students understand. It is depicted in figure 5. It has to do with the basic conversational script.

To understand the script's phrases, the students must learn the grammatical conventions used in it. It suggests that pupils must first master grammar in order to comprehend the substance of the script. The instructor used a grammar-translation method similar to the one shown in figure 4 to help students understand how grammar works. It's a way of teaching bilingualism through exercises, examples, and teaching. By comprehending the grammatical content of the script, the students were able to comprehend the message included in the text.

Sometimes it's difficult to translate anything word for word. It could be the situation of expression via expression. Figure 5 illustrates how the instructor provided a translation that was in line with the original sentences in order to achieve this goal. This method may aid students in expanding their vocabulary. The pupils contrasted the fragmented translation with the sentences in the script.

Language is a crucial tool for communication in social situations. People need enough words and phrases when speaking in order to construct complicated sentences. Words and social requirements seem to go together like nuts and bolts. People can increase their vast knowledge bank by possessing vocabulary knowledge (Giawa, 2022). Lexicon is the foundation of linguistic comprehension. People become more confident in their ability to govern their own language as a result since their vocabulary determines how well they use language (Suryadi, 2018).

Enhancing Listening Skills

Speaking abilities can be improved by listening more (Saputra, and Akib, 2020). The pupils may comprehend the speaker's intention by improving their listening abilities. The teacher gave students listening skills exercises to help them achieve this aim. The teacher could use the podcasts' records as the source for the listening material. The teacher profited from using the script for the reading lesson by requesting the pupils to use the sound button (Budiasningrum and Rosita, 2022). Students can also discover reading and listening materials online at the same time. The podcast contains content of this nature (Camelia et al., 2021). However, podcasts offer a range of subjects. It allows pupils to sort out the subjects they are most interested in. Students who listen to podcasts frequently may become independent. Additionally, it might improve their verbal fluency. The podcast is accessible at all times and locations. Thus, it might improve outdoor education (Alfa, 2020). In image 6, it may be observed.

Enhancing Speaking Skills

By using podcasts and translation, the students' listening and reading skills might be leveraged to improve their speaking abilities. The teacher used the YouTube content to retell the story in order to improve his or her students' speaking fluency. The students could include these utterances into their speaking practice by mimicking the native speaker's speech pattern. The substance is displayed in figure 7.

The teacher asked the pupils to describe photos so she could observe how their speaking abilities were growing. The instructor could observe how the students used their speaking skills by describing images. Figure 8 shows how to describe using images.

Additionally, discussions are yet another way to get the pupils speaking more. The students were given the question sheets by the teacher. There are two categories, A and B. The idea is to have the pupils speaking to one another in pairs. The lesson was in the teacher's hands. He volunteered himself to help the pupils deal with their speaking issues. The discussion-starting questions are shown in figure 9.

The research question 1 is addressed by observing how the previous steps—applying the grammar translation approach, utilizing podcasts and YouTube, describing images, and discussion—have been used. They provide the teacher with the cues necessary to teach speaking while enhancing reading and listening abilities through the use of podcasts and translation.

Building a vocabulary is necessary for speaking and reading. The words and phrases are what enable the listener or reader to comprehend the message by expressing the speaker's or writer's intention. The ability to communicate will be hindered both the speaker and the listener. It is crucial for pupils to translate words and phrases they read in text because it helps them expand their vocabulary. Learning grammar, reading, listening, writing, and speaking will all benefit from comprehending the words and phrases used to increase vocabulary (Lestari and Isma, 2019). The depth of a person's vocabulary viewpoint, however, determines how much they can understand. The students can understand the passage's meaning by translating a lot under the teacher's direction (Suhendar, 2019). Many EFL learners think in their native tongue while conversing in English with others. Before making utterances, they were mentally translating the words or phrases from L1 to L2 or vice versa.

Speaking on various topics is very challenging. A broad vocabulary is needed to enable the speaker and listener to discuss anything. The resources for words and phrases are in the reading media. It could be online or offline. By being exposed to the media quite often, students will enrich their vocabulary to reach speaking proficiency. By having sufficient vocabulary, the speaker and listener can discuss anything they want while experiencing no obstacles. It lessens their worry and boosts their confidence (Nety et al., 2020). The true background might be best provided by using authentic material. Such activities could increase pupils' speaking and writing independence (Sukmawan et al., 2021).

Answering Research Question 2

How well does using podcasts and translation for speaking reading and listening skills? is the second research question. A mix-method analysis is required to address this query. In order to evaluate the effectiveness of the treatment, the speech assessment rubric must be implemented on the scoring system. Pre-test and post-test results would be assessed qualitatively and quantitatively in order to satisfy the study's objectives and provide an answer to research question 2.

The process of analysis can serve as a cue to indicate how well pupils are able to construct vocabulary, use appropriate intonation, and communicate their ideas. Figure 10 below shows how the pre-test scores were evaluated in depth using the rubric.

Pre-test

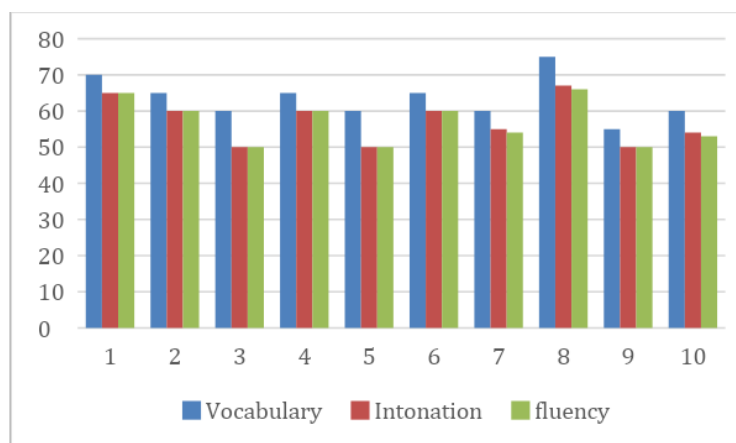


Figure 10. The scores of the Pre-test 1

Vocabulary Enhancement

As seen in Table 1, the majority of pupils scored 63 on the vocabulary test. This level of mediocrity is considered subpar. The rubric makes mention of this category. It states that a student's vocabulary-building ability is deemed poor if they have trouble choosing the appropriate words to express their goals, and if their speech is frequently interrupted by a brief stop after pronouncing three or more words in a row. They received a range of grades. The greatest score is 75, and the lowest is 50, as shown in chart 1. However, the average score is just 63, which suggests that the students must improve because they will find it difficult to communicate their ideas to others if they have insufficient words in their heads. Their capacity to converse will be hampered (Suyadi, 2018).

Intonation Adaptation

As seen in chart 1, only one student achieved a score of 67 on the intonation examination, while the other three students received 50. Table 1 shows that 57 was the pre-intonation test's evaluation average. In accordance with the standards, it qualifies as really awful. It shows that the majority of students were only able to utter one or two words in an unclear tone of voice. This type of reality distorts the students' understanding of the intention. The speakers will give the impression that what they say has real meaning to the listener. According to Anggraini (2022), intonation is a spoken melody that highlights the words' changing pitch and modulation. It could lead to the interlocutors being the target of a certain aim. Therefore, students need to increase such kind of quality in order to make their statements meaningful and understandable.

The pupils need to improve their pronunciation in order to communicate their intentions. It entails combining linguistic sounds, applying word stress, and adjusting intonation

(Anggraini and Hartati, 2022). When practicing speaking, it is crucial to adopt the right intonation because it affects both the attitude and the emotions as well as the language's rhythm. It is an effective tool for messaging (Dewaele et al., 2019). The speakers' intonation, which they produce to match the appropriate pitch of words when conveying utterances, is a melody (Idemaru et al., 2019). There are additionally three different intonation levels: low, mid, and high. To help others comprehend what they are saying, people can use cues like raising and lowering their voices and word stress (Alsmadi et al., 2020).

Fluency of Speaking

For the purpose of communicating ideas to others, fluency is crucial. According to Table 1, the majority of students in this field received 57. In addition, chart 1 shows that just one student received 66, while three students received 50. This type of information can suggest that the students' proficiency in the subject of fluency is quite low. The majority of pupils struggled greatly to portray words or phrases in this rubric category in terms of voice tone, word choice, and utterance fluency.

From the three areas that were evaluated, it appears that the majority of students require some interventions to increase their speaking proficiency. The pre-average test's score provided evidence of this. It is 59. On the basis of the rubric, it is classified as very terrible. They require some time to complete their speaking, listening, reading, and writing coursework. It results in precision that emphasizes vocabulary, pronunciation, and grammatical structure. The resources should all be properly improved to achieve speaking fluency (Aman and Mahamod, 2022).

People can increase their fluency in language by focusing on the performance of speed, correctness, and smoothness. The parties must come to a common understanding, which is crucial for them (Aman and Mahamod, 2022). They also need to transmit their statements with the appropriate pause to make their speech sound natural and harmonic and to make it easier for listeners to understand. It promotes successful information exchange between speakers and listeners (Zulhemindra et al., 2022).

Post-test

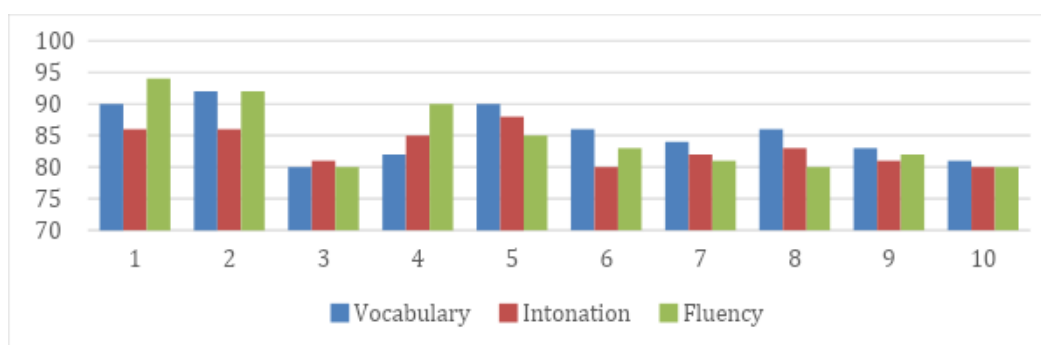


Figure 11. The scores of the Post-test 1

Evaluating the students' ability to speak following the treatment. It's crucial to consider the speaking assessment rubric when reviewing the results. It might make the state of the students' competency clearer. The table score includes three elements, including vocabulary, intonation, and fluency. The post-test analysis is condensed into a chart format to make it easier to understand. In Fig. 11, it can be observed.

Vocabulary Enhancement

After beginning the 20 treatments, the pupils' proficiency in vocabulary building was reevaluated. One student scored 92, as can be shown in chart 2. It receives the best rating. However, there is only one kid that received an 80. This one is the lowest. The average score for vocabulary development in the post-test, as shown in table 2, is 85. According to the criteria, this kind of score is considered to be good. According to the rubric, the good category for vocabulary building indicates that most students had no trouble selecting the appropriate words to explain their ideas, but it took them a little while to be able to recall the terms they had previously learned. There were pauses as a result. Additionally, students are better able to translate their thoughts into the appropriate words and phrases when they have a significant vocabulary in their heads. In other words, given an adequate vocabulary list in their heads, the pupils may engage in extensive speaking practice. Vocabulary is crucial for pupils to develop intercultural understanding with English speakers (Giawa, 2022). It appears that the reading material included in the podcast has the potential to broaden the students' list of vocabularies.

Intonation Adaptation

As can be seen in table 2, the majority of pupils received 83, however two received 80 and one received 88. According to the rubric, the average score of 83 in the area of intonation was considered good. The majority of students were able to express a distinct objective with three or more phrases and a tone of voice. The students were able to convey their opinions appropriately, which falls under the "good" category. It suggests that the students could encourage their speaking partners to participate more in their conversation by using the appropriate tone. Both conceptually and practically, the listeners were able to understand the speakers' goal. The speakers can integrate, arrange, and communicate their intentions with the right intonation. The use of podcasts in therapy appears to have aided in the development of intonation abilities. The pupils' understanding of intonation may be improved by listening to the tape as they study speech and reading. By mimicking the intonation of the native speakers' speech in the audio, they picked up the language.

Fluency of Speaking

The twenty treatments improved the students' speaking fluency to a good level. As can be seen in table 2, the majority of students scored 85 on the post-test. On the other side, just one student received a 94, while three others received 80. However, the average fluency score of 85, as indicated by the rubric, indicates that the majority of students could transmit words or phrases without any trouble in terms of voice tone or word choice. Listeners can clearly understand the utterance. It indicates that the pupils can

have appropriate conversations. They have no trouble selecting the right words to use when speaking. The students might continue the topic more vigorously if they have this level of fluency. Students can develop fluency by answering inquiries from others in a meaningful manner by connecting words and phrases, using the correct pronunciation, intonation, and sentence structure (Zulhemindra et al., 2022). The use of GTM and podcasts has an impact on the students' growth in speaking fluency after receiving treatment. Learning grammar with GTM improved their ability to use it. Additionally, by using podcasts in the program, the students' vocabulary and intonation skills improved.

The Comparison

The majority of the students might, based on the rubric criteria, reach a good category, despite the fact that the extent of the gain varies. Their post-test average is 84. It implies that nobody in this study came up short. The majority of students can articulate their thoughts clearly. They have no issues communicating the ideas. They were permitted to continue talking for however long they want. It allows them to elicit information from the listeners and allows them to appropriately communicate any ideas with others. It indicates that the students' speaking fluency is improving as they practice.

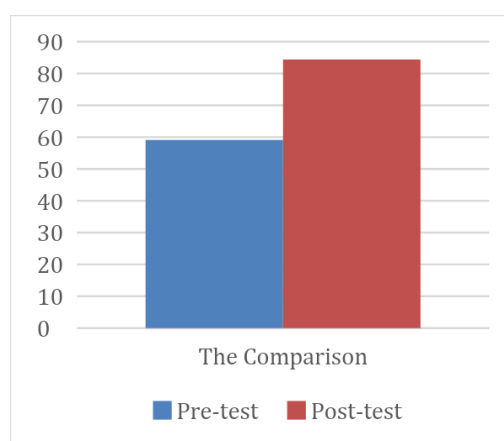


Figure 12. The Comparison between the Pre-test and the Post-test Scores

The two average scores yield various outcomes. Prior to beginning treatment, the majority of students scored 59 on the speaking proficiency test, with 52 being the lowest and 59 being the most. This score is considered poor by the rubric. The majority of students don't have enough words or phrases to adequately express their ideas. They also struggle with sentence structure. Additionally, the tone of the phrases they said did not reflect their intended meaning. It may be claimed that they struggle to communicate their views, in other words. The score in chart 3 is an example of this kind of quality.

However, majority of the students scored an average of 84 on the speaking proficiency test in the post-test section. According to the rubric, it is rated as good. It is significant when a category moves from terrible to good. It implies that the therapies are effective for them. This type of achievement has advanced by 25.3 points. They may also be considered to have improved by 0.25 percent overall. The students could become proficient speakers as a result of this form of development. They might communicate

their objectives in that way. The pupils did not experience the anxiety that smaller vocabulary lists cause. The achievement of speaking fluently demonstrates it. The assistance of speaking abilities might also help to lower anxiety. Implementing podcasts and translation techniques for the tenth graders to improve their speaking proficiency has a real impact on this kind of achievement (Nety et al., 2020).

As indicated in the introduction, the use of podcasts to increase speaking proficiency is also taken from the earlier study. The usage of VOA learning as online reading material to supplement the therapy is effective. It's fantastic to find things like these. The students can be motivated to practice more as a result. It might make students' idea exchange during speaking practice easier (Camelia et al., 2021). However, the translation approach used in this study was able to finish what the other study began.

Additionally, the pupils' speaking abilities had changed as a result of the treatments' eighteen opportunities. It transformed a negative quality into a positive one. The students' capacity to communicate their intentions may be impacted by this kind of development. By obtaining some information from others, it could inspire the pupils to deepen their understanding of any subject. So, it is possible to say that using podcasts and translation techniques to improve speaking ability is successful. As a result, research question 2 has been resolved. The study's objective was established as well.

The methods used in this study could be replicated later to meet classroom needs for both formal and casual learning because podcasts lack authentic content to improve the teaching-learning process (Alfa, 2020). Additionally, it is also feasible to use this kind of strategy for outdoor activities. As long as there is internet access, this method can be used anywhere by both teachers and pupils. Certain content require improved internet access to be activated. The other instructors and students might follow the processes in a systematic manner, just as it was done during the treatment, to get the same outcome.

However, this is not the complete body of work. In order to get the desired quality, more research is required. Even while it is reported that the majority of pupils advanced, this does not necessarily mean that it is the end. They still need to improve their skills, particularly in speaking exercises. Thus, the creation of podcasts and translations to improve speaking ability can encourage other scholars to work on the same topic using podcasts. Podcasts also give students another medium to improve their speaking skills. It is a crucial tool for language instruction (Suhendar, 2019).

This kind of research is difficult to do. It took place after school. As a result, the majority of participants weren't fully engaged. They were motivated to leave the session by their weariness and other commitments. Of sure, it had an impact on the study's outcome. Additionally, any study supported by the teaching-learning process should be combined with any activity done during school hours.

By the way, using GTM and podcasts could improve the classroom instruction of speaking and pronunciation. Teachers and lecturers are motivated by these kinds of discoveries to include them into the teaching-learning process for relevant subjects. It might improve their methods for raising students' speaking abilities. Due to the variety of themes

offered, it may therefore improve the students' knowledge of where to acquire different materials for speaking classes.

Conclusion

Both reading and listening content can be found on the podcast. It was accessible online. Students can easily locate it. Additionally, learning via a podcast involves expanding one's vocabulary. Students can effectively articulate their ideas if they have a large enough vocabulary in their heads. However, learning new words and phrases through translation is a method of building vocabulary. It's crucial to compose sentences using the grammar-translation method while communicating with others. Retelling, description, and discussion could be added to the outcome to complete it. This led to the conclusion that students may use a podcast to practice reading and listening while also improving their speaking skills. Speaking with ease also broadens students' perspectives on how to pursue any interests because everyone may share and learn information through speaking. This kind of discovery may offer teachers an alternate way to teach speaking and other related disciplines, particularly to EFL students. It also motivates other researchers to explore it a little farther in order to acquire a different viewpoint.

Suggestion

The traditional method is grammar translation. It is viewed as an ineffective way to teach grammar. However, there is potential for adopting GTM to improve speaking ability. The students might engage in extra activities including recounting stories, describing images, and discussion by adding podcast material. These kinds of data may highlight how crucial GTM is for improving speaking abilities.

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