

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher writes down the findings and discussion based on the research that has been done. The discussion of the findings has significant meaning for all research activities. The purpose of the discussion is to answer the problem formulation and interpret the findings based on a review of related theories.

A. Findings

The data analyzed in this finding were taken from in-depth interviews with student 1 (S1), student 2 (S2), student 3 (S3), and student 4 (S4). Researchers used in-depth interviews to find out how students' learning experiences were through creating podcasts, especially for public speaking. There are ten initial questions that the researcher can develop to ask the four participants. However, apart from that, there are several additional questions to adjust so that the data obtained can be maximized because this is an in-depth interview. One research question must be answered in this research: students' learning experiences through creating podcasts, especially in public speaking classes. Therefore students share and tell about their experiences related to this.

1. Students' Learning Experiences through Creating Podcasts on Public Speaking Class

Students must share and tell stories about their learning experiences from the process of creating a podcast as a form of the assignment given by the lecturer. From these stories, it was found that S1, S2, S3, and S4 obtained much meaningful experience from learning to create podcasts, especially from the stages they did in integrating them.

Students share about each process they carry out, such as Planning (Pre-production) as an initial stage, which is then continued for the Recording (Production) stage, and Editing and Publishing (Post-production) which are as follows:

a. Planning

Students shared that at the planning or preparation stage, this was done by determining the type of podcast, topic, making a draft or outline, compiling scripts or questions, and determining the application they would use. S1 and S2 share that they use a solo podcast (monologue) type for their podcast project. S1 said that initially he wanted to use the interview type, but according to him, the duration might be longer, so he prefers the monologue type. S2 also uses monologue or solo podcast types for his podcast projects.

“From my experience, the initial plan was to choose the type of podcast first. At first, I wanted to do a podcast interview with two people, but the timing was too flexible, so it could go anywhere, and I also couldn't include fifteen minutes because the maximum is fifteen minutes, so I decided to just do a solo podcast.”(S1IA.1) (Interview results on January 2023)

“Yesterday I used monologue, so I specified that.”(S2IA.1) (Interview results on January 2023)

S1, S2, S3, and S4 share that in determining topics that are related to phenomena that occur in the surrounding environment and are interesting to be raised in their podcast projects. S1 tries to determine the topic as best as possible, according to himself. S2 looks for topic references in other people's podcasts as a reference in determining the topic for his podcast. S3 determines topics by seeking information and inspiration from friends about updated discussions that could become topics for their podcasts. S4 determines the topic by considering the benefits that listeners can get from the discussion he presents.

“For planning related to the topic, I do my best so that the podcast doesn't seem random, and for the data, it can be said to be valid, so it's not just talking. I try to choose a topic close to myself.” (S1IA.2) (Interview results on January 2023)

“The experience related to planning is that I determine in advance what topic I want to discuss, so I first look for podcasts that use the same topic. I highlighted the interesting discussion, and there were many title references from previous podcasts.” (S2IA.2) (Interview results on January 2023)

“From planning about this, I can learn a lot. For the benefit of more or less, I know what topics are currently being discussed by people,” (S3IA.2) (Interview results on January 2023)

“I have gained a lot of experience about planning, such as how we determine the topic of discussion so that it is not monotonous and is also useful for listeners.” (S4IA.2) (Interview results on January 2023)

S1, S2, S3, and S4 shared that in making a draft or outline, they pay attention to the structure of how to open, convey content, and close. In addition, the lecturer provides a discussion forum for

students to correct the drafts or outlines that they have made. With this discussion session, students find it helpful because they can adjust the contents of the draft or outline they have made for their podcast project.

“Alright, next for experience in drafting. Starting with opening up what the strategy is like, and it's explained in the draft so I'm not confused about how to start.”(S1IA.3) (Interview results on January 2023)

“The lecturer looked at one by one the student papers from the outline draft and was asked by the lecturer what topic they discussed, then explained briefly, so the lecturer gave his opinion and a few suggestions. If it's good, the lecturer says it's good, but if there are additional suggestions, the lecturer can give them, like that.”(S2IA.3) (Interview results on January 2023)

S1 and S3 shared that in compiling scripts or questions, they were looking for references and expressing ideas and thoughts that were in accordance with the discussion they wanted to present in their podcast project. S1 compiles the script by selecting several parts that are not needed to pay attention to the time duration. S3 compiles the script by pouring out his ideas and thoughts so that he doesn't experience any problems.

“For the script-making session, I will revise it again, and if I feel that it cannot be reduced because it is important, maybe in the podcast I will speed up the speaking so that it can be conveyed, but the speed does not make it difficult to listen to, so still pay attention to pronunciation.”(S1IA.4) (Interview results on January 2023)

“There is no problem with experience in scripting because the discussion was free, so I put down what I think and what is in the idea.”(S3IA.4) (Interview results on January 2023)

S1, S2, S3, and S4 shared that they use the Capcut and Anchor.fm apps. The reason students use the Capcut application is because they are already familiar with the application in terms of editing, while students choose Anchor.fm based on the recommendation of the lecturer. The tools they use are smartphones, laptops, and headphones. For the equipment they use because it is easy to obtain and readily available to them.

“Yesterday's experience was because I wasn't used to editing audio so I used a video application, but the audio was put into video form first using the Capcut application, because to edit audio it was still not very good at the application, so I chose an application that I already understood,” (S1IA.5) (Interview results on January 2023)

“I used the Anchor.fm application that was recommended by the lecturer, so I immediately recorded it there. As for the application, in my opinion, it must be understood, because in making the podcast I immediately recorded the application, so you have to know where the menu is for recording it and where to mark the noise, the sound is scaly around so that it is easy to edit later” (S2IA.5) (Interview results on January 2023)

“I typed the script in word first, so what I prepared for the tools were smartphones, laptops, and headphones.” (S1IA.5) (Interview results on January 2023)

b. Recording

Students shared that, in the recording stage of the podcast project, they practiced reading the script first. Then there are some obstacles experienced by students during the process of reading the script for the recording stage. S2 and S3 shared that they practiced first before the recording session. S2 does exercises to ensure the pronunciation of reading the script is good and correct. S3 did pre-

recording exercises to smooth the discussion they wanted to present in their podcast project.

“For the first recording process, I prepared the script first from previous drafts, then I practiced by recording on a smartphone to determine whether the pronunciation was correct or not and whether there were typos in the pronunciation.”(S2IA.6) (Interview results on January 2023)

“At first, we practiced to expedite the discussion until it was time for the Asr prayer; after that, it was crowded and there were lots of small children, so we moved.”(S3IA.6) (Interview results on January 2023)

S1, S2, S3, and S4 shared that there were some obstacles they experienced during the recording process, such as unfamiliar vocabulary, pronunciation errors, and stuttering. S1 had to do several takes because they encountered unfamiliar vocabulary and made mistakes in pronunciation. S2, S3, and S4 stuttered when speaking English because the discussion was quite long.

“Apart from that, there were several takes because there were several vocabulary words that were less familiar from reading the script and there were several wrong pronunciations, but they were not repeated from the beginning.”(S1IA.7) (Interview results on January 2023)

“Okay, for recording, it was my experience that when I spoke English for too long, I could stutter, so at first I thought it was smooth, but when I said it, it was wrong, and I was distracted by a cat approaching, so that the focus became divided.”(S2IA.7) (Interview results on January 2023)

“During the recording process, by reading the script, I experienced some difficulty in pronunciation and stuttered, even though at the beginning I practiced first. And also, there are some vocabulary words that are still not familiar to us in terms of how they are pronounced, so we searched first, repeated them several times, and then took them back.”(S3IA.7) (Interview results on January 2023)

“So yesterday during the recording process, there was a problem because in the middle of the discussion, the words were too long and it

was necessary to say the words many times.”(S4IA.7) (Interview results on January 2023)

c. Editing

Students shared that the editing stage for a podcast project was done by cutting out unnecessary parts, adjusting the audio volume, and adding background music. S1, S2, S3, and S4 shared that they carried out several stages in the editing process, such as cutting or eliminating unnecessary parts such as annoying sounds and some pronunciation errors, adjusting the volume of the audio so that it sounded clear to listeners, and adding background music to make it more interesting and not too monotonous.

“From there, I edited it until it was finished, such as by adjusting the volume and eliminating the annoying things earlier—whether there was sound coming in, for example, so it could be cut. The wrong pronunciation was also cut, and the backsound was added so the podcast wasn't too flat.”(S1IA.8) (Interview results on January 2023)

“Then I added the backsound, and there were provided many backsounds with different menus such as dynamic, mellow, relaxing, and uplifting music, and I chose the relaxed one. There are still lots of music choices, and it's free of course.”(S2IA.8) (Interview results on January 2023)

“For the editing process, because the audio is already in the application section, I just have to edit it after I get home by cutting unnecessary parts, such as those paused due to vehicle noise or other noise, and if there is a long pause, like a long eeee, I also cut it. After the cutting process, I added a backsound that matches the theme I took.”(S3IA.8) (Interview results on January 2023)

“and then I cut the audio part that I think is necessary, because there are several recordings that I repeated in the recording; after that, I added the backsound to my podcast; and then, at the video export stage,”(S4IA.8) (Interview results on January 2023)

d. Publishing

Students shared that at the publishing stage, the podcast project was carried out by following the directions from the application, namely filling in the podcast name, title, description, and other decorations to beautify the appearance of their podcast account. In addition, students also experience problems during the publishing process. S1, S2, S3, and S4 shared that at the stage of publishing a podcast, it is done by filling in data according to the directions from the application used, such as the name of the podcast, title, short description, and other decorations that aim to make the appearance of the podcast account look more attractive.

“My experience with the publishing process is that the first step is to upload the audio file first to Anchor.fm, then fill in the title and description fields. After that, customize the art and then continue publishing.”(S1IA.9) (Interview results on January 2023)

“In the publishing section, I am first asked to fill in data such as the name of the podcast, its title, the description of the podcast, and the layout or photo for the podcast episode. So I just follow what the application asks.”(S2IA.9) (Interview results on January 2023)

“Before publishing, we were asked to fill in data first, such as the name of the podcast, our own name, and the new episode, to save and double-check the data, and then publish.”(S3IA.9) (Interview results on January 2023)

“Then directed to provide a title and description, then immediately uploaded.”(S4IA.9) (Interview results on January 2023)

S2, S3, and S4 shared that, at the stage of publishing the podcast project, they encountered several obstacles. S2 encountered an obstacle in the form of an error on his laptop when he wanted to

publish a podcast. S3 and S4 experience confusion when they want to fill in data on the application, and a slow signal or internet connection makes the upload process take quite a long time.

“When I wanted to publish, there was a slight problem, namely that my laptop had an error, so it didn't publish right away because it took a long time to load and kept repeating itself to fill in the data, so I had to fill it in twice yesterday.”(S2IA.10) (Interview results on January 2023)

“OK, for the publishing stage, at first I was confused, so I asked a friend, and they were given a tutorial on how to fill in the data. Besides that, the signal is also one of the obstacles that is quite confusing.”(S3IA.10) (Interview results on January 2023)

“When published it, I experienced problems with the internet signal section, so it took quite a long time for the upload process because the size of the audio was quite large, and writing descriptions was also a little confusing.”(S4IA.10) (Interview results on January 2023)

Students share that based on learning experience through creating a podcast, there were several points that achieved by the students which is described as the following:

a. Helping Students in Strengthening Vocabularies

S1 and S3 share that the experience of the process of creating podcasts helped strengthen their vocabulary. According to them, from reading the script created for the recording process can add new vocabulary and can strengthen the existing vocabulary. Because in the process of reading the script for the recording process, students usually do it repeatedly so it's easy for students to remember the vocabulary. The scripts created by the students contain discussions on

a topic dedicated to their podcasts. According to students, the script for the podcast is very important to be prepared as well as possible.

“Okay, so in the recording process it can be learning because I can discovering new vocabulary obtained from reading the script, so you really have to be prepared for the script” (S1IB.1) (Interview results on January 2023)

“So from that experience there were improvements related to grammar, pronunciation, and vocabulary as well, because we had to think fast” (S3IB.1) (Interview results on January 2023)

b. Practicing Public Speaking Professionaly

S1, S2, S3, and S4 share that the experience of the process of creating podcasts can help practice public speaking professionally. According to them, the process of creating podcasts can train and construct public speaking professionally, such as how to communicate information to others well, use English properly, and make it more confident speaking in English. On the other hand, from the process of creating podcasts according to them can also develop components of speech such as pronunciation, intonation, grammar, and fluency.

“train our public speaking by conveying to the audience, for example, how do we process the ideas we have” (S1IB.2) (Interview results on January 2023)

“can practice intonation so that it is pleasant to hear and not boring, as well as pronunciation, how to pronounce it properly in English, and how can we convey it well” (S2IB.2) (Interview results on January 2023)

“I think podcast assignments are good because everyone is different, some are confident about speaking directly in front of many people and some are not” (S3IB.2) (Interview results on January 2023)

“I can hone my English speaking skills in public, as in the pronunciation section, I have to develop it again, especially since this lecture is already at the end of speaking, while improving myself is still lacking, so for me something like that can accommodate it” (S4IB.2) (Interview results on January 2023)

c. Improving Students' Self-Development

S1 and S2 share that from the task of creating podcasts can improve self-development. According to them, the task of creating podcasts can be used as a container to improve self-development, as in the process of planning podcast topics they can dig up their own potential and know themselves better. In addition, in the process of writing the script for the podcast according to students can accommodate the hobby of writing. The scripting process is done by students by writing the speeches they want to bring to the podcast and of course related to the topics they take.

“From there I can know that all this time maybe we are not aware of what is actually in ourselves, with this topic planning I can get to know myself and be able to share about my own experiences” (S1IB.3) (Interview results on January 2023)

“because I'm used to writing or composing so I just enjoy it so it's not too difficult to think about it and from there I can also accommodate my writing hobby” (S2IB.3) (Interview results on January 2023)

d. Helping Students with Varied Learning Styles

S1 and S2 share that the experience of the process of creating podcasts can help them with varying learning styles. According to them, students are usually looking for and more interested in something new and different to explore themselves, especially for

learning activities. In addition, students also consider that creating podcasts is a good lesson because they can freely create and work to develop their thoughts and ideas. The results of the podcasts they have created can be evaluated repeatedly by themselves to make it easier for them to correct the shortcomings or achievements they have obtained from the assignment.

“And secondly, we can get new knowledge from there, usually some of the students are looking for knowledge that is out of the ordinary. I did take up the topic of voice acting, but before that I wasn't too deep into it and it just so happened that this assignment allowed me to explore it even further. So I can convey from the podcast assignment and I'm more excited because the podcast can share experiences.” (S1IB.4) (Interview results on January 2023)

“I think it is something that is quite effective, because in public speaking we are directly in the class and there are several assignments. From that we can only evaluate it once, but in this form of a podcast we can evaluate it repeatedly” (S1IB.4) (Interview results on January 2023)

“From that experience, in my opinion, the assignment to create a podcast is a good way of learning because I can develop my thoughts, can increase my confidence, especially in public speaking, to convey information to many people. Because the podcast varies so I am free to be creative and work. So I think it's great” (S2IB.4) (Interview results on January 2023)

e. Helping Students with Language Obstacles

S4 shares that the task of creating podcasts could be used as an alternative to helping students who have language obstacles or problems. According to him, the language obstacle experienced is the difficulty in expressing yourself using English compared to using your first language. (Bahasa Indonesia). On the other hand, because the

podcast consists of various types, one of them is the audio podcast, which is just a sound appearance. Therefore, he believes that it is not necessary to appear directly in front of the peoples so that it can be more comfortable to express.

“I am thinking whether it is appropriate if I have to use English, because if I use English it is definitely less expressive, because in my opinion it would be easier to express using our first language, namely Indonesian” (S4IB.5) (Interview results on January 2023)

“I think it's good for podcast assignments especially for public speaking, because the podcast says you don't need to show up in front of people directly so it's just better for me and for introverted people or for those who don't want to show themselves, so it's more comfortable just express” (S4IB.5) (Interview results on January 2023)

f. Helping Students with Certain Learning Issues

S3 shares that from assignments to creating podcasts can be used as a solution to help students with certain learning issues. At first, he didn't like anything related to the activity of speaking in front of people because he thought that podcast assignments were done by performing live. Then he discovered the fact that from the process he did to the task of creating podcasts, he said it could be a solution to develop speaking skills for students who are less confident and shy when speaking directly in public.

“I feel like it's something that's definitely difficult, because I also don't like public speaking or speaking in front of a lot of people and what I know is that podcasts are human, so I'm doubtful” (S3IB.6) (Interview results on January 2023)

“the assignment of making a podcast can be a solution for people who are less confident when speaking in public to develop their speaking

skills. I can express myself without feeling ashamed because within that scope we ourselves and also my friends are free.” (S3IB.6)
(Interview results on January 2023)

B. Discussions

This section presents the results of the discussion, together with student narratives in in-depth interviews. Several statements relating to the theory were made to show theoretical support for the findings. This section is organized based on research questions, namely: 1) How are the students' learning experiences through creating podcasts on public speaking class?

1. Students' Learning Experiences through Creating Podcasts on Public Speaking Class

Based on the findings, there are several steps that must be followed by students to create a podcast. According to Kooten & Bie (2019), the podcast has three guidelines. There are Planning for Pre-production, Recording for Production, and Editing and Publishing for Post-production.

a. Planning

In the planning or pre-production stage of creating a podcast, students follow several processes, such as determining the type of podcast, topics, making drafts or outlines, compiling scripts or questions, and determining the applications to be used. As we can see from the findings, there are three students who use solo

podcasts (monologues) and one student who uses conversational podcasts.

Students determine topics for podcasts based on interesting phenomena that occur in their lives. Then, to make a draft or outline, students do it by paying attention to the structure of how to open, convey content, and close. Furthermore, in compiling the script, students worked by pouring out their ideas and thoughts and looking for various sources as a reference.

Familiarize students with the application used as part of the technology that is very necessary for the process of creating a podcast. There are two different apps they chose to use, namely CapCut and Anchor.fm. It relates to Marbun (2022) students have different types and applications for their podcasts based on the problems they face. Some students chose the CapCut application because they were familiar with it, while others chose Anchor.fm based on recommendations from their lecturers. Students experience difficulties and confusion in using Anchor.fm because it is the first time for them to use it.

The technology used to create podcasts is not only an application but also a tool. This tool must also be considered and prepared for when students want to create a podcast. The tools used by students are laptops, smartphones, and headphones. The choice of this tool is because it is readily available and easy to obtain for

students. That relates to Marbun (2022) To make podcasting more focused and attractive, students also prepare some tools to support the recording, such as smartphones and microphones or headphones.

b. Recording

At the recording or production stage, students first practice their pronunciation of the discussion that will be presented. In addition, at this stage students also experience several obstacles such as unfamiliar vocabulary, pronunciation errors, and stuttering.

c. Editing

At the editing or pre-production stage, students do this by cutting or selecting unnecessary parts such as annoying noises and errors when pronouncing, adjusting the audio volume, and adding background music to make it more comfortable to hear. According to Marbun (2022) The truth is editing process to make the podcast more listenable.

d. Publishing

In the pre-production stage of publishing, students fill in data such as the name of the podcast, title, description, and decorations on the application they use. In addition, at this stage, students experienced several problems in terms of errors on the devices used, confusion when filling in data, and slow internet

connections. According to Darwis (2016, p. 80), there are several problems with using podcasts, such as the length of the podcasts, the lack of sophisticated gadgets, and internet access. The statement "internet access" is similar to what the researchers found from the interview results. Slow internet access makes the process of publishing and uploading podcasts by students take quite a long time.

Based on the experience of students from several stages in creating a podcast. There are several points that students can achieve, especially for their public speaking. Some of these points are as follows:

a. Helping Students in Strengthening Vocabularies

Students create a podcast project as a final semester assignment given by the lecturer. According to them, the importance of the stages of planning and preparing scripts in the process of making a podcast can help them improve, build, and strengthen their vocabulary. It relates to Lomicka and Lord (2011), students self-reported that the use of podcasts helped them to improve their language skills in all areas, but especially with aural and oral skills and vocabulary building. Manuscripts made by students contain a discussion of a topic to be read on their podcast. Students can be assisted in increasing their vocabulary because, in the process of reading the script, they find some mistakes or doubts

in the vocabulary, which requires them to look up these words on the internet. In addition, repeating the pronunciation also makes it easier for them to remember vocabulary.

b. Practicing Public Speaking Professionally

Students can practice and hone their public speaking skills professionally through assignments to create podcasts. They can practice public speaking in a professional manner, such as how to convey something well to listeners or other people, use English properly, and build their confidence. It relates to Marbun (2022) most students stated that podcasts help them to improve their public speaking. Apart from that, through the process of making a podcast, they can also develop components of speaking such as pronunciation, intonation, grammar, and fluency.

Students can train and improve their pronunciation and fluency from the process of creating a podcast, such as pronunciation mistakes when practicing reading the script either before recording or during the podcast recording process so that it sounds fluent. Apart from that, other factors, such as hesitation in pronouncing words, can also train their pronunciation because it requires them to find and listen to examples of correct pronunciation from the internet or previous podcasts. It is related to Sze (2006, and Hsu et al. 2008, as cited in Phillips, 2017) when recording a podcast, students have to practice and rehearse the

script several times in order to sound fluent and authentic. While this may be repetitive for students, repetition and practice in language learning are essential for pronunciation and fluency.

The next component that they can practice and improve on through the process of creating a podcast is grammar. It relates to Bustari (2017) podcasts come in handy in assisting learners in improving their grammar. Students write scripts by paying attention to the structure and rules that are in accordance with the grammar used, so that they are coherent and systematic. In addition, during the process of making the script, they repeatedly check to avoid errors in writing.

The last component is intonation. Students can practice the intonation of the process of creating a podcast. It relates to Hamzaoglu and Koçoğlu (2016) podcasts also help them speak more fluently and leads them to pay attention to intonation. The importance of paying attention to speech intonation can have an impact on podcasts that are created to be more pleasant for listeners to hear.

c. Improving Students' Self-Development

The importance of the assignment to make a podcast for students can be used as a forum to improve student self-development. Self-development through the process of making a podcast allows students to explore the potential that exists within

them. It is related to Rosah and Aesthetika (2022) that podcasts can enhance self-development and shape the character of a student. On the other hand, students can also channel their hobbies to simplify and expedite the process of creating a podcast. One of them is writing as a hobby, because in the process of making a podcast, there is something called a script. The script was written and arranged by the students to be read aloud during the podcast recording process.

d. Helping Students with Varied Learning Styles

Creating a podcast can help students as a variation in learning activities. That relates to Rosell-Aguilar (2007) another important feature of podcasting is that it accommodates different learning styles. According to them, students usually want varied learning so that it is not too monotonous, so the task of creating a podcast is something new and has a good impact as a form of learning assignment. In the process of creating a podcast, students can freely create and work to develop their thoughts. Apart from that, students can also be more confident in practicing their public speaking skills because they can evaluate the podcasts they make on their own.

e. Helping Students with Language Obstacles

Assignment to create a podcast as a form of activity for foreign language students in training their public speaking. For students in the podcast assignment activity, it can be used as an alternative for students who have language obstacles. The language obstacle experienced by students is the difficulty in expressing themselves by using English for speaking activities in front of many people. Because podcasts can be done only with sound processing and not by presenting themselves, students who have language obstacles can be helped. This is related to Darwis (2016) Students agreed that podcasts could help them in learning English, and they have the willingness to use podcasts as an alternative way to learn English.

f. Helping Students with Certain Learning Issues

The assignment of creating a podcast can be used as a solution to assist in overcoming learning obstacles, especially for public speaking activities. Some students usually experience difficulties and do not like some of the public speaking activities held by teachers or lecturers. Besides that, the factors that cause students to dislike public speaking activities are that they lack confidence, are shy, and so on. It relates to the Sustainable (2021) podcast that can help students practice their English-speaking skills

because it provides a comfortable situation that can reduce students' anxiety and boost their confidence. Therefore, according to them, the assignment to create a podcast could be used as a solution to help overcome some of the problems they are experiencing.

From some of the discussion points above, there are three points that can be related to theory based on experiences that have been conveyed by students from learning to create podcasts, such as a) Helping students in strengthening vocabularies, b) Practicing public speaking professionally, and c) Improving students' self-development. Some of these themes are related to Rajpal and Devi (2011), As voice is important for creating a podcast, one may strengthen their vocabulary, public speaking skills, and oral presentation skills, such as audiobooks, podcast novels (podiobooks), and self-development lectures. Then there are several other points that are also related to theory, some of the points referred to are d) Helping students with varied learning styles, e) Helping students with language obstacles, and f) Helping students with certain learning issues. Some of these themes are related to Field (2008) It may benefit students with varied learning styles, foreign students with language obstacles, and certain learning issues.