

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter contains two important part, such as findings and discussions. The finding consists of the results of research obtained in the field with observation and interview techniques. The discussion consisted of analyzing the data described in the findings by comparing it with the theories that had been collected in this study.

#### **A. Findings**

There are two research questions that have to be answered in this research. The first is a description of how students create podcasts. The second is the problem faced by the students in creating podcasts. In this section, the researcher will describe the results of the data obtained by the researcher while conducting research. The researcher conducted research on students in Public Speaking class who create podcast as their Project Based Learning.

#### **1. Learning Public Speaking using Podcast**

During pandemic, everything is going online. In this case the lecturer uses Telegram application as the main place and information center, where lecturers and students share learning materials, videos, voice notes and other information. Beside that the lecturer uses Google Meet to support teaching and learning process in online classes. In Google Meet, lecturers and students can communicate intensively because of this allow the students to view the learning materials also to listen each others' voices in virtual meetings.

In Public Speaking class, the lecturer use podcast as a technology media for students' project. To get the data and to answer the research questions, the researcher used observation technique. The researcher conducted two times of observations. The researcher only made two times observations because the data obtained from the two times observations were considered sufficient by the researcher. By making two times observations, the researcher can concluded the answer to this research question. Starting from the first observation to the second observation, the data obtained has not changes anymore. Details of the observations process of the fifth students in English Education Department who took Public Speaking class can be seen in the appendix.

One week before class, the researcher had asked about the application used to create podcasts in Public Speaking class. Anchor.fm application was mentioned by the lecturer. The lecturer notices that this application can be applied on Public Speaking class as platform to easily produce a podcast.

The first observation was conducted in class A and D on Tuesday, December 22, 2020 and followed by a discussion in class B and C on Thursday, December 23, 2020 on the topic of podcasts via Google Meet application. Before the implementation of the application was held the lecturer already informed the students to download Anchor.fm application. At the first meeting, the lecturer asked the students warm-up questions about their podcast knowledge and also asked them to record such as their understanding about the podcast and the

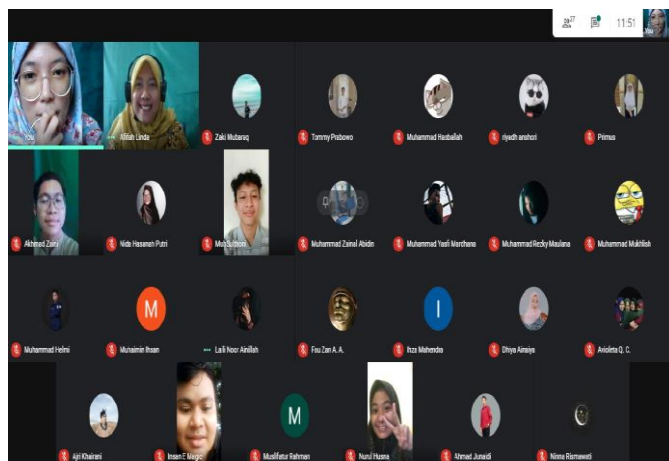
importance of podcasts for Public Speaking in the digital era through voice notes.

The warm up questions can be seen in the figure below.



**Figure.4.1: Warm up Questions**

The lecturer then demonstrated in detail how to create a podcast using Anchor.fm application. The discussions are going well during the teaching and learning process. The lecturer and the students are really interactive and communicative. The lecturer also asked the students if they had any questions about the lesson, and some students kindly asked what they did not understand yet. The online class meeting can be seen in the figure below.



**Figure.4.2 Online class meeting**

The second observation was conducted on Wednesday 6 January, 2021 until Tuesday 12 January, 2021 based on the students' creations of the podcast. According to the researchers' observation, most of students can create a podcast based on the procedures, because the lecturer was very detailed in explaining how to create a podcast using Anchor.fm application. There are some differences between participants, such as the topic and type of podcast selection. Some students follow the rules on the creating podcast using Anchor.fm. However others use in a different application. The researcher also found one of the students created a podcast using the manual recording from his smartphones.

Based on the result of researcher observation, there are three procedures in making podcast:

#### **a. Pre-Production**

In the first step taken by the lecturer is to select an appropriate educational topic. The students then decided whether they want a solo podcast,

an interview podcast or podcast with multiple hosts. Based on the observation of podcast type selection, it is found 8 students use interview podcasts, 3 students use solo podcasts, and 1 student use podcast with multiple hosts. The researcher found that the dominant type of podcasts use by the students is interview podcast.

Most of the students stated that they prefer to use interview podcast than solo podcasts because the interview podcast have a flow conversation and make the podcast content more interesting by incorporating the interviewee's opinions, stories, advice and expertise.

Another student who prefers to use a solo podcast stated that because of the pandemic situation, it allows them to work around their own schedule without having to worry about trying to make an appointment with the guest or co-host. One student stated that she chose multiple host podcast because it requires a lot of planning and content ideas from multiple hosts.

To make podcasting more focused and attractive, students also prepare some tools to support the recording such as smartphones and microphones or headphones. Most of the students using their smartphones for recording. While they are only using smartphones, the sound quality may not be as good as that of a professional microphone, but most of the results have a clear audio quality.

The transcript is also needed in pre-production. Some students agreed that preparing transcripts is a important part of producing high-quality

podcasts. Most of the students write an outline and sent to the interviewee a few days before recording. Make a script outline help the students to create an organized, structured and efficient podcast recording.

## **b. Production**

Before recording, the first step is the students should choose a silent spot where they will not be disturbed. Based on the observation, most of the students really pay attention on this step. They chose a nice quiet space and free from distraction to produce clean podcast audio and encouraged their guests to do the same.

The next step is select a platform for creating a podcast. Based on observation, the researcher found that mostly students used Anchor.fm application as a platform for producing podcasts. There are 8 students used Anchor.fm application, 2 students used Youtube, 1 student used Spotify and 1 student used manual recording as a platform to produce a podcast. They stated that Anchor.fm application is free, comfortable and easy to use for new podcasters.

When the researcher makes observations, some steps for using the Anchor.fm application can be discovered. The first step is to open the Anchor.fm application and sign up with students' Facebook or email address. After completing their email SignUp, the students will be presented with several advanced options. Students who decided to do a solo podcast could directly record by select the first option *I want to make a new podcast* and tap

the red button to start recording. Alternatively, the students also can upload a previously recorded podcast audio by select the third option *I have a podast I want to import*. The students can also pause while recording and stop recording by tapping “X”.

However, a student who decided to do an interview or multiple host podcast, should make sure the guest use their Anchor.fm application or Anchor Web to join a call. Then, starting a call by tap *Invite friends to join* button in the center of the screen. After finishing a recording, it may take a few minutes to fully process. The students can access the audio by selecting the purple *Library* icon. Most students who used interview podcast stated that the important aspect of interview podcast is to ensure each guest has a stable WiFi connection

### **c. Post-Production**

After finish recording the podcast, the students can use music note button to add background music to their podcasting without having to dowlonload it from another application. However, if the students have their own music background tap “Import” in the top right corner. In anchor.fm, the student can click “Preview audio” to listen the audio sounds with the selected background track. Then the students can review the podcast by trimming and splitting to cut what they want to cut or add some transitions to make the podcast more interesting.

From the observation, the researcher also found most of student adding the intro music that fits the style of their podcast. After editing, the students published their podcast and sent the link to the lecturer via Google Classroom.

## **2. Problem Faced by the Students in Creating Podcast**

This part is intended to present the data analysis results that could be derived from the analysis. It consists of the results of the study based on the facts during the research. It covers students' problem in creating podcast as their Project Based Learning in Public Speaking class.

To identify the problem of these students. The researcher collected data by distributing WhatsApp through voice notes as replacing for a face to face interview because of the pandemic of Covid-19 and teaching and learning activity in class are closed. The researcher interviewed with 12 students, all of whom were enthusiastic about creating podcast in a variety of ways.

The researcher asked them questions based on what they knew and had experienced. The researcher sent the interview list on Monday 10<sup>th</sup> July, 2021. The researcher requested that the students be able to return or finish answering the questions on Thursday 20<sup>th</sup> July, 2021.

Based on the result of the research, the researcher found many similarities and some different problems. All of students stated that they had never previously create a podcast "*Belum pernah, ini pertama kali buat podcast di kelas Public Speaking*". Excited by all of the students, this project appears to be both



challenging and interesting in Public Speaking class. This indicates that podcast is still very new for the students. (Interview results on July 2021)

According to the results of the interview, the researcher found that most of the students were not too troubled with the use of Anchor.fm as a platform to create a podcast. Most of the students argue that the use of Anchor.fm application is very helpful for them to create a podcast. The students also said that they enjoyed to use Anchor.fm because according to them, the application made it easier and attracted them to create a podcast. As one student said, "*Saya pikir membuat podcast menggunakan aplikasi Anchor lebih mudah dan tidak ribet*". (Interview results on July 2021)

However, when conducting interviews with 12 students, three students who responded differently than most of the other students. They stated that the application slightly made it difficult. They use Spotify, YouTube and Manual recording from their smartphones to create a podcast. They felt that using another application would be simpler. They did not need to install the application or understand how to use it. Because it is a commonly used application in which they are used. (Interview results on July 2021)

In addition, another problem mentioned by the students. How to deliver a podcast correctly. Most of the students state that, "*Terkadang saya takut membuat kesalahan dalam berbicara, saya takut (Pronunciation) pengucapannya salah dan takut para listeners bosan untuk mendengar karena podcast yang terdengar monoton*". Besides, excited by all of the opinions, the statements showed that the

lecturer motivated is really needed to build students' speaking skills, particularly to encourage their intonation, pronunciation, fluency, accuracy and also to build their positive anxiety. Several students also stated have problem in prepare the record mentally, because they need to repeat their recording several times to get the best result. (Interview results on July 2021)

The researcher found that most of the students found difficulty in creating podcasts is bad internet connection. Most of students stated that, "*karena saya sedang tinggal jauh dari kota, sinyal internet juga bisa jadi masalah ka, upload ke app Anchor nya cukup lumayan lama*". They stated a bad internet connection makes it difficult for the students to upload the podcast. They might have difficulties due to factors such as there was no internet access, slow internet speed and lack of cell phone signal in their area. In addition another student also stated that "*Iya ka koneksi internet sangat mempengaruhi, apalagi untuk saya yang memakai interview podcast itu juga harus memastikan interviewee nya juga mempunyai koneksi internet yang bagus juga*". (Interview results on July 2021)

Another problem in creating podcast mentioned by the students is editing process. Most of students stated that the editing process is complicated and time consuming. They stated that listening through entire podcast episodes to ensure they sound perfect is certainly is not quick process. They should concentrated on the content of podcast and trying to fix badly recorded audio. As one students said, "*untuk pertama kali membuat podcast, ini lumayan susah ka apalagi untuk memotong beberapa part yang salah harus fokus*". (Interview results on July 2021)

## **B. Discussions**

After the data is obtained and in the process as described above, the researcher has written and analyzed the data obtained by the researcher on the above findings. The researcher also know to create a podcast using Anchor.fm application in learning Public Speaking.

Based on the research questions, some things have already been answered in the findings section. Therefore, in this part of the discussion the researcher concludes further which is not explained in the findings section.

### **1. Learning Public Speaking using Podcast**

First of all, the researcher confirms about the online course design method used in this study. Public Speaking class method that used in online learning is Project Based Learning. According to Thomas (2000) Project-Based Learning is a learning model that provides students an opportunity to participate actively in making a project within the group or individual work. Therefore, based on the explanation above, it can be seen clearly that the course is an instructional strategy centered on the learner in which this method allow students to design, plan, and carry out the project.

In this study, the lecturer chose podcast as one of the Project Based Learning options for online learning. According to Puryanti (2018) stated that podcast is simply an audio or video transcription of information that can be dowloaded and played anywhere and anytime. It can be seen clearly this platform

can be implemented in online learning to develop students' critical thinking, communication and creativity skills. Although the learning process does not on time and place. The students can create it anywhere and anytime. In this context, Anchor.fm application is used as a media to create a podcast.

From the observation, it can be known there is a lecturer explain how to create a podcast using Anchor.fm application. The lecturer explains from beginning until end with completely the use of the application, for the first flow in the implementation was an initial step in which the students were introduced to the project. This is considered as the concept of the implementation Project Based Learning in the learning process as suggested by Patton (2012, p. 13).

Railsback (2002, p. 10) and Ivanova (2009, p.14) state that the advantages of Project Based Learning include:1) Project work is student centered, 2) Preparing children for the workplace, 3) Increasing motivation project work, 4) Connecting learning school with the reality, 5) Providing collaborative opportunities to construct knowledge. Based on the statement above, researcher found the advantages of using podcast as Project Based learning in this study. The podcast project is student-centered. This project allows students to design, plan, and execute the project on their own. That is the first advantages of using podcast as Project Based learning. Podcasting helps students develop a wide variety of skills, include: technical, social communication, critical thinking and

project management. That is the second advantages. This project can help students connect with reality. Not only in school, but also outside of it.

According to Bolliger et al. (2010) there are three types of podcasts that can be used : audio podcast, enhanced podcast, and video podcast. This statement different from what the researcher obtained when making observing in Public Speaking class. In order to make podcast more interesting, the lecturer gave them the option of doing a solo podcast, an interview podcast or a podcast with multiple hosts. Every student collects their podcast project with the audio podcast type but with varying options. As we can see from finding, it is found 8 students use interview podcasts, 3 students use solo podcasts, and 1 student use podcast with multiple hosts.

In making a podcasts, students must also consider the procedure in creating podcast. According to Kooten & Bie (2019) podcasts has three guidelines. There are Pre-production, Production and Post-production. This statement similarities from what the researcher found when making observations. Most students pay attention to the step-by-step process of creating this podcast project. Although most of the students in the interview stated that , there were some students who did not follow the podcast guidelines.

Dealing with Sze (2006, p. 116), podcasting can boost student's motivation and help them become more confidence and see the improvement of students' speaking skill. This statement was found when the researcher doing interview.

Most students stated that podcast project help them to improve their Public Speaking skills to be more confident when speaking on social media.

In conclusions, based on several theories that explain of creating podcast in Public Speaking class, it can be concluded that a podcast is an effective project that can be used in online learning. It can be seen from the result of their project that students' products are represented during the learning process.

## **2. Problem Faced by the Students in Creating Podcast**

Based on Darwis (2016, p.80), there were some problem in using podcast, include: the length of podcast, lack of sophisticated gadget and internet access. The statement “internet acces” similar from what the researcher found during the interview. This problem is very dependent on the internet network. The low speed make the process of uploading and accesing the application take a long time. Some students who are in accordance with areas with difficult acces complained about that because internet connection is needed.

Students will need an application to create a podcast. The application can assist them in producing high-quality podcasts. However, not all students are able to use the provided application. One of the lecturer's recommended podcasting application is Anchor.fm. Some students are having trouble using the application. They claimed that learning how to use the application to create podcasts is too difficult for them. As a result, they chose a different application to upload their project.

Another results from students' interview, they said that prepare the record mentally spend to much time. Pre-production for a podcast can be both enjoyable and challenging. Students who choose to do a solo podcast prepare by thinking about topics, scripts, and how to make it interesting and not boring. While students who choose interview and multiple host podcasts do some preparation too, they include topics, potential guests, podcast schedules, list of questions and also make sure the guests have a good internet connection too.

The researcher also discovered a problem with podcast editing. Podcast editing, according to some students, can be difficult. They stated that a solo podcast requires less editing. Interviews and multiple podcasts, on the other hand, take time. This statement similar with Rossel (2007, p. 471) and Rallis & Shannon (2006, p.250) time consuming is one of disadvantages of using podcast. The conversation is longer, and there are more potential of interruptions, background noises, or other things they may want to cut out. Listeners will understand and be interested in a podcast that has a clear voice and good editing.