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USING PODCAST CONTENT FOR ONLINE DEBATE TO HONE SPEAKING ABILITIES

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Abstract
Many EFL students find it difficult to participate in debates. They find it challenging to speak clearly due to their pronunciation and vocabulary challenges. Ten freshmen participated in the therapy to fix it. They are pupils in the English education program. In advance, the instructor created a WhatsApp group to use as a teaching resource. To begin the class, the instructor distributed URLs. Podcasting is the center of attention. The podcast's monologue and conversation are chosen by the teacher to present to the class. The pupils read the transcript while also hearing the voice. They go to their electronic dictionary to comprehend the information. After finishing it, each student was requested to share his thoughts and experiences with the class regarding the subject matter. After the speaker finished speaking, the crowd asked questions that the speaker would respond to. The teacher then provided feedback when the question-and-answer session was finished. To determine the results, all the data gathered during the treatment was quantitatively examined. It is claimed that the podcast lesson materials help students become more proficient public speakers. These kinds of discoveries can be used by educators to teach the relevant disciplines. It motivates other researchers to carry out relevant research.

Keywords: dialogue, discussion, monologue, podcast, speaking

Introduction
For EFL students in particular, speaking is a crucial part of language learning. EFL students can improve their oral communication skills, promote fluency and naturalness in their language output, increase their communicative competence, and expand their capacity for critical thought by actively participating in oral communication (Salendab & Laguda, 2023). As a result, speaking practice should be a top priority for EFL students who want to increase their overall language skills. EFL learners can develop confidence in utilizing English as a medium of expression via constant practice and exposure to real-life conversations, which enables them to communicate effectively and flourish in a variety of spheres of their personal and professional lives (Amelia et al., 2022). To improve speaking talents, listening abilities must be developed. Active listening helps with comprehension, vocabulary growth, pronunciation refinement, fluency development, cultural knowledge, and

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critical thinking. People's capacity for meaningful and effective communication can be greatly improved by being attentive, receptive, and engaged listeners. So let's embrace the practice of active listening and start along a meaningful path of language growth (Lazokat, 2022).

Moreover, for effective communication, speaking vocabulary development is essential. One who has a command of vocabulary may communicate ideas, hold the attention of listeners, and establish a deeper connection. People can improve their spoken language abilities by using a variety of tactics, including reading, contextual learning, active listening, and vocabulary development exercises. People can improve their spoken communication skills by constantly devoting time and effort to vocabulary growth. This will increase their fluency, confidence, and eloquence (Uchihara & Clenton, 2023).

The way we consume media has changed as a result of podcasts and technology. For fans of podcasts, gadgets offer accessibility, democratization, and educational opportunities. However, to fully benefit from this amalgamation, it is crucial to recognize the limitations and practice self-control. Users can take advantage of the enormous wealth of material while also keeping a healthy balance with reality by using gadgets for podcast consumption properly (Damanik et al., 2022).

Speaking fluency can be greatly improved by listening to podcasts. With podcasts, language learners have a powerful tool to improve their speaking skills, from exposure to native speakers to help with pronunciation and intonation to vocabulary building and confidence building. By actively participating in podcasts, language learners can immerse themselves in authentic conversations, mimic native speakers, and gradually increase their fluency. It is obvious that including podcasts in language learning routines can have a significant impact on the growth and mastery of speaking fluency (Dewi, 3023).

For language learners looking to improve their vocabulary and listening comprehension, podcasts have become a useful tool. Podcasts provide a dynamic and immersive learning environment by exposing students to real-world language, giving interesting and contextualized learning opportunities, delivering a variety of content, promoting vocabulary growth, and improving listening skills. As technology develops, using podcasts as a tool for language learning can surely hasten the process of language acquisition and provide students with the abilities they need to speak effectively in the target language (Bozorgian & Shamsi, 2023).

Language obstacles, cultural disparities, and a lack of exposure to real language use are just a few of the difficulties associated with teaching English as a foreign language. To overcome these obstacles, educators must embrace cutting-edge teaching strategies that cater to the unique requirements of students, foster cultural awareness, and offer plenty of opportunities for real-world language practice. Students' desire, involvement, and general proficiency in learning English as a foreign language will all dramatically increase as a result.

For teachers looking to enhance classroom conversations and give students a dynamic learning experience, podcasts are a wonderful resource. Teachers can engage students with real-world perspectives, encourage active listening, support multimodal learning, cultivate critical thinking and conversation skills, and introduce varied voices and perspectives into the classroom by introducing podcast content into the curriculum. By incorporating podcasts into classroom

conversations, one can improve learning by giving them more depth, diversity, and authenticity (Олійник, 2023).

The purpose of the study is to determine how the instructor used the discussion approach by modifying the podcast content to improve speaking ability. A research strategy is required to achieve this goal. How does the teacher use the discussion approach to improve the student's oral communication skills while modifying podcast content? It is the direction to follow the study's course. It will be done to sift through the information for the teaching and learning process. It is the research's data. The purpose of the study will be met by qualitatively analyzing such data.

Method

Ten first-year students took part in the exercise. They were from the English education section. They all had trouble communicating their thoughts. The lecturer offered many solutions for such a mistake. He immediately created a WhatsApp group to serve as a venue for instruction and learning. Because of virtual learning, online education is crucial. The instructor projects a page of the podcast's transcript for a monologue on the screen while the students are getting ready. It was expected of the pupils to be absorbed. The students' electronic dictionaries helped them to understand the subject. They should examine the pronunciation, definition, and meaning again. The teacher assessed each student's readiness before asking them to share their thoughts on the passage. The students used personal examples from their own lives to bolster this point. The teacher provided them with feedback following the lesson. Additionally, the teacher led a conversation to encourage the exchange of ideas. The students can then hear the podcast speak which he then shares. It is crucial to assist students as they improve their verbal communication abilities. He advised everyone to get knowledgeable about the subject. He also told them to practice the conversation privately online with their partners. After the activity was over, the lecturer welcomed the students back to the forum. To encourage critical thinking, the teacher encouraged each student to express their views on the subject. It is encouraged to share relevant information and experiences. This kind of exercise led to the teacher's remarks. He answered by talking to the students as well. The results of the investigation are backed by information that was obtained through instruction and learning. To get the desired result, the qualitative data are examined.

Findings and Discussion

There must be an answer to the study's research question. To improve speaking abilities, it is requesting a process for developing online conversations using podcast content. Some evidence has to be improved to see how the teacher makes it. To accomplish the purpose of the study, it is crucial to understand every stage in depth.

Making interactive media

WhatsApp groups as a teaching tool have several advantages. Students and teachers can easily join in real-time discussions and exchange information thanks to the improved communication and collaboration capabilities. The technology makes it easier to create online study groups, which encourages collaborative learning and deeper comprehension. Additionally, the quick information-sharing

feature reduces the possibility of misunderstandings and guarantees that students have immediate access to pertinent course resources. Administrative procedures are streamlined through prompt notifications and reminders, which also help students stay organized and on top of their assignments. Moreover, students take charge of their education in an inclusive learning environment that is fostered through active learning and increased involvement. Consequently, using WhatsApp groups in the classroom can greatly improve learning and increase student achievement (Susilawati & Supriyatno, 2020).

The teacher chose to use a WhatsApp group as the teaching-learning medium to conduct flexible learning. With its help, teachers and students can communicate anytime, anywhere. Users can submit and download items in a variety of formats, including audio, video, text, and picture, using the options on the page. The format makes it possible for users to access the video conferencing menu. It allows the teacher and students to conduct e-learning like that of a traditional classroom (Haron et al., 2021). The instructor displayed the URLs on the screen, as seen in Figure 1. It makes using it easier for the users. The website address does not need to be typed in. To view the desired page, they merely click the written URL. It facilitates effective teaching and learning.

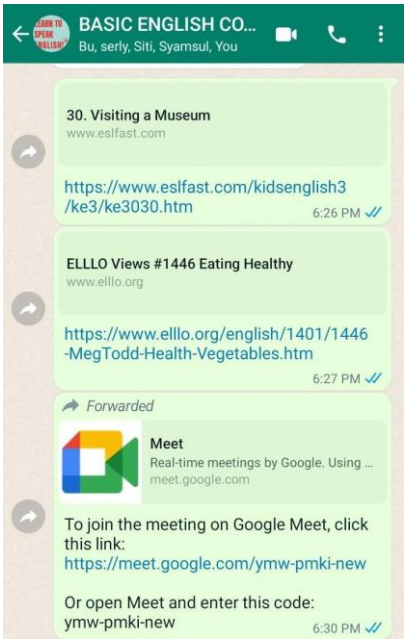


Figure 1. The page of WhatsApp group

Manipulating monologue podcast content

The use of podcasts as a medium of choice for those looking for educational and entertaining material has skyrocketed in recent years. The ability to understand and interact with the monologue offered in these audio broadcasts is an important skill because innumerable podcasts cover a wide range of topics. The value of understanding podcast monologues offers useful tips for improving understanding and participation (Sotlikova & Haerazi, 2023).

It involves selling lemonade, as may be seen in Figure 2. The requirement to purchase a ticket led to this type of activity. He works hard to make enough money to attend the basketball game. It is the first experience the students have ever had.

to engage in an activity to attain the desired result. The pupils are prompted to speak up by this perspective (Suvarnaphaet & Suvarnaphaet, 2023).

Each person views the provided information differently. The pupils can obtain a variety of similar materials. There are numerous options when they click the URL https://www.eslfast.com/studentsenglish3/ke3/ke3033.htm. Students learn the pronunciation, vocabulary, and sentence structure while studying such content. When they press the play button, they will hear the speaker's words. It improves their capacity for speaking and listening.

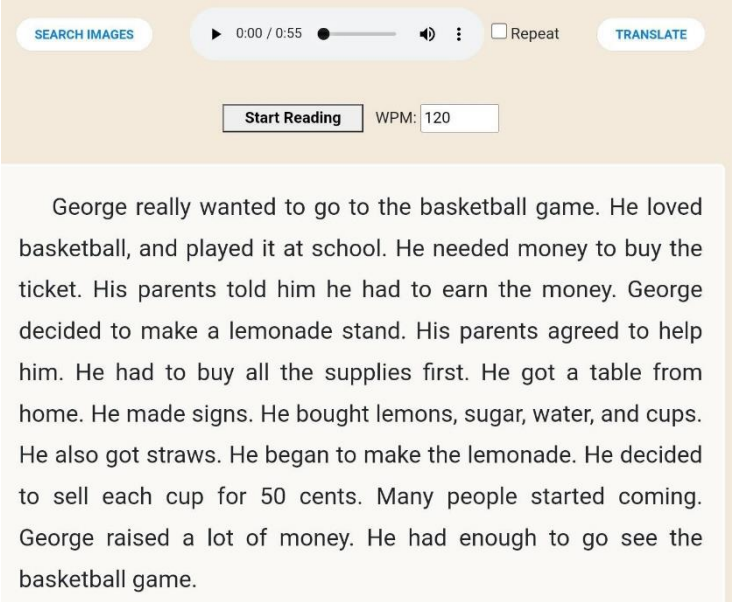


Figure 2. The page of the monologue script

Applying the electronic dictionary

By making daily vocabulary accessible, enhancing time efficiency, giving language learning support, and providing language learning assistance, electronic dictionaries have transformed language learning. These tools are created to meet the demands of language learners, improving the effectiveness, fun, and convenience of the learning process (Sarmila et al., 2023). Electronic dictionaries are expected to develop further as technology progresses, providing even more features and advantages to improve language learning.

The students use their electronic dictionaries to look up the definitions and pronunciations of the terms they come across to comprehend the content of the transcript shown in Figure 3. Their vocabulary and pronunciation grow as a result. Their capacity to talk more clearly is improved by their ability to sim. The student typed the word "thump" and hit the "enter" key, as seen in Figure 2. The translation page appears. English is offered in two varieties: US and UK. They merely select the play button they want to use. There is a phonetic symbol supplied to help explain the sound. It is a kind of second review to ensure that the pronunciation is clear. The meaning of this term as well as examples of sentences employing it are also available to the pupils. Additionally, the sentences are translated into the native dialect. It aids students in understanding the word's context-specific meaning. Other

sentences that use this term are used to demonstrate how well it was chosen in the first sentence (Alamri & Hakami, 2022).



Figure 3. The page of the electronic dictionary

Using dialogue podcast content

For language learners, listening to podcast dialogue has many advantages, including improved language competence, better cultural understanding, and the development of critical thinking abilities (Sianturi, 2023). Learners can enhance their listening abilities, pick up vocabulary and idioms used often in regular discussions, and develop more self-assurance as speakers of the target language by actively participating in podcast dialogues. Additionally, exposure to various accents, viewpoints, and issues creates global connections, promotes cultural understanding, and broadens learners' horizons. Incorporating podcasts into language learning practices can be a very efficient way to develop language abilities while enhancing one's knowledge and cultural awareness as their popularity continues to rise (Heidelberg & Have, 2023).

Someone needs to have a topic of conversation before they can start a conversation. Figure 4 illustrates the topic of conversation: nutritious food. Each participant had a unique perspective on eating well. The conversational model teaches people how to have a conversation that is sparked by something that has ever happened in life (Sengang et al., 2022). It aids students in developing sound judgment when conversing and exchanging views. The pupils can hear the right pronunciation and suprasegmental of the voice by pressing the play button. It aids them in adapting it as they practice speaking fluently. By doing this, the pupils can adapt their preferred method of discourse in their language. Students can access the resources by going to the following URL: https://www.elllo.org/english/1401/1446-MegTodd-Health-Vegetables.htm.

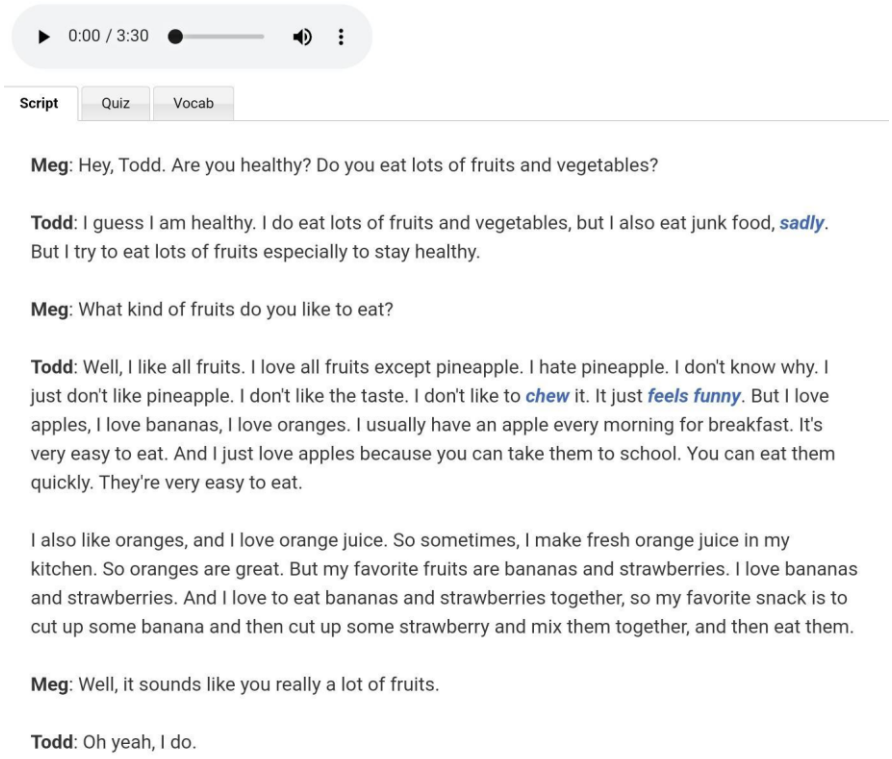


Figure 4. The page of the dialogue script

Conducting discussion

Participating in talks on Google Meet has many, substantial advantages. This platform transforms how people connect and communicate with one another by boosting engagement, information exchange, and collaborative learning. Google Meet is an invaluable tool for individuals and organizations in a variety of circumstances, whether it be for educational, professional, or personal goals, because of its accessibility, flexibility, and interactive capabilities. Individuals can improve their communication abilities, increase their knowledge, and accomplish group objectives by making use of this platform. So let's embrace Google Meet's benefits and take advantage of all the opportunities it presents for productive collaboration and learning (Alzabidi, 2022).

As seen in Figure 5, 4 out of 10 participants, as shown in Figure 5, joined the forum. It has to do with how easily internet discussion may be implemented. The involvement is open to the participants at their convenience. Students and the teacher discuss the podcast's content while incorporating it into monologue and dialogue (Pudjiati & Fitria, 2022). To convey the expression of the conversation, they face one another. They find it beneficial to respond to other participants and share thoughts. To encourage the pupils to participate, the teacher must be present in the forum. After the talk, the teacher provided feedback that clarified their viewpoint and manner of expression. The student's capacity to practice speaking improves with practice.

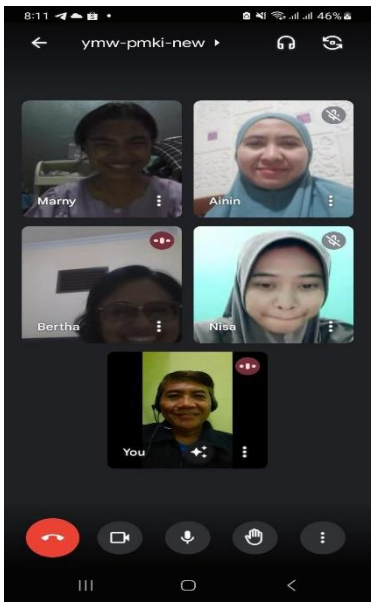


Figure 5. The page of a discussion screen

The flow of using podcast

The instructor used the podcast content sequentially to achieve the desired objectives. Figure 6 illustrates how the teacher organizes the class into a WhatsApp group. The media is in charge of carrying out the teaching and learning process. The teacher shares the speech script at the start of the lesson. The students helped themselves by consulting their electronic dictionaries. The teacher will then facilitate a conversation and provide feedback. After the lesson, the instructor released a dialogue script for students to study. The students checked the definition, meaning, and pronunciation using their electronic dictionaries. The instructor enhanced the conversation and comments by using that material. The progression of such education improves pupils' vocabulary-building skills and speaking fluency.



Figure 6. The flow of the treatment

Discussion

Making interactive media

Many scholars and educators have looked into the importance of using WhatsApp for English teaching and learning. WhatsApp is a well-known instant messaging service that enables users to communicate with people and groups via text, audio, image, video, and document messages. Status updates and audio and video calls are also supported. The motivation and involvement of the students in the teaching and learning process will be increased. The teacher and pupils can communicate the intended materials in a variety of formats, including text, audio, photos, and many more, by using such an application. It aids in the growth of the pupils' reading, speaking, listening, and writing skills. Additionally, the students' vocabulary and suprasegmental knowledge should be encouraged to improve speaking fluency. However, this application's use is heavily reliant on technology and internet access. The teacher and pupils both need to think about it. The preparation of such tools determines the outcome of the online teaching and learning process.

Manipulating monologue podcast content

A potential strategy for raising students' spoken English competence is to manipulate the content of monologue podcasts to improve speaking abilities. Podcasts with a monologue format have a single speaker talking in-depth about a single subject, such as news, stories, thoughts, etc. The students can learn how to utilize proper grammar, lengthier sentences, fewer slang words, and diverse expressions in various settings by listening to and mimicking these podcasts. The teacher gave the students the necessary materials so they could alter the monologue's voice and transcription. Next, they Try to comprehend the primary idea and specifics of the speaker's message by paying close attention as they listen to the podcast. They listened to the voice and read the transcript. The students used their electronic dictionaries to understand the material. It is how they can expand their vocabulary. These skills will be used by the students to explain their intentions to others (Bozorgian & Shamsi, 2023). They learn how to give a clear description of something by studying monologue materials. To conduct communication, it is crucial to assist them in explaining something. They avoid getting bogged down in the delivery by having this capacity. The students will discover how native speakers readily convey things to others. The act of mimicking is the process of learning a language. Copying the monologue's delivery style can help students adjust their ideas to the culture of the target language. The audience will have no trouble understanding what they are saying. By using the method of monologue material, students can communicate their ideas in both their mother tongue and the new language they are learning. When they practice narrating to someone else, it helps them speak more fluidly (Diphoorn & Leyh, 2023).

Applying the electronic dictionary

For language learners, using the electronic dictionary to improve comprehension of podcast content is a helpful tactic. A tool or piece of software known as an electronic dictionary enables users to look up the definitions, pronunciations, synonyms, antonyms, and instances of words in several languages. The students can enhance their vocabulary, grammar, and comprehension when

listening to podcasts by using an electronic dictionary. Students should make sure that the pronunciation is clear and that the words are defined correctly. Podcasts come in both audio and text formats. When a learner hears a word that sounds difficult to pronounce, he or she can pause the recording and check the pronunciation in an electronic dictionary. He will be guided by the phonetic symbol to understand the word's exact pronunciation. By tapping the audio icon, he can use the audio record to verify it once more. When used in a different context, a term may occasionally have a distinct pronunciation. For instance, the pronunciation of the term wind will change depending on whether it is used as a noun or verb. An electronic dictionary's examples of sentences using this word might help pupils find the right way to communicate what they mean. When they come across unfamiliar words in the transcription, the pupils can also verify the definitions. Using an electronic dictionary has the advantage of improving the precision of word pronunciation and definition. It aids in improving their public speaking skills and self-assurance (Hakobyan, 2023).

Using dialogue podcast content

One excellent technique to improve the students' conversational English competence is to use dialogue podcast content. Podcasts with dialogue are those in which two or more persons discuss a specific subject, such as news, stories, opinions, etc. The students can learn how to use conversational English in various settings by listening to and participating in these podcasts. similar to how they learned the dialogue, they study this kind of stuff. When learning, it's crucial to be familiar with expressions in a variety of contexts, including yes-or-no inquiries, instructive questions, colloquialisms, and others (Crisianita & Mandasari, 2022). They will discover that the expression they would use in their native tongue will be communicated differently in English. the adage "that's it." They are unable to translate it expression by expression rather than word for word. By studying the dialogue of podcasts, the students will encounter many similar expressions. When speaking with speakers of various languages, learning improves the naturalness of delivery. It protects them from miscommunication. The students naturally pick up on the pronunciation and definition of the words as they study the podcast discussion materials. They mimic how a native speaker might interact appropriately with other language speakers. It enables people to contextualize their beliefs. Their confidence and fluency also improved in tandem (Nadlifah, 2023).

Conducting discussion

The student's communication and critical thinking abilities could be improved by using podcast content to boost conversation. Podcasts are collections of audio or video content on various subjects. Students can learn new facts, viewpoints, and vocabulary by listening to and participating in podcasts. They studied podcast dialogue and monologue material to achieve this goal. They picked up conversational skills and the ability to describe specific situations to share information. They hold a debate to adjust the inputs they learned via the learning process. To put it into practice, they converse about their viewpoints on the material they have learned. It aids students in using the new language to communicate concepts related to the same subject. Their understanding of how the new vocabulary is utilized is strengthened. They become accustomed to doing delivery

as the natives do after using this technique. They are practicing a conversation they will have in real life. The ability to talk clearly and confidently will be developed in the students (Yuste & Peña, 2023).

The flow of using podcast

The teacher must help the students choose the right podcast because there are so many different kinds. It makes using podcasts to supplement in-class learning easier for the students. The teacher must create the learning flow to accomplish the purpose of using podcast content to teach learning. An electronic dictionary and devices with reliable internet access should be readily available, as should a Whatsapp group created for the class. It facilitates the accomplishment of the teaching and learning objectives. The students must be taught how to use the materials, such as podcast monologue and dialogue, once they have them. The teacher must ensure that the pupils are well-motivated to use the tools by providing clear instructions and guidance on how to use an electronic dictionary. It enhances their listening comprehension (Nisa et al., 2022). The teacher must guide the pupils in how to continue the discussion while incorporating the newly learned inputs to improve it. It's important to stress the pupils' capacity to employ their acquired vocabulary to achieve the objective of fluent communication. It aids in their practice of using natural expressions when having conversations (Andini & Burhanuddin, 2022). Last but not least, it is important to maintain the teacher's criticism of the pupils' work. They must improve their capacity for utilizing podcast content to increase the fluency of their speech. Speaking practice will be more successful if it is explicit and includes the stages of using podcast content. The student's participation in the teaching and learning process is made easier.

Conclusion

Students' grammatical, colloquial, cultural, vocabulary, and pronunciation skills are all improved by listening to podcasts. The students will require those items to carry out delivery. However, using an electronic lexicon to supplement this learning is crucial. The students' confidence grows as a result of their expertise. Regular involvement in online debates using podcast content can significantly boost a person's self-confidence in public speaking. As individuals gain expertise in convincingly presenting arguments, defending their beliefs, and articulating their thoughts, people develop more confidence in their speaking abilities. Online debates foster growth by offering a challenging yet supportive setting that aids students in overcoming stage fear, expressing themselves audaciously, and engaging in stimulating conversation. However, this kind of research could be successfully modified for internet-savvy adults. They must have access to reliable internet. The teachers might modify these findings to teach the pertinent topics. It also motivates other scholars to delve more into the pertinent fields.

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