Podcast-based Teaching Media through the Role-Playing Model to Improve Elementary School Students' Speaking Skills

Ni Kadek Ananda Kumara Shinta[1*], I Made Tegeh[2], I Nyoman Laba Jayanta[3] (iD)

[1,2,3] Department of Basic Education, Ganesha Education University, Singaraja, Indonesia

A B S T R A K

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berbicara siswa di sekolah dasar, serta belum optimalnya pemanfaatan media pembelajaran dalam kegiatan pembelajaran. Penelitian pengembangan ini bertujuan untuk mengembangkan media pengajaran berbasis podcast pada keterampilan berbicara siswa kelas V. Penelitian pengembangan ini menggunakan model ADDIE yang terdiri dari lima tahap, yaitu: (1) analisis, (2) desain, (3) pengembangan, (4) implementasi, dan (5) evaluasi. Penelitian ini mengambil subjek media ajar berbasis podcast, sedangkan objek penelitian pengembangannya adalah validitas isi media, isi materi, respon pengguna, dan efektivitas media. Metode pengumpulan data adalah wawancara, observasi, dan angket. Instrumen yang digunakan untuk mengumpulkan data adalah pedoman observasi, lembar skala penilaian, pedoman wawancara, lembar dan angket. Hasil penelitian menunjukkan bahwa, media ajar berbasis podcast yang telah diproduksi memperoleh indeks validitas dengan kualifikasi validitas isi yang tinggi, materi konten media ajar berbasis podcast yang telah dihasilkan memperoleh indeks validitas dengan kualifikasi validitas isi yang tinggi. . Tingkat ketercapaian respon siswa terhadap media ajar berbasis podcast memperoleh kualifikasi sangat baik. Media ajar berbasis podcast efektif meningkatkan keterampilan berbicara siswa kelas V SD.

A B S T R A C T

This study was motivated by the low speaking skills of students in elementary school, as well as the unoptimal utilization of learning media in learning activities. This development research aims to develop podcast-based teaching media on the speaking skills of grade V students. This development study uses the ADDIE model, which is composed of five stages, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This study takes the subject of podcast-based teaching media, while the object of development research is the validity of media content, material content, user response, and media effectiveness. Data collection methods are interviews, observations, and questionnaires. The instruments used to collect data are observation guidelines, rating scale sheets, interview guidelines, sheets and questionnaires. The results showed that, the podcast-based teaching media that has been produced obtained a validity index with high content validity qualifications, the material on the content of the podcast-based teaching media that has been produced obtained a validity index with high content validity qualifications. The level of achievement of student responses to podcast-based teaching media gain very good qualifications. Podcast-based teaching media is effective in improving the speaking skills of grade V elementary school students.

1. INTRODUCTION

Indonesian is a language recognized as the national and official language in Indonesia. Indonesian is a subject studied from grades 1 to grade 6 at school base. The role of Indonesian language education is very important in ensuring that all Indonesian citizens have good communication skills and are able to understand and use the national language correctly (Ibrahem & Alamro, 2020; Lisnawati, 2018). Indonesian language education starts from an early age, with basic teaching in speaking, reading, writing and listening skills in Indonesian. The most important capital for humans is the language skills they have, therefore every individual is expected to have language skills that are in accordance with linguistic rules (Donna et al., 2021; Ismail & Dedi, 2021). In the current elementary school curriculum there are four language elements, these

four elements include: listening skills, speaking skills, reading skills and writing skills. Speaking is one of the language skills that develop along with the child's development which is preceded by listening skills, through listening skills at the time of children then speaking skills begin to be learned. Speaking is of course inseparable from the use of vocabulary that children acquire from the process of listening and reading (Burns, 2019; Cole & Feng, 2015). Children with difficulties in language learning are also a delay in the language learning process (Cole & Feng, 2015; Susanto et al., 2020). Speaking is also the ability to pronounce the sounds of articulating words in order to convey, express ideas, ideas, thoughts and other things. More broadly, speaking is defined as a system that can be heard (audible) and can also be seen (visible) which uses the many muscles in the human body to be able to convey what is meant, whether it is ideas, ideas or thoughts (Djamdjuri et al., 2014; Ulmi, 2013).

Speaking skills are one of the most important skills that students must have. Speaking skills also lead children to develop the ability to convey opinions, thoughts, concepts and information clearly (Cole & Feng, 2015; Djamdjuri et al., 2014). Speaking skills or abilities are one of several skills or abilities that individuals must have, without ignoring other existing skills or abilities such as listening, reading and writing (Andini & Kurniaman, 2021; Morrar et al., 2017). Speaking skills are of course related to learning activities, this is because In learning, of course, there is intensive communication or speaking interaction between teachers and students or students and other students. Speaking skills in learning activities play a role in conveying ideas, notions, thoughts, opinions, sharing knowledge and understanding (Damyanov & Tsankov, 2018; Djamdjuri et al., 2014). It can be said that learning activities will not run effectively if there are no speaking skills in them because to apply speaking skills of course requires interaction with at least an interlocutor.

The importance of speaking skills in children, especially elementary school students, is certainly a challenge for both children and teachers. However, there are many obstacles in applying speaking skills to students, there are still many students who are not able to express themselves, convey their ideas, opinions, thoughts or information (Qodr et al., 2021; Yaacob & Lubis, 2022). Apart from the obstacles felt by students, it is not uncommon for teachers to experience challenges in applying speaking skills to students, especially in crowded classes with a large number of students. With a large class quota, it is not uncommon for students not to get the opportunity to speak actively. Other challenges are not only internal to the child and the way teachers teach, it could also be due to a lack of resources such as learning media to support the teaching of speaking skills by teachers to their students (Asrial et al., 2019; Hermida, 2011).

Teachers are required to have skill and exploring creativity in teaching speaking skills to students. Implementing the creativity that teachers have in developing media certainly requires the latest innovations to attract the attention of students. By developing learning media that suits students' needs, the benefits of the learning media will certainly be maximized. Learning media is also a solution to increase student enthusiasm and interest in learning that can be used by teachers (Irving, 2006; Lampropoulos et al., 2019). As seen today, education is starting to be perfected and adapted to the times and technology that is currently developing. This is certainly not done without reason, the demands of the times are getting higher and educational needs are also getting bigger, so education is starting to integrate technology in its learning process. Along with the development of the times and an increasingly dynamic society, the education system is also undergoing transformation to adapt to the globalization that is occurring (Boholano, 2017; Fatimah & Santiana, 2017). The development of technology-based education has also become an innovation in learning media. Many technology-based learning media are currently developing, including audio, visual and even audio-visual based learning media. One of the learning media that is often used is media podcast.

Podcast is a medium that can be used by both listening to audio and visuals via computers, cellphones, laptops and other devices. Audio visual media podcast this can record sounds and images that have been designed in such a way that they become scenarios that can influence the listener to get carried away in the conversation podcast (Yoestara & Putri, 2019; Zein & Wahyuni, 2023). Podcast become an effective and efficient learning medium. Podcast is said to be effective because podcast can function as a medium for various learning and learning, the playback device is fairly simple and easy to find and can be used anytime and anywhere (Anggeraini, 2018; Ritter, 2012). Use of technology-based learning media, especially learning media podcast this can provide a more engaging, interactive, and accessible learning experience for students. In the making podcast of course there are those who play a role *host* and as a resource person/speaker, with such a media concept it can certainly be an effective solution for teachers to overcome challenges in teaching speaking skills (Miranty & Rachmawati, 2016; Rapini, 2022).

The use of learning media also certainly has its own challenges. The use of learning models to implement the learning media used is very important to pay attention to. This can certainly maximize the challenges faced in improving students' speaking skills. With learning media in the form of podcast with

media concepts that involve students ashost or the speaker is strongly supported by a role-playing or learning model role playing (Kasanah et al., 2019; Patonah & Sri Sumartini, 2019).

The role-playing learning model is a learning approach that involves students in assuming roles and interacting as if they were acting out real conditions. Role playing is also said to be pretend play, make-believe, fantasy (Kurniawan et al., 2021; Marlia et al., 2018). According to previous study, role playing is characterized by the repeated and enjoyable application of stories to objects. He also said that children's involvement in role playing is an effort to improve their abilities (Nuryati & Darsinah, 2021). The role playing model is a learning model in which there are pretend activities (acting) carried out by students in accordance with the roles obtained. Students imitate characters who take part in existing situations in such a way (Kasanah et al., 2019; Patonah & Sri Sumartini, 2019). This model can increase student motivation, improve communication or interpersonal speaking skills, and help students to be confident when speaking in public.

Teachers must create effective and efficient learning that implements student-centered learning, in this case teachers are required to have the skills and willingness to increase their creativity in organizing learning. One thing that teachers must have is of course integrating learning models, learning media and other things that can increase students' enthusiasm for learning (Elshami et al., 2021; Mee Mee et al., 2020). Problems with speaking skills still occur in many schools, one of which is SDN 1 Abang Batudinding. The results of interviews conducted with the class V homeroom teacher which was carried out showed that to improve students' speaking skills, teachers still tend to use the lecture method or use a teacher centered approach, the learning process is still based on textbooks, and does not use learning media as a tool. help to improve students' speaking skills. The teacher also stated that in learning the teacher delivers the material and students are only asked to repeat what the teacher has conveyed.

Apart from conducting interviews with class V teachers, to determine the level of students' speaking skills, direct observations were carried out on class V students. Observations were carried out by giving students a learning video and story text and then asking students to one by one express their opinions regarding the video that had been shown and the text that had been shown has been read. This observation aims to find students with good speaking skills and students with poor speaking skills. From observations made in class V of SDN 1 Abang Batudinding, it was found that the number of students who had good speaking skills was still low. Thus, there is a great need for learning media that can be used to improve elementary school students' speaking skills. From existing data, this research was carried out with the aim of developing a media-based learning podcast which in its application uses a role playing model to improve elementary school students' speaking skills. Media-based development podcast can be a solution to the problems faced by class V students at SDN 1 Abang Batudinding regarding speaking skills. In media podcast Educators can collaborate on audio and visual media accessed using technology with implementation using a role-playing model. In the context of education in the current digital era, the use of this technology can provide a more interesting, interactive and efficient learning experience, thereby helping to create a young generation that is better prepared to face the challenges of the future.

Thus, this research was conducted to analyze the effective, efficient, interesting and practical learning process facilities so as to create a new atmosphere in the learning process using learning media. Based on the explanation above, the novelty of this study is applying a trendy platform, namely podcasts which are integrated in learning through role play models. It is also hoped that students will be able to construct knowledge from the material being studied.

2. METHOD

This research is included in the type of development research (research and development). In this research, the ADDIE development model is used. Previous study state that the use of the ADDIE model is still very relevant for use in research because (1) the ADDIE model is a model that is easy to adapt well to all conditions, (2) the flexibility of the model in answering this problem is very high , however, this ADDIE model is very effective to use and the name ADDIE is familiar to many people, (3) this ADDIE model presents a structured framework for developing instructional interventions and there is revision and evaluation at each stage (Branch, 2009). Model ADDIE development involves five main stages, namely analysis (analyze), planning (design), development (development), implementation (implementation), and evaluation (evaluation). At the analysis stage, needs analysis, characteristics analysis and media analysis are carried out. Next, the design stage is carried out by determining the material or topic of discussion related to speaking skills and carrying out the design according to the analysis in the field. After that, you will select and determine the material that will be discussed podcast, determine sources and guides podcast. After that, there will be a consultation with the supervisor to provide suggestions or input so that it can be refined at the next stage. Next is the development stage, namely the realization of the product that has been

designed based on the design that has been created. After that, consultations and expert tests will be carried out to review and determine the suitability and practicality of the media, carried out by 6 lecturers and practitioners consisting of 1 class V homeroom teacher and 5 class V students. Next is the implementation stage, concrete steps to apply the media that have been developed. At this stage the media developed will be presented so that it can be implemented to the target. The final stage is evaluation, including formative evaluation and summative evaluation.

      The subject of this research is media-based learning podcast through role playing models. Meanwhile, the object of this development research is the validity and effectiveness of media-based learning podcast through a role playing model to improve speaking skills aimed at 25 fifth grade students. In this research there are two types of data, namely qualitative data and quantitative data. Qualitative data is researchers looking for sources, such as obtained from review by experts. Meanwhile, quantitative data is where researchers collect data and test results. Quantitative data obtained from rating scale expert test validation results, rating scale practicality test for teachers and students, and effectiveness test data. Meanwhile, qualitative data was obtained from input and suggestions from experts. The data collection methods used were questionnaires and observation. The data obtained in the research was then analyzed using qualitative data analysis techniques, instrument validity analysis, media content validity analysis, media practicality analysis, and media effectiveness analysis on speaking skills. The research instrument grid can be seen in Table 1, Table 2, Table 3, and Table 4.

Table 1. Media Expert Instrument Grid

No	Component	Indicator	Item Number	Number of Items
1	Appearance	The quality of the images in the video	1	1
		Attractive initial appearance	2	1
		Space composition	3	1
		The attractiveness of the video used	4	1
		Suitability of the audio used	5	1
		The text in the video can be read clearly	6	1
		Use of various camera positions	7	1
		Accuracy of object placement in video	8	1
2	Use of Video	Convenience and smoothness in accessing vids	9	1
3	Language	Use of appropriate narration or language	10	1
		Ease of use of the language	11	1
Amount				**11**

Table 2. Material Expert Instrument Grid

No	Aspect	Indicator	Instrument Item Number	Number of Items
1	Learning Design	Suitability of the material presented in learning media with basic competencies	1	1
		Suitability of the concept of learning material with the media used	2	1
		Depth and completeness of material	3	1
		Contextual	4	1
		Ease of material to understand	5	1
		Systematic, coherent, logical and clear flow	6	1
		Learning materials can be found at review repeat	7	1
		The overall content of learning media can motivate students in learning	8	1
Number of Items				**8**

Table 3. Practicality Test Instrument Grid for Teachers and Students

No	Aspect	Indicator	Instrument Item Number	Number of Items
1	Appearance	Overall media display podcast attract	1	1
		Writing in the media podcast can be read clearly	2	1

No	Aspect	Indicator	Instrument Item Number	Number of Items
		Pictures in the media podcast has been seen clearly	3	1
		Sound harmony with background sound on the learning material video	4	1
		Media color display podcast attract.	5	1
2	Material	Material published in the media podcast can be explained easily to students so that they can understand	6	1
		Presentation of the material given in podcast is in accordance with aspects of speaking skills in elementary school	7	1
		Media podcast There are already examples of the application of speaking skills that are adapted to the surrounding environment	8	1
3	Language	Media podcast can be used easily to support the learning process in the classroom	9	1
		Media podcast can be used repeatedly to help the effectiveness of learning	10	1
Number of Items				**10**

Table 4. Speaking Skills Instrument Grid

No	Aspect	Dimensions	Number of Items
1	Pronunciation	Pronounce words and sentences clearly and directly.	1
2	Intonation	Can speak with appropriate and precise intonation	1
3	Smoothness	Students pronounce words and sentences fluently	1
4	Facial expressions/mimics	Can describe the atmosphere through facial expressions/mimics	1
5	Accuracy of content	Convey the contents of the conversation with effective sentences	1
Amount			**5**

3. RESULT AND DISCUSSION

Result

This research aims to develop Media Based TeachingPodcast through the Role Playing Model on the Speaking Skills of Class V Elementary School Students and the test objects of this research were class V students of SDN 1 Abang Batudinding. This research uses the ADDIE research model, this method consists of five stages, namely analysis (analyze), planning (design), development (development), implementation (implementation), and evaluation (evaluation). The first stage is the analysis stage (analyze), consists of three types of analysis, namely needs analysis, characteristics analysis, and media analysis. The needs analysis was carried out by conducting observations and interviews with the class V homeroom teacher at SDN 1 Abang Batudinding regarding speaking skills and the use of media to support these skills. The characteristic analysis stage was carried out by distributing questionnaires to class V students at SDN 1 Abang Batudinding. Media analysis is carried out by collecting references related to media and the characteristics of good media to later be used as a reference in developing media that suits the characteristics and needs of students and teachers. The next stage is the design stage (design). Design based teaching mediapodcast developed based on the results of previous analysis. The design and construction of this media used the Microsoft Word application, while the realization of the media was created using the Canva application and the core part of this media is that the video was recorded and then edited using the application Adobe Premiere. Development of based teaching mediapodcast this is converted in formlink which can be accessed viadesktop. Design of based teaching media podcast can be seen on Figure 1.

Figure 1. Media Based Teaching Design Podcast

Next is the development stage (development). The initial product design that has been produced is developed to produce a product that is ready to be implemented. Apart from consulting with the supervisor, it is followed by expert testing to review and determine the feasibility and practicality of the media being developed. After the assessment results from the expert test, they are then reviewed to determine the suitability of the media that has been developed, and to make revisions if there are input and suggestions. Test the validity of based teaching media podcast implemented from November – December 2023. There are four experts as validators of based learning media podcast as a media expert and material expert, the results can be seen on Table 5.

Table 5. Expert Validation of the Feasibility of Media and Media Based Teaching Materials Podcast

| Item | Assessment | | | | s1 | s2 | s3 | s4 | $\sum s$ | n(c-1) | IN | Is. |
	I	II	III	IV								
Items 1-8	37	38	37	38	29	30	29	30	118	128	0.9219	Height
Items 1-11	52	51	52	55	41	40	41	44	166	176	0.9432	Height

Based on Table 5, it is known that teaching media is based podcast obtained an overall material validity index of 0.9219 and media suitability was also 0.9432 and fell into the range ≥0.8 so that the media product developed had very high validity. So it can be stated that Teaching Media is based Podcast obtain very high eligibility qualifications. Next, the implementation stage is a concrete step to apply the media that has been developed. At this stage the media developed will be presented in such a way that it can be implemented to the target. Test the practicality of using media-based learningpodcast carried out with a trial in one class of 25 students who had different abilities or skills in assessing media-based learningpodcast by filling in the questionnaire that has been distributed. The results of the practicality test can be seen at Table 6.

Table 6. Media Practicality Test Results Based on Teaching Media Podcast

Respondent	Amount	Maximum Score	Present	Rate-rate
Rs 1	43	50	86	
Rs 2	48	50	96	
Rs 3	43	50	86	
Rs 4	44	50	88	
Rs 5	44	50	88	
Rs 6	45	50	90	
Rs 7	46	50	92	
Rs 8	45	50	90	
Rs 9	48	50	96	
Rs 10	49	50	98	
Rs 11	49	50	98	92.72
Rs 12	46	50	92	
Rs 13	44	50	88	
Rs 14	44	50	88	
Rs 15	46	50	92	
Rs 16	46	50	92	
Rs 17	45	50	90	
Rs 18	46	50	92	
Rs 19	47	50	94	
Rs 20	48	50	96	
Rs 21	48	50	96	

Respondent	Amount	Maximum Score	Present	Rate-rate
Rs 22	49	50	98	
Rs 23	48	50	96	
Rs 24	49	50	98	
Rs 25	49	50	98	

Based on Table 6, it can be seen that students' responses to media-based learning podcast obtained an achievement level of 92.72%, so it can be concluded that the students' responses were in a very good interpretation. Next is the effectiveness test, carried out through pre-experimentation with the designone group pretest-posttest. The value of students' speaking skills is obtained from the implementation of the use of media-based learningpodcast through a role playing model compared with student scores before implementing media-based learningpodcast through role playing models. The effectiveness test was carried out through pre-experiments with a one group pretest-posttest design. The effectiveness test was carried out in December 2023. The research subjects were class V students of SDN 1 Abang Batudinding, Kintamani District, Bangli Regency. The object of the research is students' speaking skills. The value of students' speaking skills obtained from implementing the use of podcast-based learning media through a role-playing model was compared with the students' scores before implementing podcast-based learning media through a role-playing model. The results of the normality test for data distribution show that the significance value in both columns is greater than 0.05 (5% significance level). That is, assess students' speaking skills before implementing media-based learningpodcast normally distributed. These results show that the significance value in both columns is greater than 0.05 (5% significance level). That is, the value of students' speaking skills after implementing media-based learningpodcast normally distributed.

The variance homogeneity test shows the significance value in the columnBased on Mean is at 0.363. These results show that the significance value is >0.05 (5% significance level). This means data on speaking skill scores before and after the implementation of media-based learningpodcast declared homogeneous. Based on the t-test table, it was found that the significance value (2-tailed) is 0.000. These results show that the significance value is smaller than 0.05 (5% significance level) or p < 0.05. That is, H0 rejected and H1 accepted. Therefore, there is a significant difference in the speaking skills of fifth grade students before learning using media-based learningpodcast and after learning using media-based learningpodcast. Then the final stage, namely evaluation (evaluation). The evaluations carried out during this research were in the form of formative evaluations and summative evaluations. Formative evaluation is carried out during the development process, or carried out at each stage, namely at the design stage, development stage and implementation stage. The aspects that are looked at in formative evaluation are the course of the research process and the products produced at each stage. Meanwhile, summative evaluation is carried out at the end of research activities. Summative evaluation is the final evaluation of all stages with the aim of reflecting on the research process and ensuring that the resulting product is of high quality.

Discussion

This research aims to produce media-based learning podcast through role playing models on the speaking skills of fifth grade elementary school students. This learning media is different from other learning media because it combines two types of learning media, namely audio and visual which are packaged in the form of learning media podcast which was designed based on the results of needs analysis in the field (Kurniawan et al., 2021; Marlia et al., 2018). Media based learning podcast. This can help students to improve their speaking skills. Media based learning podcast through a role-playing model for speaking skills, it is very suitable for fifth grade elementary school students because it is equipped with videos and quizzes in the form of games that can be done directly by students.

The learning media that has been developed is then tested for feasibility, practicality and effectiveness using an instrument in the form of a questionnaire whose feasibility has been tested. In the feasibility test of the research instrument, two feasibility formulas were used, namely formula Gregory to test the feasibility of instruments for material experts, media experts and media practicality tests. Meanwhile, the effectiveness instrument uses the CVR/CVI formula. The results of the validity of the instrument are material experts, media experts, and practicality which are calculated using a formulaGregory get a validity result of 1.00 which is in the very high category. Then, the validity of the effectiveness instrument was carried out by four peoplejudges This is obtained from the results of the CVR calculation, namely that the effectiveness instrument has met validity for all items. After obtaining the results of the CVR calculation, the CVI calculation is then carried out. From the CVI calculation, the result of the instrument calculation for the effectiveness of students' speaking skills is 1, which means it is very suitable. From the results of this calculation it can be interpreted that it is based on the results of the fourth

assessmentjudges stated that the speaking skills effectiveness instrument could be stated to have a very suitable content validity index (CVI) (Habibi et al., 2020; Yuliana et al., 2021). This is because each statement item is in accordance with the existing grid. Based on the results of the validity of the instrument, the instrument is suitable to be used to test the effectiveness of students' developed speaking skills.

Validity of appropriateness of materials and based learning mediapodcast carried out by validators who have expertise in their fields. Based on the results of expert assessments that have been analyzed, it shows that learning media is basedpodcast through the role-playing model developed, media expert feasibility obtained a validity index of 0.9432 and material expert feasibility analysis obtained a validity index of 0.9219 with a high validity predicate or qualification. This is because the media content as a whole starts from the selection of attractive designs used, the use of fonts in videos, the use of doll objects as sources andhost, use of color both in videos and in the menu, utilization web. To carry out an interesting knowledge test, the use of spaces and menu layout are appropriate (Siew & Ambo, 2018; Vaezi & Rezaei, 2019). An attractive media appearance will definitely attract students' interest in using it. The presentation of material that is packaged concisely, clearly and easily understood also increases students' interest in using the media (Firdiansyah & Pamungkas, 2021; Syah & Harsono, 2020). Apart from that, in media-based learning podcast through this role playing model there is a videopodcast which is packaged into several episodes that discuss interview topics which in their presentation are included in the interview.

After the media has been validated by judges, next is the stage of testing the practicality of based learning media podcast through a role playing model carried out by 25 students as respondents who are users of media-based learning podcast namely fifth grade students at SDN 1 Abang Batudinding, Kintamani District, Bangli Regency. The assessment results from 25 students as media users obtained a practicality rating of 92.72% with a very good predicate or qualification. This is because learning media is based podcast through an easy-to-use role playing model, the content of the material and the learning process have been adapted to the characteristics and needs of fifth grade elementary school students. Media based teaching podcast through the role playing model developed to make it easier for students to understand the interview material (Nugrahini & Rahmadhani, 2021; Rapini, 2022). By watching videos podcast which is divided into four episodes, each episode discusses one topic and after watching each episode students are invited to answer questions on the quiz menu which containsgame with questions about the content of the videopodcast so that it becomes easier for students to understand the stages of a good and correct interview. With the repetition feature, students who don't understand the video in one viewing can also repeat watching the video until the student really understands (Miranty & Rachmawati, 2016; Suryanto & Sari, 2021). Use of media-based learning podcast through the role-playing model, it can be accessed using all types of electronic devices, be it PCs, laptops, and all typessmartphone making it easier for students to access it. Based on the results of this analysis, it can be stated that learning media is based podcast through a role playing model that was developed practically for use in learning activities, especially for fifth grade elementary school students.

After carrying out validity tests, practicality tests, and improvements to based learning media podcast through the role playing model that was developed, the effectiveness test was then carried out on students at SDN 1 Abang Batudinding, Kintamani District, Bangli Regency. The effectiveness test was carried out using an observation sheet. Researchers will assess students when conducting interviews with a role-playing model where one of the students becomeshost and one becomes a resource person according to the creation scenariopodcast after using the media (Anggeraini, 2018; Kesumaningtyas et al., 2022). After conducting the interview, the researcher will give students grades on the observation sheet that has been made. The scores obtained by students after conducting interviews with their friends were calculated and analyzed using the correlated t-test technique in the SPSS application. After calculating and analyzing the students' speaking skill scores, they obtained a significance score (2-tailed) of 0.000, smaller than 0.05 (5% significance level), meaning that there is a significant difference in the speaking skills of class V students before studying using learning media based onpodcast through role-playing models and after learning using media-based learning podcast through role playing models (Kurniawan et al., 2021; Marlia et al., 2018). Based on this, it can be concluded that learning media is based podcast through an effective role playing model to improve the speaking skills of fifth grade elementary school students. This is because by implementing interactive learning it will be easier for students to understand the material and encourage students to be more active in speaking.

Based on test results based on learning media podcast through the role playing model developed, it can be stated that the learning media has good qualifications and can be used continuously in implementing speaking skills learning in elementary schools, especially for fifth grade students, so that the learning media is based onpodcast through the role playing model, it can be disseminated to other classes at SDN 1 Abang Batudinding, Kintamani District, Bangli Regency.

4. CONCLUSION

Media based teaching podcast has the final result in the form of a website. This media based teaching podcast consists of the initial display and the menu/home display. Media based teaching podcast there are four video episodes that discuss interview topics related to students' speaking skills. After students watch each video episode podcast regarding interviews, there is a quiz menu in the form of a game which contains questions about the content of each episode in the video podcast. Validity index of media and media-based teaching materials podcast each with a very good title or qualification. The level of achievement of student responses to media-based teaching podcast with excellent predicate or qualification. Media based teaching podcast effective for improving the speaking skills of fifth grade elementary school students.

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