

The effect of using “Coffee Break English” Podcast on Teaching Transactional Speaking for ninth-grade students at SMP Tahfidz Mutiara Al-Akbar Makassar.

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Article Info

Article history:

Received Jun 12th, 20xx

Revised Aug 20th, 20xx

Accepted Aug 26th, 20xx

Keyword:

Transactional speaking; podcast; EFL.

ABSTRACT (10 PT)

This research investigated the integration of the "Coffee Break English" podcast into instructional materials to enhance the transactional speaking skills of EFL learners at SMP Tahfidz Mutiara Al-Akbar. Employing a mixed-methods approach, the study combined a pre-experimental design with qualitative analysis, involving six students and one teacher. Data were gathered through pre- and post-tests alongside questionnaires to evaluate the impact of podcast-mediated communication.

Therefore, the results demonstrated a significant improvement in students' communicative competence. Quantitative analysis showed that learners transitioned from a "Fair" baseline to a "Good" proficiency level. This progress was driven by high student engagement and a supportive learning environment that strengthened linguistic foundations, including vocabulary, pronunciation, and grammatical accuracy. Both the teacher and students maintained positive attitudes toward the podcast activities.

Lastly, the study identified specific hurdles during implementation. While the intervention was pedagogically successful, the teacher faced challenges related to network instability, limited access to digital devices, and student behaviour management. Despite these technical and operational obstacles, the findings suggest that podcast-based materials are an effective tool for elevating transactional speaking skills in an EFL context when supported by adequate infrastructure.



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INTRODUCTION

Speaking is the articulation of speech sounds that are created during trying to form words. This speaking skill and if a skill are not conducted regularly it does not grow (Apriyanto & Syakur, 2022). and also, the ability of students the must be acquired and developed is how student to express ideas, and also other thinking processes, such as being able to convey it to others (Usmiyatun et al., 2023). On other hand, speaking skills are also part of the larger section called communicating skills which includes fluency, pronunciation, intonation and the capability to engage in a meaningful conversation (Tiu et al., 2023). According to Kurnia (2020), spoken skill is classified into mechanical skill, because the more you speak, the faster the progress on speaking skills. From the definitions above, one can infer that Speaking is simply expressing thoughts in fluent manner and we also convey the messages being meant to communicate by our supporters and companions through speaking skill. It is classified as a mechanical skill, which becomes better with more practice.

Now, technology is on the center stage in digital era; and can be said that educational industry is one of them that also tried to use the technology for easing a job, including how technology used or applied in free curriculum. Education in the independent learning curriculum aims to harmonize an awareness of literacy, knowledge skills, skills attitudes-and particularly technology wherewithal. Then, students are able to think and maximize their learning efficiency. (Manalu et al., 2022).

Therefore, Teaching media. It is very significant in the ability to develop kids' interest and capability of speaking media which are interesting and can be understood by children should be used Audiovisual media that can upgrading kid's speaking skills. (Jannah & Hasanah, 2019). Podcasts are one of the sources that combine teaching and learning process, as they are very convenient for

multitasking, and to save time as you listen while working, travelling, writing or exercising in the gym (Paul 2020).

Podcasts have the clientele-friendly time, and the requirements include: “celebrity approach”, “mix of relevant topics”, “informal”, “funny”, “entertaining”, “easy to remember”, “different”, “simple”, “conversational”, etc (Mayangsari & Tiara, 2019). Teachers can develop and disseminate podcasts since the process is simple (Muhammad & Sudrajat, 2025). From the students' perspective, podcasts can be listened to and provide content in the target language, which encourages contextual learning (Evtyugina & Volkova, 2020). Additionally, podcasts can be employed, to stimulate learners' language apprehension, and to develop their speaking confidence and communicative competence in overcoming real-life situations (Rajendran & Md Yunus, 2021). Furthermore, students can personalize their learning, as technology fosters flexible learning (Mohzana, 2024).

Based on the description above, the researcher intends to investigate the effectiveness of using the “*Coffee break English*” podcast by integrating it into a teaching module aligned with the Merdeka Curriculum. This study aims to provide empirical evidence on the extent to which the integration of podcast-based media can effectively enhance students' speaking skills. This approach is expected not only to support the achievement of learning objectives outlined in the Merdeka Curriculum but also to offer a more authentic, contextual, and flexible learning experience. Therefore, the researcher will conduct a study entitled “**The Effect of Using the 'Coffee Break English' Podcast in Teaching Transactional Speaking Skills at SMP Mutiara Tahfidz Al-Akbar Makassar.**” The findings of this research are expected to make a meaningful contribution to the development of speaking instruction strategies that are relevant, engaging, and aligned with the demands of 21st-century learning.

RESEARCH METHODS

This study utilized a quantitative methods design, specifically the quantitative component of this study utilizes a pre-experimental design to evaluate outcomes before and after the intervention. As noted by Creswell (2014), this involves gathering data via attitudinal instruments and applying statistical analysis for hypothesis testing. On other hand, the quantitative data analysis in this research seeks to address the first research question. Accordingly, to analyze the data collected through the pre speaking test and post-speaking test, the researcher used SPSS (Statistical Package for the Social Sciences) 26.0 version on Windows as a tool for complex statistical data analysis.

Therefore, the target population comprises the ninth-grade students and the English teacher at SMP Tahfidz Mutiara Al-Akbar. The sample in this research included all students from the ninth-grade class and the English teacher at SMP Tahfidz Mutiara Al-Akbar as the primary samples.

RESULTS AND DISCUSSION

According to Nunan et al. (2003), transactional speech is described as being focused on the completion of specific tasks, such as the offering of services or goods. From this, it can be understood that speaking in a transactional manner is characterized by a specific purpose. Moreover, transactional speaking has been identified as one of the speaking functions used to convey messages during interactions with others (Kaharuddin, 2014). It is explained by Arafah & Kaharuddin (2015) that transactional speaking is carried out by two or more individuals engaged in communication, in which the main goal is the exchange of information typically through activities such as interviews, discussions, etc. Therefore, it can be concluded that transactional speaking is regarded as one of the speaking functions aimed at the achievement of communication goals, including task completion and information exchange. Speaking as a transaction is seen as being less focused on building social relationships and more directed toward delivering information clearly and efficiently.

the results of the transactional speaking pre-test, which include the pre-test results, descriptive statistics, as well as the distribution and frequency of the pre-speaking test scores:

Table 1.0 The Result of Pre-test Transactional Speaking

No	Respondent Number	Transactional Speaking					Total	Average
		Information & Clarity	Fluency	Grammar	Pronunciation	Vocabulary		
1	001	2	1	1	1	2	7	1.4
2	002	2	2	2	1	1	8	1.6
3	003	2	1	1	1	2	7	1.4
4	004	1	1	1	2	1	6	1.2
5	005	2	1	1	1	2	7	1.4
6	006	1	1	1	1	1	5	1

Based on the results of the pre-test analysis shown in the table above, it can be observed that the total scores of students' transactional speaking skills ranged from five (5) to eight (8). The highest total score was achieved by respondent 002 with a score of eight (8), while the lowest total score was obtained by respondent 006 with a score of five (5). Furthermore, the average total score of the students was 6.67, indicating that the students' transactional speaking skills were at a low level prior to the implementation of the *Coffee Break English* podcast-based teaching materials.

Therefore, the pre-speaking test result was analyzed through the SPSS as described in the following descriptive statistic table:

Table 1.1 The Result of Pre-test Transactional Speaking

Statistics

Pre-Test Transactional Speaking

N	Valid	6
	Missing	0
Mean		4.17
Median		5.50
Std. Deviation		3.312
Variance		10.967
Minimum		0
Maximum		7

The descriptive statistic of the pre-speaking test results was illustrated through the use of a statistical histogram. It was created and analyzed using the SPSS in statistical interpretation.

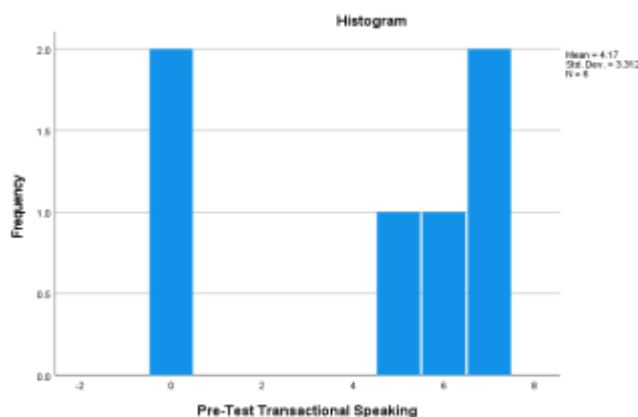


Chart. 1.0. The Pre-Speaking Test Score Distribution and Frequency transactional speaking

The post-speaking test was given to six students before the learning and teaching process using the develop podcast-based teaching materials on November 28, 2025, in the afternoon from 10:30 to 11: 50 in the grade 9 classroom of SMP Tahfidz Mutiara Al-Akbar Makassar. The researcher and guru les dari Yayasan Mutiara Al-Akbar yaitu miss Rima Mustika, S.T was involved in the pre-speaking test as an instructor, and the speaking test was elected through interview, Group discussion and oral presentation. resulting in the detailed information as shown in the following table:

No	Respondent Number	Transactional Speaking					Total	Average
		Information & Clarity	Fluency	Grammar	Pronunciation	Vocabulary		
1	001	3	3	3	2	2	13	2.6
2	002	3	3	2	2	2	12	2.4
3	003	4	4	3	4	3	18	3.6
4	004	4	3	2	3	3	15	3
5	005	4	4	4	3	4	19	3.8
6	006	4	4	2	3	3	16	3.2

Source: Primary data processing: post-test Transactional Speaking.

Table 1.2. The Result of Post-test Transactional speaking.

Based on the results of the pre-test analysis presented in the table above, it can be seen that the total scores of students' transactional speaking skills ranged from twelve (12) to nineteen (19). The highest total score was achieved by respondent 005 with a score of nineteen (19), while the lowest total score was obtained by respondent 002 with a score of twelve (12). In addition, the average total score of the students was 15.5, indicating that the students' transactional speaking skills were at a moderate level before the implementation of the podcast-based teaching materials.

Therefore, the pre-speaking test result was analyzed through the SPSS as described in the following descriptive statistic table:

Statistics

Post-Test Transactional Speakir

N	Valid	6
	Missing	0
Mean		15.50
Median		15.50
Std. Deviation		2.739
Variance		7.500
Minimum		12
Maximum		19

Table 1.3. The Descriptive Statistic of the Post-Speaking Test of Transactional speaking.

The descriptive statistic of the pre-speaking test results was illustrated through the use of a statistical histogram. It was created and analyzed using the SPSS in statistical interpretation:

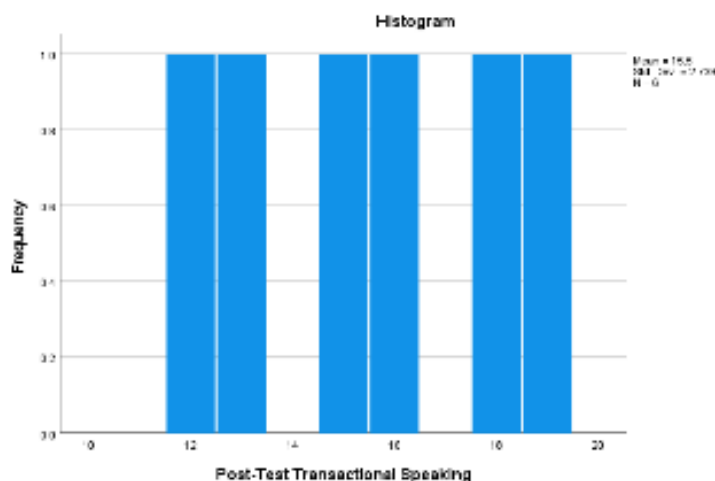


Chart. 1.2. The Post-Speaking Test Score Distribution and Frequency of transactional speaking.

To determine the effectiveness of Podcast-Mediated Communication in improving EFL learners' speaking abilities, the researcher carried out a series of summative evaluations. These evaluations, which are thoroughly described in this chapter, were used to assess how the Podcast-based teaching materials implemented through worksheet performed within the target group. The evaluation process followed the four-level summative assessment model proposed by Kaharuddin & Yassi (2018).

CONCLUSION

A comparative analysis of pre-test and post-test data reveals a substantial advancement in the quality of students speaking functions across all measured categories. Prior intervention, students' abilities were consistently categorized as "very poor", but following the implementation of lesson plan, there was a marked shift toward a "fair" level of proficiency. This transition suggests that the integrated approach effectively addressed foundational gaps in oral communication.

On other hand, formal speaking performance showed equally impressive progress. The scores in this category increased from an average of 1.4 to 3.17, confirming the interventions success in fostering more structured and confident oral presentations. Collectively, these results demonstrate that the podcast-based lesson plan provided a comprehensive boost to students speaking skills, moving them from a state of minimal competence to a functional and standardized level of proficiency.

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