

## THE EFFECT OF RICOSRE LEARNING MODEL WITH PODCAST ASSISTANTS ON SKILLS SPEAKING ON GRADE XI

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### Abstract

This study aims to determine the effect of the RICOSRE learning model assisted by Podcast on speaking skills in debate material for class XI students of SMA Parulian 1 Medan. This study uses a quantitative experimental research method One Group Pretest-Posttest Design. The population in this study were all class XI students totaling 103. This study only used one class as a pretest and posttest class. The data analysis techniques used were normality test, homogeneity test, and hypothesis test, after which research was conducted for the pretest and posttest classes using the RICOSRE learning model assisted by podcasts, the average pretest class value was 54.93 with a standard deviation of 9.74 and the average posttest class value was 82.25 with a standard deviation of 76.50. The results of the pretest and posttest class prerequisite tests state that the sample is normally distributed and homogeneous, so the value will be consulted with the 5% significance level table with  $dk = (N1 + N2) - 2 = 62$ . By looking at the  $t_{table}$  value, the  $t_{table}$  value is  $5\% = 1.99$ . Therefore,  $t_{count} > t_{table}$  ( $36.79 > 1.99$ ) is obtained. So it can be concluded that the  $H_0$  hypothesis is rejected and the  $H_a$  hypothesis is accepted.

**Keywords:** : RICOSRE Learning Model, Speaking Skills, Debate

### Abstrak

*Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran RICOSRE berbantuan Podcast terhadap keterampilan berbicara pada materi debat siswa kelas XI SMA Parulian 1 Medan. Penelitian ini menggunakan metode penelitian eksperimen kuantitatif One Group Pretest-Posttest Design. Populasi dalam penelitian ini adalah seluruh siswa kelas XI yang berjumlah 103. Penelitian ini hanya menggunakan satu kelas sebagai kelas pretest dan posttest. Teknik analisis data yang digunakan adalah uji normalitas, uji homogenitas, dan uji hipotesis, setelah itu dilakukan penelitian untuk kelas pretest dan posttest dengan menggunakan model pembelajaran RICOSRE berbantuan Podcast diperoleh nilai rata-rata kelas pretest sebesar 54,93 dengan simpangan baku 9,74 dan nilai rata-rata kelas posttest sebesar 82,25 dengan simpangan baku 76,50. Hasil uji prasyarat kelas pretest dan posttest menyatakan bahwa sampel berdistribusi normal dan homogen, maka nilai tersebut akan dikonsultasikan dengan tabel taraf signifikansi 5% dengan  $dk = (N1 + N2) - 2 = 62$ . Dengan melihat nilai  $t_{tabel}$ , maka diperoleh nilai  $t_{tabel}$  sebesar  $5\% = 1,99$ . Oleh karena itu, diperoleh  $t_{hitung} > t_{tabel}$  ( $36,79 > 1,99$ ). Maka dapat disimpulkan bahwa hipotesis  $H_0$  ditolak dan hipotesis  $H_a$  diterima.*

**Kata Kunci :** : Model Pembelajaran RICOSRE, Keterampilan Berbicara, Debat

## INTRODUCTION

One aspect of skills that is very important in the world of education is speaking skills as a means of communication. Said to be important Tarigan (MEYSI, 2024) argues that speaking is the skill of conveying messages through spoken language. In line with this opinion, Tarigan (Yiniar et al., 2024) argues that speaking is the skill of pronouncing articulation sounds or words to express, show, and convey intent such as ideas, thoughts, ideas, and feelings.

In addition to these opinions, other experts say that speaking is one aspect of productive oral language skills, meaning an ability that someone has to convey ideas, thoughts, or feelings so that the ideas in the speaker's mind can be understood by others (Beta, 2019a) . In line with the opinions of the experts above, researchers argue that speaking is a skill that someone has by containing language

sounds or words that have a purposeful meaning such as ideas, thoughts and feelings that are conveyed can be understood by others. Speaking skills are the most important indicator for social beings, in interacting with others in everyday life (Wulandari et al., 2021).

Speaking is divided into three types: a) Persuasive, which is characterized by subtle persuasion that makes others believe in our intentions. b) Instructive, Giving knowledge to someone means telling them something. This type also requires a response from the listener in the form of appropriate understanding; c) Recreational, To keep the audience engaged and, of course, motivated to pay attention to what is being said. by the speaker, creative implies having fun. In this type, the listener's reaction is described as interest and joy (Listiawati & Ukit, 2024).

A good speaker is usually sociable, confident, brave in public appearances, and has the ability to influence others. (Juano & Pardjono, 2016) . However, based on the results of observations and interviews conducted in class XI of SMA Parulian 1 Medan, students' speaking skills are still relatively low. The problems are described as follows. First, students do not dare to voice their opinions when the teacher assigns students to express opinions, debate, and speak or present in front of the class. Second, students express opinions that are not structured in their delivery so that the meaning conveyed is not there. Third, students still have difficulty speaking in formal and informal situations (Nafis, 2024). Fourth, students feel awkward, look nervous, sweat coldly, stand stiffly, have no or less eye contact with the audience, pronunciation is unclear, intonation is monotonous, and language is less communicative when dealing with other students. Fifth, the Indonesian language lesson scores in class XI of SMA Parulian 1 Medan, some of which are still far from the KKM score of 75 in developing speaking skills on debate material. Sixth, students have difficulty debating in front of friends. Seventh, students have difficulty expressing their desires or emotions (Ramadani & Muhammadi, 2024). Eighth, students are unable to articulate their ideas and emotions, causing students to stutter when speaking (LISMAIDA, 2023).

Things that affect difficulties in speaking skills are, lack of reading literacy of students, lack of self-confidence, and lack of parental guidance at home. However, it is the responsibility of the school, especially teachers, and parents to train and support students in developing speaking skills (Haka et al., 2023).

According to the findings of the first study, students' speaking skills are influenced by various elements, including linguistic, psychological, neurological, and speech organ problems (Kadek Dwi Padmawati & Ni Wayan Arini, 2019). In contrast, students' speaking skills are the focus of the second study with the same topic. The findings of this second study indicate that a number of factors, including linguistic factors such as word choice, intonation, pronunciation, and the accuracy of the conversational purpose, can affect students' speaking ability. Non-linguistic elements such as reasoning, eye contact, gestures, attitude, and mentality form the second aspect (Fauziah, 2022).

The variables that can affect students' speaking ability changed between the results of this second study and the first study. According to the first study, psychological, neurological, semantic, and linguistic aspects all affect students' speaking ability. On the other hand, the second study clarified that linguistic and non-linguistic influences on students' speaking ability (Lilis, 2022).

From previous studies, it is clear that there are various factors that can affect students' speaking ability. First, psychological factors, then neurological factors, third, semantic factors, fourth, and fifth linguistic variables, and finally, non-linguistic components complete this list (Cahyani et al., 2023). The researchers' study will be different from previous studies because it will exclusively concentrate on students' ability to communicate their thoughts through debate (Simaremare et al., 2023).

Based on the problems presented above, the researcher intends to investigate students' speaking skills by proposing the RICOSRE (*Reading, Identifying a problem, Constructing the solution, and Extending the Solution*) learning model as a means of implementation to solve the

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problem of students' low speaking skills in conveying an idea.

The reason researchers chose the RICOSRE learning model (*Reading, Identifying a problem, Constructing the solution, Solving the problem, Reviewing the solution, and Extending the solution*) is because it has been proven effective in improving students' speaking and analytical thinking skills, especially in the context of biology education. Recent studies have shown that the application of this model, especially those assisted by podcast media, can significantly improve students' communication and analytical skills (Ernawati et al., 2024). From previous studies, it is clear that there are various factors that can affect students' speaking skills. First, psychological factors, then neurological factors, third, semantic factors, fourth, and fifth linguistic variables, and finally, non-linguistic components complete this list. The researchers' research will be different from previous studies because it will exclusively concentrates on students' ability to communicate their thoughts through debate (Indriyanawati & Utomo, 2024).

Based on the problems presented above, the researcher intends to investigate students' speaking skills by proposing the RICOSRE (*Reading, Identifying a problem, Constructing the solution, and Extending the Solution*) learning model as a means of implementation to solve the problem of students' low speaking skills in conveying an idea (Gusar et al., 2024).

The reason researchers chose the RICOSRE learning model ( *Reading, Identifying a problem, Constructing the solution, Solving the problem, Reviewing the solution, and Extending the solution* ) is because it has been proven effective in improving students' speaking and analytical thinking skills, especially in the context of biology education. Recent research shows that the application of this model, especially those assisted by podcast media, can significantly improve students' communication and analytical skills. In a study conducted by (Haka et al., 2023) , the application of the RICOSRE model assisted by podcasts in biology learning showed an increase in students' communication skills with an average percentage of 76.91% for the experimental group compared to 59.44% for the control group using the Discovery Learning method (Kristin, 2018). This shows that more active interaction and the use of interesting media can facilitate the improvement of students' speaking skills (Simaremare & Thesalonika, 2021).

Thus, based on the background description above, a study was conducted with the title "The Effect of the RICOSRE Learning Model Assisted by Podcasts on Debate Material in Class XI of SMA Parulian 1 Medan."

## METHOD

The type of quantitative research used is quantitative experiment. The quantitative experimental method is a type of research that conducts treatment. The experimental research method is a research method used to find the effect of certain treatments (Arifin et al., 2020).

The population in this study were all students of class XI SMA 1 Parulian Medan in the 2024/2025 academic year consisting of two classes with each class having an average of 30 students , so the population of this study was 103 students. The sampling technique in this study was the *simple random sampling technique* by taking sample members from the population, which was carried out randomly without considering the strata in the population. So the sample in this study was class XI-2 which was the experimental class or research sample (Sitanggang Gusar et al., 2024).

*One Group Pretest-Posttest Design* research design . This design provides the same treatment to each sample subject without taking into account the basic abilities they have. The first measurement is done before the treatment is given (O1) called *pre-test* , and the second measurement is done after the treatment is carried out (O2) called *post-test* (Dewi, 2020).

The data collection technique used is the observation technique, which is data collection carried out by observing and recording phenomena. Then the recording technique data collection technique is used as a way to collect data by recording and documenting the events to be studied

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data analysis technique used in this study is inferential statistical analysis using statistical tests, namely the "t" test which meets three requirements, namely homogeneity, normality, and hypothesis tests.

Homogeneity Test

$$F_{hit} = \frac{\text{Varians ter besar}}{\text{varians ter kecil}}$$

Normality test

Normality test using Liliefors method, with the provision that if  $L_{count} < L_{table}$  then the data is normal. The  $L_{table}$  value is obtained from the Liliefors test table. While  $L_{count}$  is the largest value of  $|F() - S(Z_i)|$ , which is calculated using the standard normal number formula:

$$Z_i = \frac{X_i - \bar{x}}{s}$$

Information:

$\bar{x}$  = average

$s$  = standard deviation

Hypothesis Testing

$$t' = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Information:

$\bar{x}_1$  = Average of experimental class

$\bar{x}_2$  = Average of control class

$s_1$  = Experimental class variance

$s_2$  = Variance of control class

$n_1$  = Number of members of the experimental class sample

$n_2$  = Number of members of the control class sample

## RESULT AND DISCUSSION

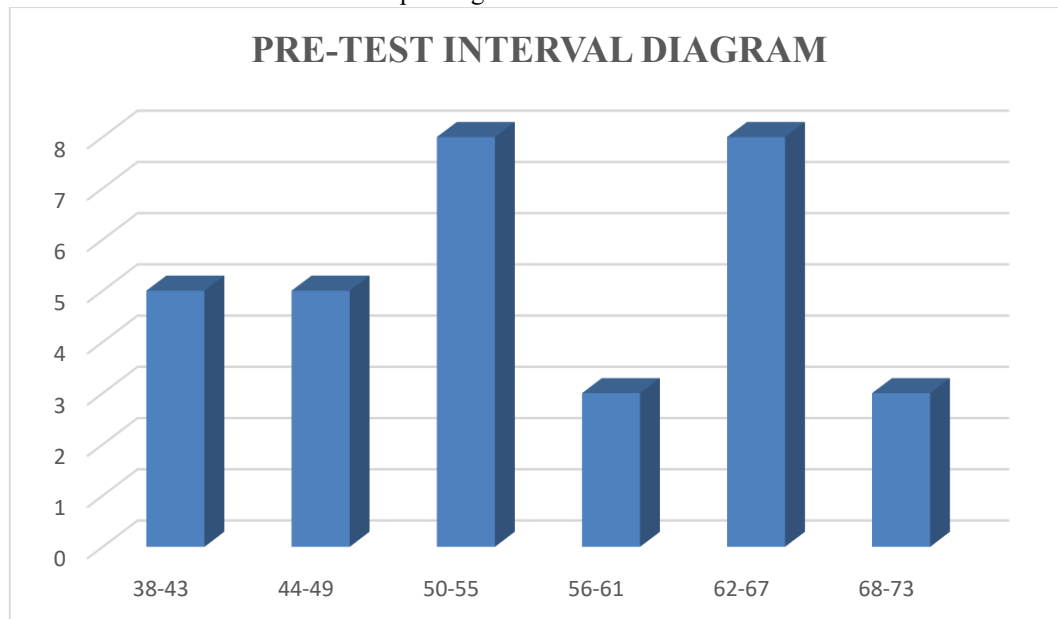
This research was conducted at SMA 1 Parulian Medan located at Jl. Stadion Teladan Barat., Kec. Medan Kota, Medan City, North Sumatra. One class was used in this study using the *One Group Pretest-Posttest Design* research design . This design provides the same treatment to each sample subject without taking into account the basic abilities they have. The first measurement was carried out before the treatment was given (O1) called *the pre-test* , and the second measurement was carried out after the treatment was carried out (O2) called *the post-test* with a sample of 32 students.

### 1. Pretest and Posttest Scores

Based on the data processing of student scores in the posttest class, it was obtained that the highest score obtained by students in speaking skills on debate material using the RICOSRE learning model assisted by *podcasts* was 90, while the lowest score obtained was 72 with an average score of 82.25, a variance of 94.89, and a standard deviation of 9.74. Meanwhile, the data processing of student scores in the pretest class obtained the highest score obtained by students was 72 and the lowest score obtained was 38 with an average score of 54.93, a variance value of 5852.66 and a standard deviation of 76.50.

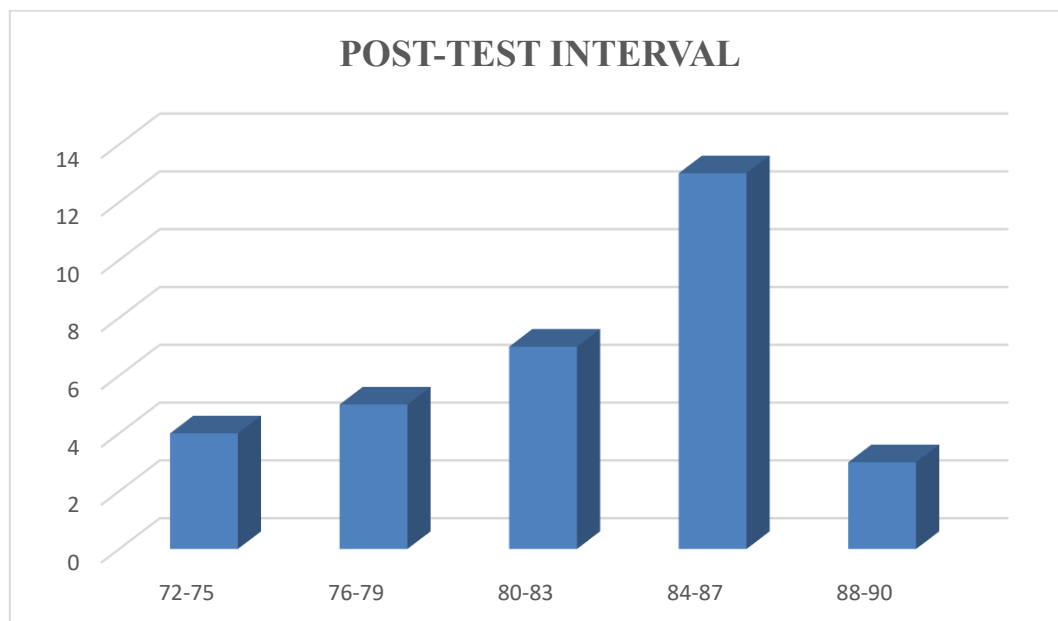
### 2. Frequency Distribution of Pretest and Posttest Class Values

The pretest and posttest class data in speaking skills on debate material by class XI-2 students are described in the frequency distribution diagram as follows:



**Figure 1. Frequency Distribution for Pretest**

Based on the diagram, it can be seen that the number of students in the range of 38-43 is 5 students, the range of 44-49 is 5 students, the range of 50-55 is 8 students, the range of 56-61 is 3 students, the range of 62-67 is 8 students, and the range of 68-73 is 3 students.



**Figure 2. Frequency Distribution for Pretest**

Based on the diagram, it can be seen that the range of 72-74 has 4 students, the range of 74 - 79 has 5 students, the range of 80-83 has 7 students, the range of 84-87 has 13 students, the range of 88-90 has 3 students. So it can be concluded that the one with the highest presentation is in the range of 84-87 as many as 13 students in the good category..”

### 3. Normality Test

To test whether the data for each variable studied is normally distributed, the data normality test can be carried out using the Liliefors test at the  $\alpha = 0.05$  level with the normal distribution criteria,

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namely  $L_{count} < L_{table}$ .

**Table 1. Data Normality Testing**

No.	Data	$L_{count}$	$L_{table} (\alpha=0.05)$	Conclusion
1	<i>Pretest</i>	0.1698	0.319	Normal
2	<i>Posttest</i>	0.2413	0.337	Normal

Based on the table, the  $L_{count} = 0.2413$  and  $L_{table}$  are obtained from the critical table  $L$  hypothesis test with  $N = 32$ , and  $\alpha = 0.05$  obtained  $L_{table} = 0.337$ . After comparing  $L_{count} < L_{table}$  or  $0.2413 < 0.337$ , it can be concluded that the *posttest data* is normally distributed.

#### 4. Homogeneity Test

To ensure whether the sample data from the pretest and posttest classes are uniform or not, the homogeneity of variance test is used. To test the *pretest* and *posttest data*, the variance comparison formula is used. The *pretest class variance* = 94.89 and the *posttest data variance* = 5852.663. Calculating the  $F_{table}$  using the  $F$  table. So, the  $F_{table}$  obtained is  $F(0.05)(31,31) = 1.82$

**Table 2. Homogeneity Test**

No.	Group	$F_{count}$	$F_{table}$	Conclusion
1	<i>Pretest</i>	0.64	1.82	It appears that $F_{count} < F_{table}$ so that variables $X_1$ and $X_2$ come from a homogeneous population.
2	<i>Posttest</i>			

#### 5. Hypothesis Testing

After the normality test and homogeneity test are known, the next step is to conduct a hypothesis test. This hypothesis test is carried out to determine whether  $H_0$  is accepted or rejected. If  $H_0$  is rejected then  $H_a$  is accepted. To find out the research hypothesis, a "t" test is carried out. Once known, the value will be consulted with a 5% significance level table with  $dk = (N_1 + N_2) - 2 = 62$ . By looking at the  $t_{table}$  value, the  $t_{table}$  value is  $5\% = 1.99$ . Therefore, the  $t_{count} > t_{table}$  ( $36.79 > 1.99$ ) is obtained. So it can be concluded that the hypothesis  $H_0$  is rejected and the hypothesis  $H_a$  is accepted.

#### Discussion

Based on the results of the study, the pretest scores obtained by students were: the average score in speaking skills on debate material before using RICOSRE learning media assisted by *podcasts* was 54.93 in the less category with a standard deviation of 9.74. The highest student score was 72 and the lowest student score was 38 (Maulidiyah et al., 2022). The post-test score obtained by students on average for speaking skills on debate material after using the RICOSRE learning model assisted by *podcasts* was 82.25 in the good category with a standard deviation of 76.50. The highest student score was 90 and the lowest student score was 72.

Based on data analysis using the t-test, the  $t_{count} = 36.79$  was obtained. When compared with the  $t_{table} = 1.99$  at a significance level of 0.05. Showing that  $t_{count} > t_{table}$  ( $36.79 > 1.99$ ). This shows that  $H_a$  is accepted and  $H_0$  is rejected, meaning that by using the RICOSRE learning model with the help of *podcasts* can improve speaking skills on debate material, this can be seen from the data analysis

## CONCLUSION

Based on the results of the research analysis, several conclusions were drawn as follows:

- a. Speaking skills on debate material Speaking skills on debate material before using the RICOSRE learning model with the help of *podcasts* by class XI students of SMA Parulian 1 Medan are classified as lacking, this is known from the average score of 54.93 (the highest score is 72 and the lowest score is 38).
- b. The speaking skills on debate material after using the RICOSRE learning model assisted by *podcasts* by class XI students of SMA Parulian 1 Medan are classified as lacking, this is known from the average score of 82.25 (the highest score is 90 and the lowest score is 72).
- c. Based on the calculation results, it was found that there was an influence between the RICOSRE learning model assisted by *podcasts* on speaking skills in debate material, namely with the pretest (lowest score 32 and highest score 72) and posttest data (lowest score 72 and highest score 92

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