

Integrating Compulsion Strategy to Improve Students' English-Speaking Skills Through Podcast

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Abstract. This study aims to explore the integration of compulsion strategy and podcasts in improving the students' English-speaking skills. It's a teaching challenge in integrating appropriate strategy and media to upgrade students' English-speaking skills. This study used a mixed-methods to explore the students' English-speaking skills in integrating the compulsion strategy. A test investigated 42 English students at the Tarbiyah faculty of IAIN Sorong, Indonesia. It tested fluency, vocabulary, pronunciation, and grammar through podcasts. The results showed that most students achieved significant improvement in English-speaking skills after integrating them. The questionnaire was focused on humanism methods: structured planning, regular control, learners' management, training, the building of interactions, reflection on achievement progress, and re-evaluation of improvement progress. It showed that 86 percent decided strongly agreed and were interested in learning speaking skills utilizing compulsion strategy through podcasts. An interview investigated six respondents whether the compulsion strategy and podcasts could improve students' English-speaking skills or not. It indicated that most students acquired advantages: enthusiasm to learn English, high self-confidence, and interest in compelled methods using humanism approaches in the teaching process. Therefore, it is recommended to use a compulsion strategy in collaboration with podcast media for teaching and learning English as a foreign language.

Keywords: *Compulsion Strategy, Podcasts, English-Speaking Skills, Teaching and Learning, Humanism Approaches*

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INTRODUCTION

Having good skills in speaking English as a foreign language is one of the most important competencies which refers to one's underlying knowledge of a system of the English language (Jack C. Richards, 2014); (Pongsapan & Patak, 2021). Furthermore, choosing an appropriate strategy, some methods, and media would exactly help increase learner's competency in English skills during covid-19 pandemic (Radu et al., 2020) (Brown, 2015); (Maulana, 2021) (Sepduwiana et al., 2022). Thereby, one can be measured his ability in English speaking skills with his performance in actual production through fluency, vocabulary, pronunciation, and English grammar (Brown, 2015); (Rahmatika, 2021) such as in podcast performance in collaboration with compulsion strategy (Yuliyanto et al., 2020); and (Wachid, 2021).

In order to improve learning settings and encourage increased student involvement, it is important to stress that the present generation of students, who are adept at using cutting-edge technologies, demands that technology be integrated into classroom education. Despite the increasing popularity of podcasts as an online learning medium, their specific role in enhancing students' speaking skills within the English Language Teaching (ELT) curriculum warrants further academic exploration. Optimizing the integration of podcasts as a learning tool offers an efficient and practical approach to augmenting students' speaking abilities (Sepduwiana et al., 2022; Wachid, 2021). Furthermore, podcasts provide an avenue for instructors to assess various performance variables, including memory limitations, distractions, shifts in attention and interest, errors, and hesitation phenomena (Ellis, 2007; Said & Yusof, 2015; Hasbullah et al., 2018; Muhammad et al., 2019). By repeatedly reviewing students' podcast performances, instructors can identify patterns of repetition, false starts, pauses, omissions, and additions (Yuliyanto et al., 2020; Wachid, 2021). Therefore, exploring the integration of podcasts within the ELT curriculum assumes significant academic importance as it pertains to curriculum design and instructional planning aimed at promoting effective language learning.

Existing research provides diverse insights into the relationship between speaking skills and podcasts. Studies conducted by Hasbullah et al. (2021), Rahmatika (2021), Wachid (2021), have identified common challenges faced by learners of English as a foreign language, including psychological obstacles, vocabulary selection, and expression difficulties. Conversely, Yuliyanto et al. (2020), Tambunan et al. (2021), and Wachid (2021) have underscored the significant benefits of employing podcasts as alternative media for teaching English speaking skills in EFL classes. This study aims to contribute to the academic discourse in English Language Teaching (ELT) by examining the impact of integrating a compulsion strategy and podcasts on students' English-speaking skills. It seeks to provide valuable insights and enrich the scholarly dialogue on effective language learning methodologies in ELT. Additionally, the study investigates the implications of this integration for curriculum design and instructional planning.

This study would like to discuss English speaking skills and introduce a compulsion strategy to be integrated by using a media of podcast to improve students' speaking skills performance. There are four basic English speaking skills

they are fluency, vocabulary, grammar, and pronunciation (Richards & Rodgers, 2001); (Nie, 2017); (Fauziah, 2015); (Shafa, Basri, Abduh, & Patak, 2020); and (Wachid, 2021). Then, a compulsion strategy includes structured planning, regular control of learning, management of learners, training, building of interactions, Reflection on Progress or Level of Achievement, and Re-evaluation of Progress for Improvement. While a media of podcast is a digital audio-visual to be used as a tool for improving performance of speaking skills.

English Speaking Skills

Speaking skills are speech-enhancing skills used to produce clear sentences that can be understood by the audience. Oral skills are used to improve speech intelligibility for effective communication (Richards & Rodgers, 2001); (Shafa et al., 2020); (Yaumi, Sirate, & Patak, 2018); (Xhomara & Shkempi, 2020); and (Pongsapan & Patak, 2021). According to (Ellis, 2007); (Anjaniputra, 2013); (Firmansyah & Valatansa vegian, 2019); (Maulana, 2021), speaking skill is the ability to speak up and to express idea structurally in any kinds of situation. (Anjaniputra, 2013); (Firmansyah & Valatansa vegian, 2019); and (Tambunan, Lubis, Andayani, & Sari, 2021) state that speaking skill is that one does activity to report acts or the ability to express a sequence of idea fluently using precise vocabulary and or appropriate words. (Tager-Flusberg, 2015); (Fauziah, 2015); and (Firmansyah & Valatansa vegian, 2019) reveal that English-speaking skills that the ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life. Speaking skills are defined as the skills which allow us to communicate effectively (Susanto, 2017). The educational approach enables the acquisition and integration of language through visual stimuli, in which learners participate in a structured instructional activity. This technique enhances individuals' ability to communicate information efficiently verbally, ensuring that the recipient comprehends the information (Bruin, 2011; H Hasbullah, Mohd Yusof, Yaumi, & Babikkoi, 2018). Moreover, integrating auditory elements, such as songs, into the instructional medium has been empirically supported as a highly effective approach in pedagogy and learning (Hasbullah Hasbullah, Anastasya, & Yusviranty, 2021). Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school (Nie, 2017); (Fauziah, 2015); and (Wachid, 2021).

Learning how to develop English speaking skills is so important for ESL students and EAL students too (Holt, 2001); and (Wachid, 2021). It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life (Holt, 2001); and (Yuliyanto, Abdul, Muqodas, Wulandari, & Mifta, 2020). Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener (Ortaçtepe, 2016); (Gulikers, Bastiaens, Kirschner, & Kester, 2006); and (Rahmatika, 2021). So, it's important to develop both speaking and listening skills in order to communicate effectively (Rahmatika, 2021).

Compulsion Strategy

Compulsion strategy applies some humanism methods consisting of structured planning, regular control of learning, management of learners, training, building of interactions, reflection on progress or level of achievement, and re-evaluation of progress for improvement. The humanism methods of compulsion strategy need to be explained.

Structured planning

Structured planning in learning activity is a process for findings, structuring, using and communicating the information necessary for design and planning activities (Suwarno et al., 2010); and (Jack C. Richards, 2014). It is a front-end process for developing concepts. A number of projects have been undertaken with it and used to continue its development (Richards & Rodgers, 2001). Furthermore, structured planning is a tool for managing the effects and demands of development or redevelopment of larger areas held in multiple ownership in an integrated, holistic and orderly way. It is an effective means to achieve sustainable management of natural and physical resources, particularly in an urban context (Cahyono & Rahayu, 2020); (Maulana, 2021); and (Sepduwiana, Junita, Herawati, & Bewelly, 2022).

This guidance note of structured planning provides direction on: what a structure plan is, the reasons for undertaking structure planning, the relationship between structure plans and relevant case learning, who is responsible for preparing structure plans, the structure planning process, and the content of structure plans. In the context of educational pedagogy, it is important to emphasize the significance of integrating a Multiple Intelligence Learning Approach to enhance students' English writing skills (Hasbullah Hasbullah, Nur Wahidah, & Nanning, 2023; Xhomara & Shkempi, 2020). Therefore, the guidance note includes a number of structure plan examples at the end of the note which are intended to provide practical examples of how structure plans can be developed and implemented to achieve certain outcomes and the lessons learnt from these processes (Yaumi et al., 2018); (Javed, Juan, & Nazli, 2013); and (Madya, 2015).

Regular control of Learning

Many people sometimes ask question about what is control in learning? Learner control refers to instructional strategies through which learners can exercise some level of control over the events of instruction (Jack C. Richards, 2014). It means that learners make their own decisions regarding the sequence, pace, flow, amount, and review of instruction (Fauziah, 2015); (Leong & Ahmadi, 2017); and (Lu & Kim, 2021).

As educators, the idea of giving students control regularly can seem like a crazy more, but it actually gives them ownership in their learning (Demirezen, 2018). Since that, relinquishing control in some areas of the classroom makes students more receptive to instruction, keeps them engaged in what they are learning, and makes them more willing to take on challenges (Said & Sidin, 2014); (Said & Yusof, 2015); and (Khasanah, 2015).

Management of Learners

In short, classroom management of learners establishes and sustains an orderly environment for students (Gulikers et al., 2006); (Tager-Flusberg, 2015); (Said & Yusof, 2015); (Gulikers et al., 2006) (Muhammad, Hasbullah, Syarifudin, & Patak, 2019); and (Tambunan et al., 2021). This is to create opportunities for meaningful academic learning and foster social and emotional growth. A teacher also must be able to reduce negative behaviors and should be increased the amount of time actually devoted to the lesson (Holt, 2001). In addition, classroom management of learners refers to the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher (Madya et al., 2004); (Yildirim, 2014); and (Jack C. Richards, 2014).

Training

Training means the process of being conditioned or taught to do something, or is the process of learning and being conditioned (Holt, 2001); and (Gulikers et al., 2006). When a teacher teaches a new learner how the study works, this is an example of training. When the learner is learning how the study works and what should a learner acts, this is an example of training (Richards & Rodgers, 2001); (Yildirim, 2014); and (Yaumi et al., 2018).

Appropriate training means the relevant techniques used to undertake the research are taught and the individual has opportunity to improve skills (Jack C. Richards, 2014); and (Purwanto et al., 2020). Training is teaching or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies (Yildiz, 2016). Therefore, it is stated that training has specific goals of improving one's capability, capacity, productivity, and performance (Rahmatika, 2021); and (Mali & Salsbury, 2021).

Building of Interactions

Building interaction in learning process means that the efforts to develop communication intensively, effectively, and structurally (Holt, 2001); (Wachid, 2021); (Ortaçtepe, 2016); and (Gulikers et al., 2006). It is to improve the competitiveness of learning, it includes how to build interpersonal communication in building relationship among students, and with teachers and presentations for learning products (Holt, 2001); and (Rahmatika, 2021).

Reflection on Progress or Level of Achievement

Regular reflection helps students learn, and some simple strategies can make it a regular and meaningful routine (Holt, 2001). It is well-known that reflection on progress or level of achievement increases students learning (Gulikers et al., 2006). It supports growth mindset and encourages students to improve and learn from their mistakes (Welch, 2012).

An example of reflective learning is a person who starts a new hobby, and asks themselves how well they are learning the new information that comes with the hobby, whether there are any gaps in their knowledge, and which learning strategies they enjoy using the most (Madya, 2002); (Madya, 2015); and (Rahmatika, 2021). A

teacher may build reflective practice by stopping work periodically and encouraging students to record their thoughts about what they have learnt (Brown, 2015). A teacher can boost the reflection by having students share their thoughts with a peer – in person or in a video conferencing breakout room, such as a podcast activity (Khasanah, 2015); (Brown, 2015); and (Rahmatika, 2021).

Re-evaluation of Progress for Improvement

Education systems around the world are increasingly focusing on the evaluation of students, teachers, and schools as part of their drive to help students do better and improve results (Richards & Rodgers, 2001); (Assel, Landry, Swank, & Gunnewig, 2007); (Suwarno et al., 2010); (Jack C. Richards, 2014); and (Rudd & Johnson, 2008). Rising demand for quality school education and a trend towards greater school autonomy in some countries are among the factors behind this new focus (Mcnamara & Hara, 2008). At least there are five basic tips that teachers can use to help them better themselves so they can better help their students. The five tips to increase students' achievement are: align instructions to learning standards, include formative assessment, provide consistent feedback, use the feedback loop concept, and self-assess regularly (Rudd & Johnson, 2008).

One of re-evaluation of progress for learning improvement is that the teachers can do to improve online teaching (Javed et al., 2013); (Clancy-menchetti, 2011); and (Christie & Alkin, 2008). There are five things that the teachers can do to improve online learning, they are: utilizing a variety of technology options, connecting to students individually, preparing to work with students' parents, considering new learning methods or strategies and or approaches, and providing collaboration and socialization opportunities (Patak, Naim, Said, & Asik, 2013); (Tambunan et al., 2021); (Demirezen, 2018); and (Yuliyanto et al., 2020).

Podcast

Podcast means a digital audio file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically (Yuliyanto et al., 2020); and (Mali & Salsbury, 2021). Another definition of podcast is a multi-media digital file distributed over the internet to be watched and listened to on a computer, iPod or other device (Parpala & Lindblom-ylänne, 2007); (Mali & Salsbury, 2021); and (Maulana, 2021). A radio program distributed exclusively over the internet and listened to on people's iPods is an example of a podcast (Mali & Salsbury, 2021).

The function of podcast can be used to convey instructional information from the teacher or trainer, motivational stories, and auditory case studies (Pongsapan & Patak, 2021), and (Xhomara & Shkempi, 2020). Podcasts can also be used by the learners as artifacts and evidence of learning. For example, a student might prepare a brief podcast as a summary of a concept in lieu of writing an essay (Anjaniputra, 2013); (Firmansyah & Valatansa vegian, 2019); and (Yuliyanto et al., 2020).

In general, podcasts are a series of regular recordings of topic-specific discussions, performances or events shared in a series over online platforms (Nie, 2017); and (Yuliyanto et al., 2020). They are generally audio-only, but these days they can be seen more and more podcasters using additional channels for better

engagement, visibility and discoverability (Demirezen, 2018); and (Yuliyanto et al., 2020).

A video can be a podcast. That's what podcasts videos are. Any podcast that is audio based and has the video podcasts. Audio podcasts have been around for a long time, via radio and early internet audio streaming services (Demirezen, 2018); and (Yuliyanto et al., 2020).

RESEARCH METHOD

The Design of the Study

This research utilized mixed-methods approach by using both quantitative and qualitative research methodology for English-speaking skills in integrating the compulsion strategy (Creswell, 2009); (Sarwono, 2011); and (Morissan, 2012). The instruments were used to collect the data were 40 items of test and 40 items of questionnaire (Creswell, 2009); and (Sarwono, 2011). The test focuses on English speaking skills' elements they are fluency, vocabulary, pronunciation, and English grammar. While, questionnaire in this study treated Likert Scale to assess humanism methods of compulsion strategy applied they are structured planning, regular control of learning, management of learner, training and practice, building of interaction, reflection on progress, and re-evaluation of progress for improvement (Creswell, 2009); (Rudd & Johnson, 2008); (Said & Sidin, 2014); and (Nirwan & Hasbullah, 2021).

The data of tests were entered into a computer using SPSS software to see the mean, standard deviation, and standard error as well as the analysis of questionnaire to see percentage of students' agreement dealing with integrating compulsion strategy and podcasts media (Sarwono, 2011). Then, qualitative one utilized four items for interview to the four selected informants (Creswell, 2009). All researchers interviewed the interviewees using semi-structured interview due to the humanism approaches of compulsion strategy, podcast as a learning media, and elements of English-speaking skills.

Population and Sample

Population is a group of students who comprise the same and similar characteristics (Creswell, 2009). Since the homogenous characteristic of population in this study, the researchers determined 638 students located at Tarbiyah Faculty, Institut Agama Islam Negeri (IAIN) Sorong as population. Therefore, the sample of this study was decided 42 English language students in 2020 to 2022 academic year. They involved to ensure confidently conveying the adequate and sufficient information needed in English-speaking skills' elements (Creswell, 2009); (Sarwono, 2011); and (Morissan, 2012). Then, four interviewees chosen from a cluster of 42 English language students were interviewed due to the humanism approaches of compulsion strategy, podcast as a learning media, and elements of English-speaking skills (Creswell, 2009).

Data collection

This study utilized mixed-methods approach consisting of a test and a questionnaire as quantitative method, and a list of interview questions to ask to the

selected informants. In collecting quantitative data, this study used instruments of survey method consisted of 40 items of test and 40 items of questionnaire (Creswell, 2009); and (Sarwono, 2011), which were tested to 42 English language students at the English language education class of Tarbiyah Faculty, IAIN sorong, Southwest Papua Province, Indonesia. The test focused on English speaking skills' elements they are fluency, vocabulary, pronunciation, and English grammar. Then, questionnaire of Likert Scale method was used to assess humanism methods of compulsion strategy which were structured planning, regular control of learning, management of learner, training and practice, building of interaction, reflection on progress, and re-evaluation of progress for improvement (Creswell, 2009); (Rudd & Johnson, 2008); (Said & Sidin, 2014); and (Nirwan & Hasbullah, 2021).

Besides, this study also used interview method to confirm, corroborate, and affirm the relevant information which were obtained from the previous quantitative data (Creswell, 2009); and (Sarwono, 2011). Therefore, the interviewers treated semi-structured interview to four selected interviewees due to the humanism approaches of compulsion strategy, podcast as a learning media, and elements of English-speaking skills. The interview was conducted face to face and or video call to make easy and efficient time for interviewers and interviewees by using interview protocol questions (Creswell, 2009); (Sarwono, 2011); and (Morissan, 2012).

Data analysis

This study utilized a multivariate general linear model (MGLM) to analyze a test of students' speaking skills in the terms of fluency, vocabulary, pronunciation, and grammar as dependent variables using a metric scale (Sarwono, 2011).

This study could explore the significantly advantages of integrating compulsion strategy in improving English-speaking skills. It could answer the questions whether the factors of teaching strategy choice and or the covariate design of the teaching strategy significantly influenced the improvement of students' speaking skills in the aspects of fluency, vocabulary, pronunciation, and grammar or not (Creswell, 2009); and (Sarwono, 2011).

Therefore, the data of tests were entered into a computer using SPSS 22 software to see the mean, standard deviation, standard error, and significance as well as the analysis of questionnaire to see percentage of students' agreement dealing with integrating compulsion strategy and podcasts media (Creswell, 2009); and (Sarwono, 2011). While the data collected from the questionnaire was analyzed using percentages to determine the level of student agreement when integrating the compulsion strategy which was intended to improve students' English-speaking skills.

Then, qualitative one utilized four items of interview to the four selected informants (Creswell, 2009); (Sarwono, 2011); and (Morissan, 2012). All researchers interviewed the interviewees using semi-structured interview due to the humanism approaches of compulsion strategy, podcast as a learning media, and elements of English-speaking skills.

RESULT AND DISCUSSION

Findings

Results of Test

The findings of this research were ordered in line with the issues stated in the instruction part. The findings explore the students' speaking skills in the terms of fluency, vocabulary, pronunciation, and grammar. A test of English-speaking skills was given to students to see their improvement when integrated the compulsion strategy by using podcasts. A table below describes the results of students' English-speaking skills using podcasts in collaboration with compulsion strategy.

Table 1. Descriptive Statistics

No.	Sample	Mean	Standard	Standard Error	Sign	Alpha α
1	Fluency	2.35	Dev.	.11	.03	.05
2	Vocabulary	3.21	.81	.21	.02	
3	Pronunciation	2.45	.53	.08	.00	
4	Grammar	3.11	.45	.11	.01	

Table 1 shows the proportion of students' mean score and standard deviation in their English-speaking skills on elements of the fluency, vocabulary, pronunciation, and grammar after they were taught using compulsion strategy with a podcast media.

There are differences and similarities of students' ability in speaking skills. The biggest difference was in mean score of pronunciation which is at the lowest rate score among others. On the contrary, students' English skills on vocabulary improved significantly as shown as the highest mean score with 5.21 and its standard error indicated the smallest one if it is compared with its standard deviation. Both speaking skills of fluency and grammar describe their similarities of mean score, standard deviation, and standard error.

However, the value of all total mean score and standard deviation were higher than α 0.05, and so is the standard error of English-speaking skills. This means, each item of speaking skills' test about the fluency, vocabulary, pronunciation, and grammar were suitable and acceptable with the compulsory strategy in collaboration with podcast media.

Results of Questionnaire

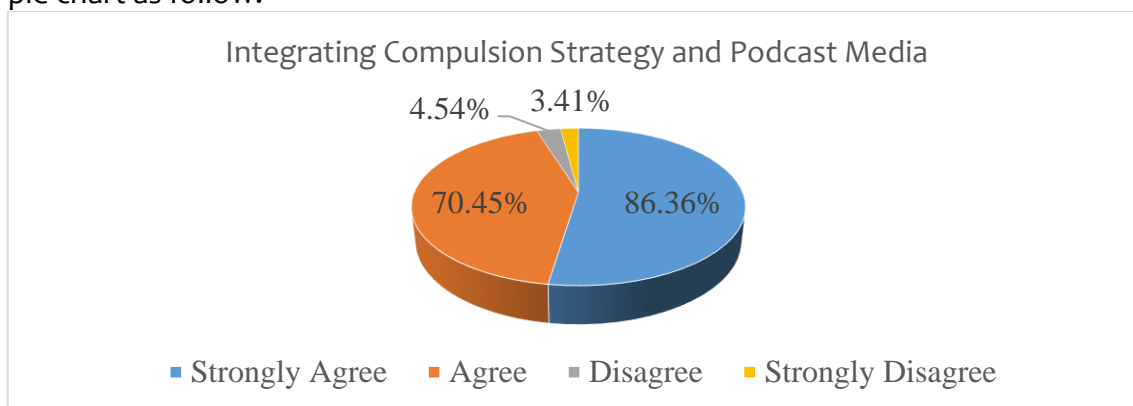
A line chart below explains the percentage of students' improvement in elements of English-speaking skills by integrating compulsion strategy and podcasts.



Picture 1. Compulsion Strategy

In choosing a compulsion strategy and a podcast media, there are different frequencies in improving English-speaking skills (fluency, vocabulary, pronunciation, and grammar). The elements of vocabulary got 84.1 percent, grammar was 72.72 percent, and fluency was 68.18 percent had similarities percentage which indicate supporting of using compulsion strategy and podcasts for teaching English-speaking skills. However, pronunciation element was the lowest percentage by 38.63 percent which proves that it is too difficult to be improved by students in this study.

In addition, a pie chart below may also describe the results of completed use of compulsion strategy in collaboration with a podcast media to improve students' English-speaking skills. The questionnaires provide different reasons of students' choice in integrating compulsion strategy and collaboration with podcasts according to the factors of strongly agree, agree, disagree, and strongly disagree as shown in a pie chart as follow.



Picture 2. Integrating Compulsion Strategy and Podcast Media

A pie chart above shows the proportion of students' choice in their agreement about the use of compulsion strategy and podcasts in improving their English-speaking skills. There are significantly differences and similarities about the students' opinion on agreement and disagreement in this study. In the selection of the lowest rate is provided by the choice of strongly disagree that the students made up 3.41

percent, and 4.54 percent of students chose disagree. On the contrary, majority of students chose strongly agree with 86.36 percent and 70.45 percent decided to agree choice.

Results of Interview

This study interviewed six selected respondents to be interviewees to investigate their responses about the use of compulsion strategy in collaboration with podcasts in teaching English-speaking skills in Tarbiyah faculty of IAIN Sorong, West Papua Province, Indonesia. They were interviewed to know their opinions whether the integration of compulsion strategy and podcasts' use may give positive advantages to improve students' English-speaking skills or not.

Compulsion Strategy

Compulsion strategy applies compelled methods by using humanism approaches in teaching process. Characteristics of compulsion strategy for teaching are a lecturer should do good planning, regular control, individual and group management of learners, serious and fun training, building interactions between individuals and groups, reflection on what has been implemented to measure progress or level of achievement, and re-evaluation the learning process and its progress for improvement.

There are some interesting statements of interviewees about this compulsion strategy. Two of six interviewees stated that a lecturer always compelled each student to practice certain elements of English-speaking skills before showing in podcasts. They revealed that a lecturer checked it in detail to know how was the student's progress in mastery to all elements of English-speaking skills. They also declared that they got pressure to be controlled to each individual and groups at all time even though its method was fun. However, these two interviewees strongly agreed with this strategy to be used for teaching English as a foreign language because it is fun, interesting, and they felt significantly increase to their English than before.

In contrast, four interviewees had similarity opinions about integrating compulsion strategy for teaching English-speaking skills. They asserted that they were very eager to practice their English-speaking skills because a lecturer has good planning to guide students such as how to master vocabulary, he asked to exercise pronunciation by watching to native speaker's speaking and action in you tube. In addition, they also felt pleasure because their lecturer controlled, trained, organized, and evaluated the learning process regularly. Those methods made the class to be active, happy, and interesting in learning English.

Podcast Media

Podcast is one of a popular digital media nowadays. It is often used to show some fantastic and interesting news. Regarding with it, this study collaborated it with compulsion strategy in teaching English-speaking skills whether it can support improvement of students' English-speaking skills or not.

All interviewees asserted that they were very enthusiastic to learn English using a podcast media. They thought that they had strongly belief and be confident

to speak English. Furthermore, the students had high confidence to talk about the topic of discussion in English. Additionally, they were definitely more prepared with the discussion materials because of the excellent preparation of English-speaking skills before appearing on the podcast program.

English-Speaking Skills

All interviewees stated that they had weakness to pronunciation when they discussed and expressed some ideas. However, they said that they did not care to it because their goals are to be able to speak English as well as possible even though it is a foreign language. They think they preferred very much to learn English, therefore, they revealed that they could improve their vocabulary, grammar, and be more fluency in English communication.

In addition, they said that they want to practice more the English-speaking skills individually and in groups even though outside of formal class. Now, they were aware of the importance of learning English using appropriate strategy and precise media during covid-19 pandemic.

Discussion

In the discussion section, arguments and further interpretation of findings are given. Based on the findings, the results clearly show that most of students who took part in this research preferred to compulsion strategy and podcast media to improve English-speaking skills. A table of tests found significantly increase to skills of vocabulary, fluency, and grammar.

These elements of English-speaking skills seemed to be the most suitable and precise to be taught using compulsion strategy in collaboration with a media of podcast because they had higher mean scores and standard deviations than pronunciation one. However, the results of all English-speaking skills' standard errors show greater than the value of alpha 0.05. This means, a test of speaking skills proved that integrating compulsion strategy may confer several positive influences to learners of English.

A data of questionnaire's results also gave significantly endorsement to student's choice to English-speaking skills (fluency, vocabulary, pronunciation, and grammar). They felt that they could steadily improve their fluency, vocabulary, and grammar elements when they were taught using compulsion strategy and podcasts. In contrast, they found difficulty to improve pronunciation in this study. Yet, they still enabled to effort increasing their pronunciation as good as possible.

Results of agreement investigation through questionnaire also found positive response from the respondents. This was similar to the findings of questions to the elements of English-speaking skills which found that majority of students in this study strongly agreed with compulsion strategy and digital media of podcast.

They also emphasized through interview that compulsion strategy has special interesting characteristics therefore they preferred and agreed with it very much. It's clearly that compulsion strategy applies compelled methods by using humanism approaches in teaching process. Characteristics of compulsion strategy for a lecturer that he should do good planning, controlling the learning process regularly, paying attention to individual and group management of learners, serious and fun training,

building interactions between individuals and groups, reflection to measure progress or level of achievement, and re-evaluation the learning process and its progress for improvement.

It can be summarized that compulsion strategy and media of podcasts can be integrated each other for teaching English-speaking skills in particular, and can also be attempted to teach other skills of English. Compulsion strategy and media of podcasts may become solution to overcome some problems, difficulties, and troubles in teaching English as a foreign language during covid-19 pandemic.

CONCLUSION AND RECOMMENDATION

Conclusion

This research investigated the improvement of students' speaking skills by integrating compulsion strategy using podcasts. Primary data were collected through tests of speaking skills consist of fluency, vocabulary, pronunciation, and grammar to 42 students. A questionnaire was also distributed to respondents of this research to investigate and explore the students' agreement and choice of using compulsion strategy and podcasts for teaching English-speaking skills. Then, it was interviewed to six selected students to know their efforts to improve the skills of English speaking based on the data of tests and questionnaire's findings.

The following conclusions can be explained from the study. To begin with, this study has shown that compulsion strategy is the top strategy to help students improve their English-speaking skills in situation of covid-19 pandemic due to practice it by using podcasts. In addition, the podcasts media is the most popular choice among students for this study. Nowadays, Podcast is the most popular means of digital media among the students of IAIN Sorong, West papua province in Indonesia since it was found to be more effective and efficient tool to guide students' creativity in elaborating English-speaking skills. Lastly, the integration of compulsion strategy holds the biggest potential technique to improving students' English-speaking skills in collaboration with the podcasts media to be offered to other English learners and any institutions that teaching English as a foreign language.

The results of this research indicate that compulsion strategy and podcasts media are the two important factors which can influence students' improvement of English-speaking skills dealing with fluency, vocabulary, pronunciation and grammar. However, these findings are only true for students in Tarbiyah faculty of IAIN Sorong, West Papua Province in Indonesia and cannot be generalized to other university students. The same research needs to be conducted with students from other universities to see if there are any similarities with the factors that will influence to increase students' English-speaking skills in particular and other skills of English in general.

Recommendation

Since this research had only focused on the students of IAIN Sorong, West Papua Province in Indonesia, it is recommended that further studies be carried out

on students from other universities or institute to see whether there are any similarities in the findings.

Furthermore, further research could also explore the different types of strategies and digital media used to build up learners' English-speaking skills effectively and efficiently at the time of pandemic of covid-19. Lastly, although compulsion strategy and podcast media are necessity, they might be a good idea to investigate the effects of integrating compulsion strategy in collaboration with podcast media during covid-19 pandemic for teaching English-speaking skills and other skills of English so that the educators and learners will be more aware of the advantage or disadvantage of using it.

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