Beyond the Written Words: Exploring Poetry Podcasting as an Educational Tool in Enhancing Students' Poetry Reading Skills

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Abstract:

This study explores how incorporating educational audio podcasting enhance students' reading skills in poetry, especially pronunciation. The study intends to provide evidence as to whether participants' poetry-reading skills significantly improved with the introduction of audio podcasting as a teaching aid. This study thus utilized the participatory action research approach, sampling ten participants who based on their skills and interest in reading and writing of poetry were selected to participate in the study. It employed a checklist of testing where data is collected on the quality of their enunciation skills, and statistical tools are used in analyzing the data collected. The results of the study indicated that only a few of the participants did pronounce the words clearly before the intervention, get the syllables right, pronounce the consonants, select the right words, had good flow, and pronounced the tricky words correctly. After the intervention, massive improvements were observed in all; clarity of pronunciation, proper articulation and word choice, flow, and improved pronunciation of tricky words. Contributing to the overall body of work on integration in teaching, this study indicates that audio podcasting has potential as a means of adding functionality to the way in which people read poetry. The findings can be useful to the Department of Education and educational institutions when deciding whether to introduce strategies for supporting the development of poetry reading through audio podcasting.

Keywords: educational poetry podcasting, poetry reading, enunciation

Introduction:

Such include, among others, high technologies conceived into devices and digital tools that have, in one way or another, affected aspects of students' lives. Though these tools are still used in daily life by children, the educators seldom feel prepared to do it in class, which is very regrettable since they seem not and stay to adapt to the traditional one (Hansen, 2008). Still, however, given that new technologies may open the previously narrow concept of literacy as was traditionally assigned to

society, one cannot but note their importance. Many research findings have shown that educational podcasting enhances skills in reading. However, the case of poetry reading is still not known yet. According to Naidionova and Ponomarenko (2018), Podcasting has now become a powerful method of education for improving reading skills. Indeed, the inclusion of instructional podcasts in curricula has been researched to be able to affect students reading capabilities and enunciation proficiency significantly. Podcasts give the students an excellent chance to cultivate any one of the very important skills of critical reading through incorporating these skills into audio-based learning activities (Wiggins et al., 2017). With these, as humankind evolves, science and technology in all aspects of life evolve with it (Brookfield, 2015; Dunleavy & Dede, 2014; Smith, 2016). Thus, the ways of education have to evolve to be in the context. It is important to provide better education to all so that they can keep pace with the progress of human life that has been updated with the progress of humanity (Fahrurrozi, 2018; Firman, 2018) especially in poem reading.

However, despite the need to help better the skills in poetry reading, especially regarding pronunciation, research shows that there is little emphasis or focus placed on reading poems (Winarni et al., 2021; Suma, 2020). A study of the students of SMPN 5 Kuantan Mudik, Indonesia reflected on the dire need for the development of the student's poetry reading skills and should be prioritized as the primary objective. On a related note, Surastina (2016) carried out a study which revealed a high percentage of mistakes made by students, the research showed that the majority of students demonstrate weak skills in reading poetry including short and clear pronunciation of words. So, one more reason, according to the research, contributing to these bad results is the unwillingness of people to introduce technology in education as it deprives them of such possibility to learn necessary skills.

Objectives:

This study aimed to investigate the effectiveness of educational audio podcasting as a supplemental tool in enhancing poetry reading skills of students. Furthermore, it sought to answer the following questions:

1.) What is the participant's individual performance before and after implementing the educational podcasting in enhancing student's poetry reading skills?

2.) What is the participant's overall performance before and after implementing the educational audio podcasting in enhancing student's poetry reading skills?

Methodology:

This study will be participatory, using the method of qualitative research design by Participatory Action Research (PAR). It means a qualitative research approach work closely with participants; used perceptions and experiences in deciding how the research should be conducted (Bergold& Thomas; Koch &Kralik, 2006; Reason & Bradbury, 2008; Streubert& Carpenter, 2011).

As correctly stated by the researchers, in qualitative research, the sample size of ten is already adequate, though in practice, no hard and fast rules exist as to the number of people that take part in the study. Data sources were gathered before the pilot of the study. In particular, the students selected were based on their reading performances indicated in the running record of students in reading and as specified in the document of the teachers of the Reading Program of Project LABANG initiated by the Digos City Occidental Division.

In the way of analyzing the data, the researcher went through various phases during the study. Firstly, the researcher analyzed the corpora of the students through finding the potential participants who were included in the "slow to average" readers. These shall be the basis in the selection of potential participants. The data found were concerning the reading performances of the students' running record in reading as emphasized in the document of teachers of the Reading Program of Project LABANG initiated by the Digos City Occidental Division. Then, later the researcher made field observation using the checklist on students' performances while reading the poem individually to verify the participants' reading performances pertaining to reading poetry in order to know whether they were really qualified to be part of the study. The next stage is after the most crucial part in using audio podcasting to enhance their delivery of reciting poetry, especially their pronunciation of words. The subjects were placed in an audio podcast of the same poem, wherein every participant listened to the podcast as they quietly read it. After that, the researcher provided one-to-one coaching or guided practice for each of the participants to take the participants through. After the mentorship session, participants listened to the podcast again as they followed their material. Thereafter, the researcher cautioned them against ever listening to the podcast again and set them free to read the poem on their own. Then compare the reading performances of the participants before and after the intervention using the checklist, focusing on the enunciation of words in poetry reading which also served as a parameter of this study if any improvements of their performances may occur. In particular, to obtain a holistic view of data, the researcher gave consideration to taking into account each participant's behavioral patterns that were being observed and analyzed for gathering insights on factors influencing the behaviors themselves or contributing to the observed behavior. The researcher analyses the underlying reasons or motivation for certain behaviors, how such behavioral patterns develop over time, and how interventions or changes influence the modification or change of such a pattern. The researcher followed this to gain insights that inform decision-making and the development of strategies for improvement or change within the researched context.

Results and Discussion:

Observation on students' poetry reading skill specifically in enunciating the words before the intervention

An observation showed that most of the participants could not clearly pronounce words.

Some problems that could be identified included unclear and indistinct articulation where words presented were too hard to get by the listener. They failed to pronounce individual syllables and consonants distinctly as they ignored the subtlety of pronunciation. For example, participants could not choose proper words or words to enunciate. In addition, they could not keep smooth speech fluency while the words were pronounced too fast or slurred. Difficulty or unfamiliar words were pronounced wrongly.

Researchers' Observations	Number of Participant/s
The reader's pronunciation lacks clarity and precision, resulting in a challenge for the audience to comprehend every word being spoken. (Participants 1,2,3,4,6,7,10)	7
The reader does not adequately articulate every syllable and consonant, disregarding the intricacies of pronunciation. (Participants 1,2,3,5,7,8,9,10)	8
The reader shows a lack of suitable word selection and imprecise pronunciation, resulting in an ineffective conveyance. (Participants 2,3,4,5,7,8,9,10)	8
The speaker struggles to maintain a smooth and effortless speech flow, frequently speaking hurriedly or indistinctly, thereby facing challenges in clear enunciation. (Participants 1,3,4,5,6,8,9)	7
The reader's lack reading proficiency and precision is evident as the reader struggle to pronounce challenging or uncommon words with accuracy.(Participants 3,4,5,6,7,8,9)	7

Table 1: Observation on students' poetry reading skill particularly
in enunciation of words before the intervention.

Observation on students' poetry reading skill specifically in enunciating the words after the intervention

Observation showed that most of the subjects still improved dramatically in the reading of poetry orally as well as the articulation of words. These are revealed in different ways: clear articulation of words so that each one clearly means for the audience; articulation of every syllable and every consonant so one does not overlook pronunciation nuances; putting the right words correctly in pronunciation; not muttering or mumbling over words and phrases, giving them rhythmic

flow while articulating freely; and using precise pronunciation when handling complex or weird terms.

Researchers' Observations	Number of Participant/s
The reader effectively pronounces words with clarity, ensuring that every word is understood by the audience. (Participants 1,2,3,4,5,6,7,8,9,10)	10
The reader demonstrates accurate articulation of each syllable and consonant, giving careful attention to the precise pronunciation details. (Participants 1,2,3,4,5,6,7,8,9,10)	10
The reader exhibits the use of fitting word choices and precise pronunciation. (Participants 1,2,3,4,5,6,7,8,9,10)	10
The speaker maintains a smooth and effortless speech flow, avoiding hurried or unclear words while enunciating naturally. (Participants 1,2,3,4,5,6,7,8,9,10)	10
The reader displays precision by accurately pronouncing challenging or less common words. (Participants 1,2,3,4,5,6,7,8,9,10)	10

Table 2: Observation on students' poetry reading skill
particularly in enunciation of words after the intervention.

Comparison between the students' poetry reading performance specifically in enunciating of words during Pre and Post Intervention

Figure 1 presents the observable trends when it comes to the significant difference of students' poetry reading performances. Data were obtained based on the observable behavior patterns of students before and after integrating audio podcasting to intensify students' poetry reading skill specifically in the major concerns of enunciating the words in the poem.
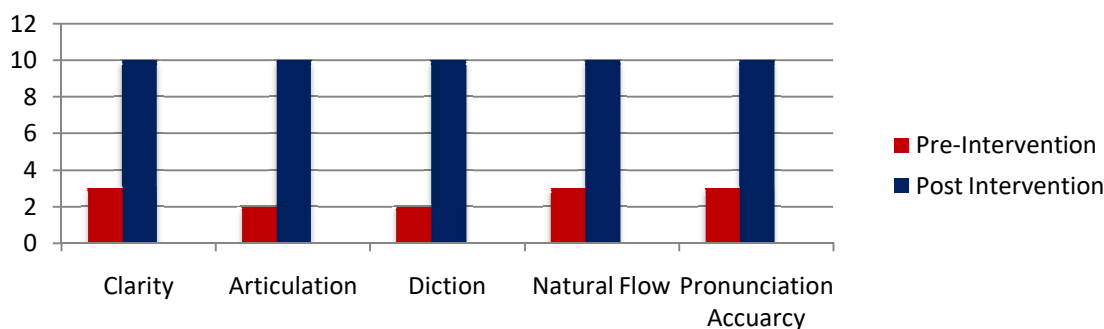
Figure 1: Observation on the number of students who perform well in poetry reading particularly in enunciating the words before and after the intervention.

Significant results on the students' pre- and post-intervention reading skills in poetry revealed remarkable improvement in the word-pronunciation skill. Results were in line with the objective of the study as well as those found in previous studies. For instance, Pignato (2010) found that podcasting in literacy classes increased the interest of the students, hence it is a very attractive supplement to the traditional teaching where reading skills in poetry greatly developed. In addition, according to Crawford (2007), podcasting is one that not only enhances visual and auditory literacy but also increases students' interest in a specific subject.

Conclusion:

This research explored the effects of audio podcasting in improving student recitation skills in poetry reading, including pronunciation and articulation. Results suggested significant improvement on clarity of pronunciation, proper articulation of syllable and consonants and appropriateness of words chosen with regard to general flow of speech among all the participants. Many participants lacked clarity and fluency before the intervention, which jeopardized their attempt to communicate the meaning of the poetry. After the intervention, all participants improved significantly in those areas, meaning that audio podcasting is an auxiliary learning tool that helps support students when reading poetry. The findings emphasize the ability of audio podcasting to engage learners and improve reading skills, thus supporting the idea that new technological means improve customary teaching approaches. Beyond recommending concrete proposals for schools interested in equivalent approaches, the results provide a basis for further studies at the interaction between technology and literary studies.

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