

## **Utilization of Digital Literacy in Learning to Speak Through Podcast as an Effort to Establish Personal Branding in State High School Students 1 Majalaya Karawang Regency**

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### **Abstract**

This research is between the ability of digital literacy in speaking learning to hammer podcast as an effort to establish personal branding of State High School students 1 Majalaya Karawang Regency. This research aims to answer the formulation of problems and describe the results of research including: 1) to describe the form of utilization of digital literacy in learning to speak through podcast as an effort to establish personal branding in state high school students 1 Majalaya class XII IPA 1; 2) To describe the results of the use of digital literacy in speech learning. through podcast as an effort to establish personal branding in state high school students 1 Majalaya class XII IPA 1. Theories relevant to the title of the study are used in this research. The theory of speaking appraisers used to analyze speech skills in this study is the theory of Jakobovis and Gordon. Meanwhile, to analyze the formation of personal branding researchers using Montoya's theory. The method used in research is descriptive qualitative methods. This research is expected to contribute and be an alternative to improving speaking learning, especially at the high school level.

**Keywords:** Digital Literacy; Learning to speak; Podcast; Personal branding.

### **Introduction**

Digital literacy is an important part of the development of the learning process at the school and college level. This is evidenced by the results of statistics obtained by Keminfo with UNICEF which states that about 79.5% of children and adolescents aged 10-19 years in Indonesia are internet and digital media users (Saputra and Salim, 2019: 95). Based on statistical data, it can be concluded that almost 80% of school-age children are active internet users. Following up on the phenomenon, the proficiency of school-age children as active internet users can be utilized by teachers to design learning by utilizing digital literacy. Teachers can use these opportunities to improve learning. Teachers can take advantage of students' digital literacy skills and design fun and innovative learning, for example in speaking learning.

Speech skills are one aspect of language skills in addition to listening, reading, and writing skills. These four abilities are single chess. The four skills are interrelated because they are based on thought processes related to a person's language skills. Tarigan (1997:15) says that speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings. In general, the purpose of speaking is to communicate.

Speaking is done as an attempt to convey thoughts or ideas to others with a specific purpose and purpose.

Suryani, et al. (2018: 88) in his article stated that speaking is one form of action that has an important role to convey the message. Speaking well and correctly will produce the message that is expected and in accordance with the messenger. Speaking skills are trained in learners through the learning process. Speaking skills are skills that are not easy for learners to do. Therefore, in order to be skilled in speaking, learners need intensive training in managing ideas and opinions to be able to convey the message well.

In the millennial era, the role of speaking skills is very important to support a person's ability to communicate, interact, express ideas, messages, ideas, and opinions. The more skillfully a person speaks the more he will show the quality of his intelligence and intellect. In the world of work an individual may have been equipped with skills (hard skills) that support his role in his work. But communication skills as soft skills are often still ignored, including one of them in the development of speaking skills.

Speaking skills are also influential in shaping an individual's personal branding. The way a person speaks will show the quality of self, value, and self-image that wants to be portrayed and accepted by the other person or speech partner. This is in line with the explanation presented by Dian Anggraeni Umar, M.Si, IAPR, Communication Strategist & Founder of Holistic Reputation Advisory when he was the speaker in the Public Speaking Webinar activity in the internal environment of LLDIKTI Region X online, Thursday (10/12/2020). Dian explained that to start communicating well it can be trained. Everyone has the potential to be a good speaker. This can start with practicing talking to yourself. According to him, personal branding is important in building a better identity. Highlight strength and act in accordance with the needs to be delivered and self-pack becomes interesting, said Dian in the webinar activity.

Speaking skills are closely related to the ability to communicate. Speaking skills need to be mastered by students to support communication needs in daily activities. Speaking skills are not a type of skill that can be passed down through generations, even though naturally every human being can speak. However, to be a good speaker requires habituation, practice, and direction. Therefore, learning speaking skills needs to be done by teachers by designing good learning. This is in line with the opinion of Iskandarwassid and Suhendar (2009: 40) who stated that speaking skills need to be possessed by everyone, especially students. Therefore, the process of speaking learning will be easy if learners are actively involved. Teachers need to make speaking learning an interesting learning and really have an impact on improving students' speech skills.

Based on the recent background exposure that has been compiled, the author intends to make a study with the title Of Utilization of Digital Literacy in Learning to Speak Through Podcast as an Effort to Establish Personal Branding in State High School Students 1 Majalaya Karawang Regency. As for digital skills that are utilized to improve students' speaking skills are using podcast media. Writers are interested in using podcast media in speaking learning because podcast media is a close media and much in demand by teenagers. In addition to

presenting diverse content, podcast or podcasts can be accessed easily. Toyib (in Andari, 2020: 6) reveals podcasts are currently an alternative way of learning to listen that can have a positive effect on students' understanding of listening. Using podcasts as a learning medium means opening up new opportunities in the context of language learning. With this media assist, it is expected to stimulate students to improve their speaking skills, especially in classroom learning.

This research was limited and conducted at Sma Negeri 1 Majalaya, Karawang Regency. Subjek Research is a student of class XII IPA 1. The problem in this study is:

1. How is the form of the use of digital literacy in learning to speak through podcast as an effort to establish personal branding in state high school students 1 Majalaya class XII IPA 1?
2. How is the result of utilizing digital literacy in learning to speak through podcast as an effort to establish personal branding in state high school students 1 Majalaya class XII IPA 1?

The study is as follows:

1. To describe the form of utilizing digital literacy in learning to speak through podcast as an effort to establish personal branding in state high school students 1 Majalaya class XII IPA 1.
2. To describe the results of the use of digital literacy in learning to speak through podcast as an effort to establish personal branding in state high school students 1 Majalaya class XII IPA 1.

## **Literature Review**

### **Concept of Digital Literacy**

The concept of digital literacy has been around since 1990. According to Gilster (1997:1-2), digital literacy is described as the ability to understand and use information from a variety of formats. Gilster explained that the concept of literacy is not just about the ability to read, but to read with meaning and understanding. Digital literacy includes mastery of ideas, not keystrokes. So, Gilster emphasizes more on the process of logical review and critical thinking when dealing with digital media than technical competence as a core skill in digital literacy.

In general, digital literacy is considered as the wisdom of the public (netizens) in using the internet and digital media. Gilster (1997:3) explains that in addition to the art of critical thinking, another competency needed is to learn how to structure knowledge and build a reliable set of information from several different sources. A person who has digital literacy is expected to be able to search and build strategies in using search engines to find information that suits their information needs.

According to the Canada Center (2010: 4) digital literacy includes a deeper understanding of the ability to create content with various digital media or tools. Martin (2006:15) explains more that:

"Digital literacy is an individual's awareness, attitude and ability to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and shape digital resources, form new knowledge, create media expression and communicate with others in specific life situations."

According to Belshaw (2011:90) there are eight elements to developing digital literacy, namely as follows:

1. Cultural, which is the understanding of the variety of digital user contexts.
2. Cognitive, which is the thinking power in assessing content.
3. Constructive, that is, the design of something expert and actual.
4. Communicative, which is understanding the performance of networking and communication in the digital world.
5. Responsible confidence.
6. Creative, do new things in a new way.
7. Critical in addressing content.
8. Socially responsible.

In this study, the authors only utilized students' digital literacy skills in using podcast as a means and medium of learning especially in speaking learning.

### **Speaking Skills**

Tarigan (2013: 16) posits the notion of speaking as an ability to generalize articulation sounds as a means of expressing, expressing, or conveying ideas, ideas, thoughts, and feelings. Nurgiyantoro (2009: 276) explains that speaking is a language skill that can continue to develop and is preceded by listening skills. Meanwhile, Rogers (2008: 25) said that speaking is an skill related to mental and physical skills to be skilled, as opposed to the skills needed in speaking. Mental and physical skills associated with concentration, coordination and reacting quickly, are essential to speech skills. To be able to speak well, requires systematic training as well as practice.

Tarigan (1997:37) mentions the purpose of public speaking, which is divided into five, namely as follows.

1. Entertaining, speaking activities aim to attract the attention of the listener and cause a happy atmosphere so that the listener can be entertained in various ways, such as humor, witty stories and so on.
2. Informing, the purpose of speaking aims to provide information to the listener. for example, explaining an interpreting or interpreting a thing: giving, imparting knowledge; and explaining the relationship.
3. Stimulating, this speech is more complex than other speaking purposes, because in this activity the speaker must be able to influence or convince the listener and the speaker must be smart to seduce.
4. Convincingly, this speech is aimed at convincing the listener of something through convincing talk, accompanied by opinions and evidence. so that the listener is sure of what the speaker is saying.

5. Moving, this speaking kegitan requires an authoritative speaker and role model or community idol figure. Because through his intelligence in speaking and the knowledge he has, the speaker can move his audience.

The speaking activities carried out by a person always have a purpose, which is to communicate and to influence others with the intention of what is being talked about is acceptable to the listener. To be able to be a good speaker, a speaker must speak clearly and precisely. According to Tarigan (2008: 24-25), speech is divided into two types, namely as follows.

1. Public speaking (public speaking) which includes four types, namely:
  - 1) Speaking in situations that are telling or reporting that are informative (informative speaking).
  - 2) Speaking in situations of a familial nature, friendship (fellowship speaking).
  - 3) Speaking in situations that are persuading, inviting, urgent, and persuasive speaking.
  - 4) Speaking in situations of a calm and careful deliberative speaking.
2. Speaking at conferences (conference speaking) which includes group discussions, divided into two, namely:
  - 1) Parliamentary procedure.
  - 2) Debate.

Nurdiyantoro (2009: 58) suggests that the speaking test is a way to do an assessment in the form of tasks that must be completed by learners. The criteria used as guidelines are the accuracy of the structure (the accuracy of the arrangement according to the topic), the accuracy of vocabulary (the accuracy of vocabulary adjusted to the topic), the quality of opinions expressed (opinions according to the topic), and the ability to respond to arguments or opinions. Researchers used assessment techniques developed by Jakobovis and Gordon (in Nurdiyantoro, 2009: 290). The aspects of the assessment are pronunciation, voting, word selection, intonation and pause, smoothness, confidence.

## **Podcast**

Podcast is a broadcast (news, music, and so on) made in digital format (both audio and video) downloaded over the internet (KBBI online, accessed December 1, 2021). Podcast is the equivalent of a podcast word that has been standardized into Indonesian. Podcasts are derived from a combination of the words "iPod" and "Broadcasting", which is because Apple launched the iPod and which first introduced podcasts. However, podcasts can now be listened to on various platforms, not just from Apple products. Podcasts are episodes of programs available on the internet and are usually original audio recordings. Podcasts usually offer each episode in the same file format so that listeners can always enjoy the program in the same way. This is different from radio where most of the content is live broadcast. For listeners, podcasts are a way to enjoy engaging content from around the world for free. As for podcasters (people who create content on podcasts), podcasts are a very effective way to reach many listeners, (Luthfi, 2019: 2).

According to Mc Bride, (quoted in Abraham & Williams, 2009: 154) "Podcasts are a audio files, usually in mp3 format, that can be downloaded from the internet". Simply put podcasts can be interpreted as material, be it audio or video available on the internet that can be automatically transferred to a computer or portable media player either for free or subscription (Fadilah Efi, et al: 2017: 39).

Geoghen and Klass (in Qanitah, 2021:28) state that there are several things that make podcasting different, namely:

1. Automatically, the podcast can be downloaded automatically into the computer / listening device. Listeners no longer need to waste time searching the internet to listen to a favorite show when the user has subscribed.
2. Easy to control, podcasting puts the listener in control. The listener can easily control what content or event he or she wants to hear by subscribing.
3. Portable, most podcasts are MP3 audio files. Due to the relatively small MP3 file size, podcasts can be downloaded easily from the internet or moved to cDs.
4. Always available, a podcast is essentially a radio show on demand or on-demand radio broadcast.

### **Personal Branding**

According to Erwin and Becky in the book *Personal Brand-Inc* (in Putri, 2017: 24) personal branding is defined as an impression related to values, skills, behaviors, and achievements built by a person either intentionally or unintentionally with the aim to display his image. Meanwhile, Montoya and Vandehey in their book *The Brand Called You* (2009: 24) defines that personal brand can arise from various aspects of personality values and other uniqueness. Therefore, personal brand can be considered as one form of committee of a person to the public.

There are three main dimensions of forming personal branding according to McNally & Speak (2004: 41), namely:

1. Individual Competence or Ability (Our role with others)  
To build reputation or personal branding. Must have a special ability or competence in a particular field mastered One can form a personal branding through a well-composed polish and communication methods. Personal brand is a picture of what people think of a person. It's a matter of values, personality, a person is different from the one that makes you want to build a strong personal brand you must start identifying the nature of the main relationships you plan to have. You must be insightful, deep, and realistic about the types of relationships that will support your path to success, and clear-minded in assessing your ability and readiness to provide the required competencies.
2. Style (How we relate to others)  
Style is the personality of your personal branding. Style is the part that makes you unique in the minds of others. Style is how you relate to others. Often the words people use to judge us contain a strong friendly emotion, not bothersome, passionate, aggressive,

professionally pleasing energetic. introvert. extroverted, free-spirited, open, one-sided (pick-pih). In fact, it is common for someone to explain different brand brands in their lives solely in terms of style. Style cannot have a real influence or meaningful contribution in developing a strong personal brand unless the competency dimensions and standard dimensions have been firmly applied.

3. Standards (How we do it)

Personal branding standards greatly influence the way others perceive self-perception. Standards will establish and give meaning to the power of personal branding. But the key is yourself setting the standard, early on who must do it. Sometimes we set the bar too high and already tell others that we can do something quickly and can get good results (so that the competence and style of personal branding kia looks attractive in everyone's mind). But the opposite happens, sometimes we fail to achieve the standards we set so by combining these three factors, namely style and standard competencies, we can start to continue to build and develop reputation in a specific field of choice and the process of building a reputation is a lifelong process. We hope that the older we get, the stronger our "brand" in society.

According to Montoya (2009: 67-59) there are eight concepts of personal branding formation. The eight concepts of forming personal branding as the foundation of a strong personal brand, namely:

1. The hallmark of a great personal brand is the precision of a specialty, concentrated only on a particular strength, skill, or achievement.
2. The Law of Leadership (The Law of Leadership) Personal Brand is equipped with a leader who can decide things in an atmosphere full of uncertainty and provide a clear direction.
3. Personality (The Law of Personality) A great personal brand is based on a personality who is what it is and comes with imperfections. This concept removes some of the pressure on the concept of leadership (The Law of Leadership). One must have a good personality, but not necessarily perfect.
4. The Law of Distinctiveness effective personal brand must be displayed in a different way from others. Differentiation is necessary in order to distinguish between each other. In addition, with the difference one will be better known by the audience.
5. Personal brand means that it must be seen consistently and continuously until one's personal brand is known. Visibility is more important than ability. In order to be visible to a person, one needs to promote himself and use every opportunity to make himself visible.
6. The law of unity that is behind the personal brand must be in line with the moral ethics and attitudes that have been determined by the brand. personal life should be a reflection and desired image in the personal brand.
7. The Law of Persistence (The Law of Persistence) Personal brand cannot happen instantly, it takes time to grow. During the process, it is important to always pay attention to each stage and brand that occurs.

8. Good Name (The Law of Goodwill) A personal brand will give good results and last longer, if someone behind it is perceived with a positive image. A person must be associated with a value or idea that is generally recognized positively and usefully.

In this study, researchers used Montoya's theory of personal branding formation to describe the formation of personal branding in students.

### **Research Background**

This research raises issues related to mastery of speaking skills as an effort to form personal branding. The target of this devotion is teenage children, especially students of State High School 1 Majalaya Karawang Regency. Based on the results of observations made by researchers at partner schools, researchers found several problems that need to be thought of a way out. One of them is related to the low ability to speak students, especially when students speak in public. Many factors are the cause of the problem, including the student's lack of confidence with himself. The students still felt embarrassed and hesitant to appear in public. This causes the positive values that students have not been conveyed through the personal branding displayed.

Based on the background of the problem, several actions are needed that are the solution to the problem, including:

1. Teachers need to design fun and innovative speaking learning to increase learners' enthusiasm in teaching and learning activities.
2. Teachers need to provide innovation in presenting materials, especially in speaking learning to improve learners' speaking skills.
3. Speaking skills are not easy.
4. The need to practice intensive speaking skills so that learners can manage their ideas and opinions to be able to convey the message well.
5. Habituation needs to be done to be a good speaker so that it can form a good personal branding.

### **Methods**

The method used in this study is qualitative. Qualitative methods are used to describe the results of analysis of research data. According to Sugiyono (in Sasmita, 2021: 58), qualitative research is a study used to examine natural objects. In qualitative research researchers have a role as a key instrument, data collection techniques are carried out in combination, data analysis is inductive, and qualitative research results emphasize meaning rather than generalizations.

Meanwhile, Aminah and Roikan (2019:55) explain that qualitative penelitian results in more descriptive than predictive analysis. The aim is to understand in depth the point of view of the research subject or make the facts studied easier to understand. Qualitative research places each case legitimately or authentically and is potentially worth studying. Each case represents the specifications and interpretations of people's experiences. Therefore, qualitative research represents truth and reality for the subject and the researcher. Based on the exposure of these



experts, then in this study researchers used qualitative research methods with descriptive types.

The research was conducted at Sma Negeri 1 Majalaya, Jalan Perum Citra Kebun Mas, Benge, Majalaya District, Karawang Regency. The study was conducted from July 2021 to December 2021. The subjects in this study were students of class XII IPA 1 Sma Negeri 1 Majalaya in the class of 2021/2022. The total number of students who were the subject of this study was 29 students. The students consisted of 13 male and 16 female students.

The data collection techniques used in this study are as follows.

#### 1. Test

One of the data collection techniques in this study is the test. According to Sudjana and Ibrahim (2001: 100) the test is a measuring instrument given to individuals to get answers either in writing or orally or indeed. The test used in this study was an oral test. Oral tests are used to measure and describe a student's speech ability. The data is then analyzed by researchers and described. Using oral tests researchers assess students' speaking skills based on speaking assessment instruments compiled by referencing expert theory.

#### 2. Literature Studies

Literature studies are conducted by reading and understanding expert theories relevant to the research title. The library used as a reference is sourced from books, research articles published in journals, and thesis that has a relationship with the title and research methods.

#### 3. Documentation

Documentation is used to supplement research data. According to Sugiyono (in Sasmita, 2021: 67) documentation is a technique in the collection of data in the form of documents in the form of notes that have passed either in the form of written sources, images, or works that can provide information. The documentation used in this study is in the form of notes, photos, video footage collected by researchers when conducting research in the field.

### **Results**

#### **1. Description of the Research Implementation Process**

This research was conducted in class XII IPA1 with the total number of active students as many as 29 students. Class placement is randomly selected by researchers. The process of conducting research is divided into several stages as follows.

##### 1) Preparation Stage

Before taking research data, at the preparatory stage researchers prepare materials related to research needs including: 1) speaking skills material, 2) podcast material, and 3) personal branding material. These materials will be delivered to students so that students have a good understanding before students do practicality.

Researchers prepared a video of podcast impressions sourced from YouTube to be used as a reference for learning to speak using podcast media. The media viewing of podcast shows

aims so that students can get an overview related to the use of podcaster language to form their own personal brand. In addition, students can also take knowledge and imitate the positive things conveyed in the podcast show.

## 2) Implementation Stage

The conduct of research is carried out through a series of activities as follows:

### Meeting 1

The meeting was held on October 9, 2021. At this meeting, students are provided with materials related to research needs. Meter is delivered by a competent speaker in accordance with the field.

### Meeting 2

The second meeting was held on October 14, 2021. The second meeting was held online. At this meeting, students are given strengthening of the material that has been delivered at the 1st meeting. After that, students listen to the podcast impressions of famous podcasters. The podcast show presented was taken from Youtube Netmediatama on the <https://www.youtube.com/watch?v=ZWIR4zN09bQ> link with the title #GENERASIMIKIR Podcast Eps. 1: Enjoy Life Without Being Consumed by Negative Issues. The show was presented by Raditya Dika, Kunto Aji, Tara Basro and Bernhard with topics related to issues that are happening in society, namely how hoaxes and negative issues affect their lives and how they deal with them.

The podcast show was chosen because the topic presented is relatively close to the growing unrest in the community. The podcasters who bring the show are famous podcasters and quite well known by the millennial generation. The next activity that is done is a discussion session.

At the second meeting, the students were given the task of trying the practice of being speakers in podcast using manuscripts that had been provided by researchers. The students tried to practice the podcast script by reading and developing it by improvisation. This is done so that students dare to appear in public and foster confidence and hone the formation of personal brand gradually.

### Meeting 3

The third meeting of was held on October 21, 2021 still with a virtual meeting to media zoom meeting. The third meeting is a meeting devoted to the giving of duties. Students are given a test assignment. The test given is an oral test through practicum activities speaking through podcast with the aim to form personal branding of students. The focus of the activity on the third meeting is only the provision of tests, while for practicums are carried out at the next meeting because the practicum is done face-to-face. The meeting is only focused on preparing students in making the concept of assignment.

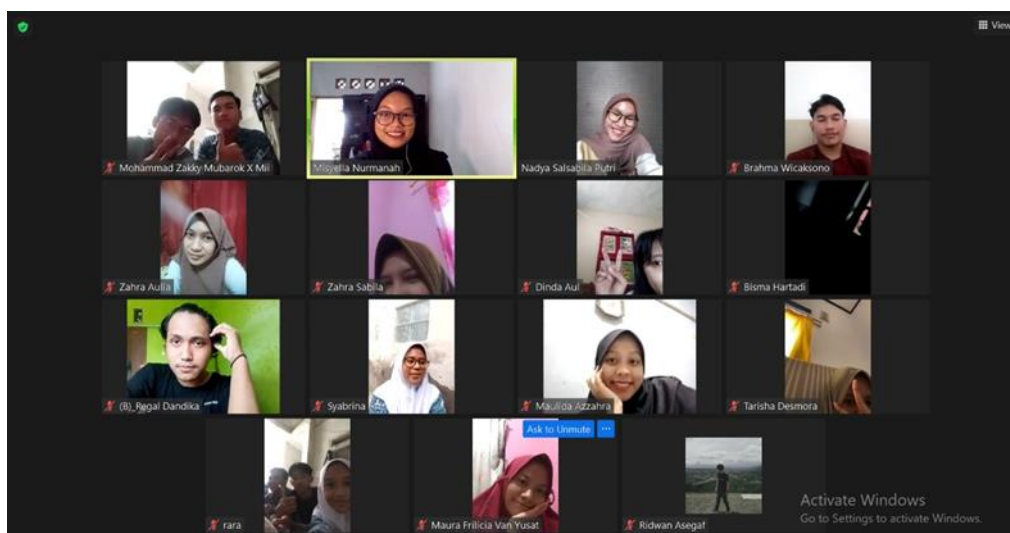


Photo 1. The Process of Conducting Research Online

The students are divided into six groups with a total of 4-5 students per group. The creation of the group is done to facilitate the learning process in determining topics, concepts, materials that will later be shown as podcast impressions. At this meeting, each group is directed to express making a podcast with topics agreed upon by the group.

After the group is formed, a breakout room is made. Each group enters a virtual space according to their individual group. Each group discusses concepts as well as sharing roles according to the group's agreement.

#### Meeting 4

The meeting was held on October 27, 2021. The agenda of this meeting activity is the implementation of tests in the form of practicum orally. Each group practiced speaking through podcast in turn starting from the first group to the last group.

The results of practicum activities are segmented by researchers and teams. The meeting was conducted by evaluating the entire series of research activities both online and offline. At the end of the activity, researchers make affirmations in the form of reinforcement about the importance of speaking skills to be mastered and utilized in shaping self-branding. The meeting concluded with a discussion session with the students.

## 2. Description of research analysis results

In this sub-cause, researchers responded to the results of analysis of research data. The data in this study is in the form of test data in the form of podcast video obtained from practicum results Speaking students. In accordance with the formulation of the belitian problem, the data obtained is analyzed using qualitative methods. The purpose of data analysis is only focused on describing students' speech skills and describing the formation of personal branding of State High School students 1 Majalaya class XII IPA 1. Here is a description of the results of the analysis:

### 1) The results of the Analysis of Students' Speech Ability Based on the Utilization of Digital Literation in Learning to Speak through Podcast.

Arikunto (in Sintia, 2017: 24) explained that research instruments are tools that researchers choose and use to facilitate in collecting data so that the activity becomes systematic. In this study researchers used instruments as tools to analyze data. Researchers describe students' speech ability by referring to the theory adapted from the speaking assessment technique developed by Jakobovis and Gordon in Nurgiyantoro, (2009:290) described in the following table.

Aspects	Description	Indicator	Information	
			Fulfilled	Unfulfilled
Language Factor				
1. Pronunciation	Pronunciation is related to the process, way, or procedure of pronouncing a word.	1. The vocals sound clear. 2. Articulation sounds clear.		
2. Word Selection	Word selection is used to determine the exact diction according to meaning.	1. Diction used appropriately. 2. The diction used can be understood. 3. Diction used in accordance with context.		
1. Intonation and pause	Intonation is the high or low emphasis of a sentence when spoken. Pause is a pause in speech.	1. High low regular sound. 2. The use of pauses is right.		
Non-language factor				
1. Mime	Mimicry is the expression of the face, movements of the limbs, and the look on a person's face.	1. The expression used is appropriate. 2. The eyes are reassuring and focused. 3. Gestures used accordingly.		

2. Mastery of Topics	Mastery of topics is a person's ability to understand the topic / material / theme to be discussed.	<ol style="list-style-type: none"> <li>1. The speaker describes the topic smoothly.</li> <li>2. The speaker describes the topic clearly.</li> <li>3. The speaker describes the topic in detail.</li> <li>4. The speaker describes the topic with confidence.</li> </ol>		
3. Confidence	An attitude or belief that a person has in one's own abilities.	<ol style="list-style-type: none"> <li>1. The speaker speaks with confidence.</li> <li>2. The speaker presents himself with passion and confidence.</li> </ol>		

Table 1. Instruments of Speaking Ability  
(Adapted from the speaking assessment technique developed by Jakobovis and Gordon in Nurgiantoro, 200:290).

Based on the results of the research analysis, it can be described as follows:

#### Data 1

Topic: The Role of Millennials during the Covid-19 Pandemic

Based on the results of the analysis of students' speech ability data on data 1, it can be concluded that group one has fulfilled the language aspects of pronunciation, word selection, and the language aspect of intonation and pause. Meanwhile, the non-language aspect of group one has not met the standards of non-language mimic indicators, topic mastery indicators, and confidence indicators.

#### Data 2

Topic: The Joys of Online Learning during the Covid-19 Pandemic

The results of the analysis of students' speech ability data on data two, it can be concluded that the data group has fulfilled the language aspects of pronunciation, word selection, as well

as the language aspect of intonation and pause. Likewise with non-language aspects, group two has met non-language mimic indicators, topic mastery, and confidence indicators.

#### Data 3

Topic: Activities of State High School Students 1 Majalaya in the Covid-19 Pandemic

The results of the analysis of students' speaking ability data on data three, it can be concluded that group three has fulfilled the aspects of pronunciation, word selection, as well as the language aspect of intonation and pause. Likewise with non-language aspects, group three has met non-language mimic indicators, topic mastery, and confidence indicators.

#### Data 4

Topic: Distance Learners at State High School 1 Majalaya

The results of the analysis of students' speech ability data on data four, it can be concluded that group four has fulfilled the aspects of pronunciation, word selection, as well as the language aspect of intonation and pause. Likewise with the non-language aspect, group four has met non-language indicators mimic, topic mastery, and confidence indicators.

#### Data 5

Topic: Education at State High School 1 Majalaya

The results of the analysis of students' speech ability data on data five, it can be concluded that the group of five has fulfilled the aspects of pronunciation, word selection, as well as the language aspect of intonation and pause. Meanwhile, the non-language aspect of the group of five has not met the standards of non-language indicator mimic and confidence indicators. But in the language aspect the mastery of the topic has been fulfilled.

#### Data 6

Topic: The Most Beautiful Time in State High School 1 Majalaya

The results of the analysis of students' speech ability data on data six, it can be concluded that group six has fulfilled the aspects of pronunciation, word selection, as well as the language aspect of intonation and pause. Likewise with the non-language aspect, group six has met non-language indicators mimic, topic mastery, and confidence indicators.

### **2) The results of the Analysis of The Formation of Student Personal Branding Based on the Utilization of Digital Literation in Learning to Speak through Podcast.**

To describe the formation of personal branding in research data, researchers used a theory of the formation of personal branding adapted from Montoya's theory (2009: 67-59). Indicators that are the reference for the formation of personal branding are outlined in the following table.

Aspects	Description	Indicator	Information	
			Fulfilled	Unfulfilled
1. Specialization	A personal brand can be shaped by a person's specialty. Specialization is concerned with a person's concentration of a particular vision, strength, skill, or achievement.	1. The speaker presents himself as an academic. 2. The speaker presents himself as someone who is knowledgeable and insightful.		
2. Leadership	Leadership in forming a personal brand is drawn from a leader who can decide things in an atmosphere full of uncertainty and provide a clear direction.	1. The speaker has a firm attitude. 2. The speaker controls himself well. 3. The speaker puts himself in a variety of situations well.		
3. Personality	A great brand is based on a personality who is what it is and comes with imperfections.	1. The speaker has a positive character that suits his personality. 2. The speaker has the personality as it is.		
4. Difference	An effective personal brand should be displayed in a different way than others. Differentiation is necessary to distinguish between each other. In addition, with the difference one will be better known by the audience.	1. Speakers have original styles and characteristics.		

5. Appearance	Personal brand means that it must be seen consistently and continuously until one's personal brand is known.	1. The speaker demonstrates his identity consistently. 2. The speaker has a desire to keep growing.		
6. Unity	The personal life behind the personal brand must be in line with the moral ethics and attitudes that have been determined by the brand. personal life should be a reflection and desired image in the personal brand.	1. The speaker has ethics in accordance with the brand he reflects on. 2. The speaker has a good image in communicating according to the brand he reflects.		
7. Firmness	Personal brand can't happen instantly, it takes time to grow. During the process, it is important to always pay attention to each stage and trend that occurs.	1. Speakers have firmness and consistency in shaping personal branding.		
8. Good Meaning	A personal brand will give good results and last longer, if someone behind it is perceived with a positive image. A person must be associated with a value or idea that is generally recognized positively and usefully.	1. The speaker provides useful information. 2. The speaker conveys positive values. 3. The speaker has a good impact on the listener/ others.		

Table 2. Instrument formation of personal branding

(Instrument formation of personal branding adapted from Montoya theory, 2009:67-59)

Based on the results of the research analysis, it can be described as follows:

Data 1



Topic: The Role of Millennials during the Covid-19 Pandemic

Based on the results of the analysis of personal branding formation data on data one, it can be concluded that group one has fulfilled aspects of personal branding formation including: aspects of specialization, aspects of personality, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions. But there is still one aspect that is not fulfilled, namely the leadership aspect.

Data 2

Topic: The Joys of Online Learning during the Covid-19 Pandemic

The results of the analysis of personal branding formation data on data two, it can be concluded that group two has fulfilled aspects of personal branding formation including: aspects of specialization, aspects of leadership, aspects of personality, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions.

Data 3

Topic: Activities of State High School Students 1 Majalaya in the Covid-19 Pandemic

The results of the analysis of personal branding formation data on data three, it can be concluded that group three has fulfilled aspects of personal branding formation including: aspects of specialization, aspects of leadership, aspects of personality, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions.

Data 4

Topic: Distance Learners at State High School 1 Majalaya

The results of the analysis of personal branding formation data on data four, it can be concluded that group four has fulfilled aspects of personal branding formation including: aspects of specialization, aspects of leadership, aspects of personality, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions.

Data 5

Topic: Education at State High School 1 Majalaya

The results of the analysis of personal branding formation data on data five, it can be concluded that group five has fulfilled aspects of personal branding formation including: aspects of specialization, aspects of leadership, aspects of personality, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions.

Data 6

Topic: The Most Beautiful Time in State High School 1 Majalaya

The results of the analysis of personal branding formation data on data six, it can be concluded that group six has fulfilled aspects of personal branding formation including:

aspects of specialization, aspects of leadership, aspects of personality, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions.

## **Discussion**

Teachers can take advantage of digital literacy skills that students already have as the main capital to help the learning process. With the sophistication of technology, teachers can take advantage of more interesting learning media, one of which is podcast media. In addition to providing refreshment in the learning process, the use of podcast media can increase students' creativity in speaking skills. Through podcast practice, students can develop the ability to speak, interact, express ideas, messages, ideas, and opinions. With good speech skills will have an impact on how students make a brand over themselves. How students speak will show the quality of self, value, and self-image that wants to be portrayed and accepted by the other person or speech partner. The results of the research conducted provide several benefits including: 1) State High School Students 1 Majalaya get educated about the importance of mastering digital literacy and its use in learning. 2) State High School student 1 Majalaya gets educated about the importance of having the ability to speak for the formation of personal branding. 3) Through podcast practicum, 1 Majalaya State High School students have new experiences and understand the procedures of making podcast interesting.

## **Conclusion**

Based on the results of research conducted by researchers, it can be concluded: 1) The implementation of the peelitian process includes two stages, the first stage of preparation and the second stage of implementation. At the preparatory stage of the researcher preparing materials relevant to the title of the study, the material is then delivered to students by speakers who have competence in their fields. 2) The ability to speak to students in group one has met the indicators of the language aspect but has not met the indicators of non-language aspects; meanwhile, the speaking ability of students in group two has fulfilled all aspects of both language and non-language; The ability to speak students in group three has also fulfilled indicators of language and non-language aspects; Students' speech skills in group four have also met indicators of language and non-language aspects; In the group of five students have met the indicator aspect of language, but in the non-language aspect there are still indicators that have not been met, namely non-language mimic indicators and confidence indicators. But in the aspect of language the mastery of the topic has been fulfilled; Meanwhile, in group six students' speech skills have met indicators of language aspects but have not met indicators of non-language aspects. 3) The formation of personal branding in group one has fulfilled aspects of specialization, personality aspects, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions, but there is still one aspect that is not fulfilled, namely the leadership aspect. Meanwhile, in groups two to six all students have fulfilled aspects of personal branding formation including: aspects of specialization, aspects of leadership, aspects of personality, aspects of differences, aspects of appearance, aspects of unity, aspects of firmness, and aspects of good intentions.

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