THE INFLUENCE OF USING PODCAST TOWARD STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 5 TULANG BAWANG BARAT IN THE ACADEMIC YEAR OF 2022/2023

A THESIS

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

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ABSTRACT

THE INFLUENCE OF USING PODCAST TOWARD STUDENT'S SPEAKING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 5 TULANG BAWANG BARAT IN THE ACADEMIC YEAR OF 2022/2023

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The objective of this research was to know whether there was significant influence of using podcast toward students' speaking ability at the second semester of eighth grade of SMP N 5 Tulang Bawang Barat in the academic year of 2022/2023.

In this research, the researcher used quasi experimental design. The population of this research was the eighth grade of SMP N 5 Tulang Bawang Barat. The samples of this research were two classes consist of 28 students in experimental class and 30 students in control class. In collecting the data, the researcher instrument for speaking test. The instruments of this research were pre test and post test. After giving the post test, the researcher analyzed the data using SPSS.

After doing the post test, the researcher analyzed the data obtained from pre test and post test. The result of the data analysis showed that Sig. = 0.027 and α = 0.05. It means that H_a was accepted because Sig $<\alpha$. Based on result above, the researcher concluded that there was a significant influence of using podcast toward students' speaking ability at the second semester of the eighth grade of SMP N 5 Tulang Bawang Barat in the academic year of 2022/2023.

***Keywords**: Podcast Media, Quasi Experimental Design, Speaking Ability*

DECLARATION

I hereby stated this thesis entitled "The Influence of Using Podcast toward Students' Speaking Ability at the Second Semester of the Eighth Grade of SMP N 5 Tulang Bawang Barat in the Academic Year of 2022/2023" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

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MOTTO

خَلَقَ ٱلۡإِنسَٰنَ ۝٣ عَلَّمَهُ ٱلۡبَيَانَ ۝٤

"He created man. He taught him eloquent speaks." (QS. Ar-Rahman : 3-4)[1]

[1]Muḥammad Taqiyyuddīn Al-Hilālī and Muḥammad Muḥsin Khān, 'Translation of the Meanings of the Noble Quran', 1983, 978, p.728.

DEDICATION

In the name of Allah SWT for the blessing and merciful, I dedicate this thesis to:

1. My God Allah SWT, whose blessing to the completion of my thesis.
2. My beloved parents, "Mr. Herwansyah and Mrs. Sofia Nurmalasari" who always support and pray for me especially in completing this thesis.
3. My beloved brother "Dhika Ramanda" and my sister "Nabilla Azzahra" thanks for the support and being a listener to every complaint in completing this thesis.
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CURRICULUM VITAE

Annisa Ayu Safitri was born in Daya Murni, Tulang Bawang Barat on August 19th, 2000. Annisa is the first child of Mr. Herwansyah and Mrs. Sofia Nurmalasari. She has one brother and one sister, whose name is Dhika Ramanda and Nabilla Azzahra.

In the academic background, Annisa started her education at Aisyiyah Bustanul Athfal Kindergarten Mulya Asri, Tulang Bawang Tengah in 2005 until 2006. Then, she continued her study at SDN 5 Daya Murni, Tulang Bawang Barat and graduated in 2012. Afterward, she continued the study in SMP N 1 Tumijajar, Bandar Lampung and graduated in 2015. She continued her study at SMA N 1 Sukadana, Lampung Timur and graduated in 2018. After finishing her study at Senior High School, she continued the study at Raden Intan State Islamic University Lampung in English Education Study Program of Tarbiyah and Teacher Training Faculty.

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Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad SAW who has guided us from the darkness into brightness.

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first step in understanding the title of this thesis, and in order to avoid misunderstandings, the writer needs to explain a few words that are the title of this thesis. The title of the thesis is **"The Influence of Using Podcasts toward Students' Speaking Ability".** The descriptions of the meaning of several terms contained in the title of this proposal are as follows:

Influence is the effect that has on the way a person things or behaves or on the way that works or develops.[1] Influence is something that someone does to see impact that happens about something that is done.

Podcast is media that are oriented in the audio file which has several content which different from one to another; one of them is about education. Phillips said, the use of podcast inside and outside of the classroom is one of such innovative tool that has garnered increased interest in the field of tertiary level language.[2] Podcasts that will be used in this research is from the Google Podcast application.

Speaking is a communicative activity to express something and share information with another person. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern.[3] This research will focus on the influence of podcast toward students' speaking ability.

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[1]Albert Sydney Hornby and Anthony Paul Cowie, Oxford Advanced Learner's Dictionary (Oxford university press Oxford, 1995), mcdxxviii, p.782.

[2]Birgit Phillips, 'Student-Produced Podcasts in Language Learning – Exploring Student Perceptions of Podcast Activities', *IAFOR Journal of Education*, 5.3 (2017), 157–71 <https://doi.org/10.22492/ije.5.3.08>.

[3]Dewi Sri Kuning, 'Technology in Teaching Speaking Skill', *Journal of English Education, Literature and Linguistics*, 2.1 (2019), 50–59 <https://doi.org/10.31540/jeell.v2i1.243>.

Speaking ability is the ability to verbalize the English language in conversation purposively, to speak fluently and communicative effectively, to use language structure and vocabulary in the right context, to use appropriate pronunciation, and to apply appropriate manner.[4] To determine students' speaking ability, the researcher will assess it through the structure and vocabulary that they use, and also appropriate pronunciation.

From the explanation above, it can be concluded that the title of the thesis proposal is about The Influence of using Podcasts toward Students' Speaking Ability.

B. Background of the Problem

Nowadays, the education system is inconsistent because sometimes learning is through online and offline class, this condition makes teaching and learning process not optimal, especially in speaking English lesson which are not the students' native language.Amid a learning system that is not running optimally, this requires teachers to provide learning materials that can optimize learning.[5] Thus, to support teaching and learning process several tools are needed. In this case, technological media can be the best way to support teaching and learning activities.

Speaking is one of the important skills in English besides writing, reading and listening. Speaking is an activity to express opinions, comments and other communication activities. Teaching speaking is a very important part of learning a second language. Speaking is the process of constructing and sharing meaning through the use of verbal

[4]Mr Satit Somjai and Anchalee Jansem, 'The Use of Debate Technique To Develop Speaking Ability of Grade Ten Students At Bodindecha (Sing Singhaseni) School', *International Journal of Technical Research and Applications*, 13.13 (2015), 27–31 <www.ijtra.com>.

[5]Yani Fitriyani, Irfan Fauzi, and Mia Zultrianti Sari, 'Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemik Covid-19', *Profesi Pendidikan Dasar*, 7.1 (2020), 121–32 <https://doi.org/10.23917/ppd.v7i1.10973>.

and non-verbal symbols, in a variety of contexts.[6] Most students often hesitate to speak English because they are afraid of making mistakes. This makes them reluctant to try to pronounce English words in their communication, even when practicing speaking. Students often worry about correct pronunciation and vocabulary.

To help optimize English teaching-learning process, especially in teaching speaking in this current education system, several activities that improve speaking ability need to be implemented by teachers using a media, one of the media that can be used is a podcast.

Podcast can be defined as a digital audio file that are created and then uploaded to online platforms for sharing with others.[7] Podcast refers to the distribution of audio files in digital format. Podcast can be used as supporting materials to develop students' proficiency in English.[8] By playing audio on podcast media, students will hear vocabulary composition and pronunciation to improve their speaking ability.

In relation to the result of interview that the researcher obtained with an English teacher, in a preliminary research conducted by the researcher at SMPN 5 TulangBawang Barat on January 10th 2022, many students had difficulties in speaking English, most of the students have less of confident and had difficulty in compiling vocabulary. Meanwhile, after conducting an interview with the teacher, she said that it was difficult to find out teaching media which can stimulate students' attention and interest in learning.

The teacher only uses books, but sometimes use PowerPoint as a media and role play as a technique to teach speaking in the learning process, teacher asked students to

[6]Ann L Chaney and Tamara L Burk, *Teaching Oral Communication in Grades K-8.* (ERIC, 1998),p.13.
[7]Thomas Goldman, 'The Impact of Podcasts in Education', *Advanced Writing: Pop Culture Intersections*, 29 (2018), 1–15 <https://scholarcommons.scu.edu/engl_176>.
[8]Md Masudul Hasan and Tan Bee Hoon, 'Podcast Applications in Language Learning: A Review of Recent Studies', English Language Teaching, 6.2 (2013), 128–35 <https://doi.org/10.5539/elt.v6n2p128>, P.130.

make a group, and then prepare a scenario that will be acted out in front of the class. The teacher will ask students to do role-play according to the scenario that has been made. Although, when the teacher just uses the role play technique and books as a media in the teaching-learning process it makes the students get bored because there is no variation in the teaching and learning process. Consequently, the teacher needs to collaborate it with a technological media or improve the technique to make the students more eager in learning English especially to improve their speaking ability.

Rooted in documentation that was given by the teacher, the researcher got the data of students speaking score which shows that their score are still low, the teacher said that mean are 72, some students score less than 72. See table 1.

Table 1
Score of students' English Speaking Assignment of the Eight Grade at the First Semester of SMPN 5 TulangBawang Barat in the Academic Year of 2022

No.	Score	Classes					Total	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E		
1	< 72	16	17	16	18	15	82	56%
2	≥ 72	13	11	14	11	14	63	44%
	Total	29	28	30	29	29	145	**100%**

Source: document of students' score of Eight class at SMPN 5 TulangBawang Barat, Lampung on January 10th 2022

From the table above, we can conclude that out of 145 students only 44% scored which is more than 72, its shows that many students who difficulty in speaking. The data comes from students' speaking assignments with the material Expression of Congratulation.

Founded on the problem, the researcher would apply podcast media to teach students' speaking ability. Podcast is a

new technology which has huge potential in enhancing students' listening and speaking skill.[9] One of the platforms that can be used to listen to the podcast is the Google Podcast application, Google Podcast is one of the podcast applications that is widely used by the public. Podcasts on Google Podcast also have various genres, one of which is in the theme of education that can be used as a tool in the teaching and learning process. With the audio in the podcast, students can practice their listening and speaking ability. Students can practice speaking and understand the pronunciation of each word with the sentence that they hear through the podcast. Students also can replay the audio podcast until they understand and can speak well. Podcasting assignments afforded students opportunities for creativity when writing the audio script, devising techniques to capture the audience and using non-scientific language to describe scientific concepts.[10] Thus, in speaking ability, the best way to improve students speaking ability is not only through listening to the podcast, but also they can do podcasting in front of the class to make them more confident.

After conducting pre-research and identify the phenomena that occurred the researcher would conduct this research at SMPN 5 TulangBawang Barat with the title "The Influence of Using Podcast toward Students' Speaking Ability".

C. Identification and Limitation of the Problem

Anchored in the background of the problem, the researcher identifies the problem as follows:

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[9]A S Daniati, Asril Mardjohan, and K S Piscayanti, 'The Use of Podcast to Improve Students' Speaking Competency of Tenth Grade Students of SMA Negeri 1 Amlapura in Academic Year 2015/2016', *Lingua Scientia*, 23.2 (2018), 34 <https://doi.org/10.23887/ls.v23i2.16073>.

[10]Justine Kemp and others, 'Student-Produced Podcasts as an Assessment Tool: An Example from Geomorphology', *Journal of Geography in Higher Education*, 36.1 (2012), 117–30.

1. Students have less confidence and difficulty in speaking English.
2. In teaching speaking, teachers need more variation media to help students' speaking ability.
3. Teacher only uses a book as a media and podcast have never been used before.
4. Students' have less practice in speaking English.

From the identification of those problems, the researcher focused on teaching speaking using podcast. This research focused on transactional (dialogue) speaking. This study is conducted to determine the influence of podcast in teaching speaking at the eighth grade of SMPN 5 TulangBawang Barat.

D. Formulation of the Problem

Derived from the identification and limitation of the problem, the formulation of the research would be "Is there any significant influence of using podcast towards students' speaking ability at the second semester of eighth grade of SMPN 5 TulangBawang Barat in academic year of 2022/2023?"

E. Objective of the Research

Related to the formulation of the problem, the objective of the research is to determine whether there is an influence of using podcast toward students' speaking ability at the second semester of eighth grade of SMPN 5 TulangBawang Barat in academic year of 2022/2023.

F. Significance of the Research

1. Theoretically

The researcher is expected this research would be increase the knowledge that using technological media can make teaching and learning process more effective and the class more active.

2. Practically

This research is expected to be used:

1. For the Students

   This research is expected that students would be more interest in learning English and can help students' to improve speaking ability by using the podcast.

2. For English Teachers

   This research is expected that podcast can be an effective and interesting medium in teaching and learning process of speaking.

3. For the further Researchers

   This research can be used by other researchers as a reference on how to use podcast to improve students' speaking ability.

G. Relevance Research

Several studies have been conducted in this area. Researcher takes several references about previous research. This research was inspired by several previous studies entitled:

"The Effect of Using Podcast on Students' Speaking Skill at the Second Grade of Students' Junior High School" by PutriPurnama Sari. This study discussed how the effect of podcast media on students' speaking skills. She found that Podcasts had a positive impact on students' speaking skills and had a significant effect on students' speaking skills after being taught through podcasts.[11] The difference between this research and this previous research is the method that use in collecting the data. This previous study is used pre-experimental and this study is used quasi experimental research.

[11]Putri Purnama Te Sari, Mahmud My, And Wahyuni Fitria, 'The Effect Of Using Podcast On Students'speaking Skill At The Second Grade Of Students'junior High School' (Uin Sulthan Thaha Saifuddin, 2019), P.60.

"The Use of Podcast to Improve the Speaking Competency of the Tenth Grade Students of SMA Negeri 1 Amlapura in Academic Year 2015/2016" by A.S. Dianithi. This study aims to see the improvement of speaking competence in students, and she concluded that the use of podcasts in the teaching and learning process can increase the speaking competence of students at the school. From the students' achievement, they can pass the standard minimum score determined for English speaking skills 72, where 83.33% of students pass the standard minimum score after the use of podcasts in teaching and learning English.[12] The difference between this previous research with this research is the method that uses to collect the data. This previous research is use classroom action research and this study is use pre-experimental research.

"The Effects of Podcasting on Listening and Speaking Skills: A Review Paper" by FatemehShafiee and HadiSalehi. This study discussed how podcasting affects Listening and Speaking Skills. Researchers reveal the positive effects of podcasting on listening and speaking skills in general. However, the small sample sizes and the small time-constraints of most studies in this area are possible does not demonstrate the impact of careful and impeccable podcasting on learners' listening and speaking skills.[13] The difference this research with this previous research is the previous research not only focused speaking ability but also listening, while this research only focuses on speaking ability.

"The Effect of Applying Podcast as Media on the Students 'Achievement in Speaking" by Muhammad Ihfal. This study intends to find out the effect of podcast application as a medium for speaking achievement. In this study, the authors conclude that there is a significant effect on the

[12]Daniati, Mardjohan, and Piscayanti, P.39.
[13]Fatemeh Shafiee and Hadi Salehi, 'The Effects of Podcasting on Listening and Speaking Skills: A Review Paper', in *7th National Conference on Applied Research Language Studies. Https://Civilica. Com/Doc/989748*, 2019.

application of Podcast as a medium for students. Learning achievement to speak as evidenced by the results of the test $t_{counted} > t_{table}$ (18.53 > 2.04). In other words, students who were taught using Podcast as a medium got better performance from the pre-test to the post-test.[14] The difference between this previous research with this research is the object. This previous research focuses on Senior High School, and this research focuses on Junior High School.

"The Effect of Using Podcast in Students' Speaking Skill at the Second Grade of Nursing in Baiturrahim Vocational School Jambi" by AlyaRahandi. The purpose of this research is to determine there is an effect or not after using podcast as media in teaching speaking skill at the second grade of nursing in Baiturrahim Vocational School. The author concludes that alternative media such as podcast has a positive effect to help students' speaking problems.[15] The difference Alya's research and this research is learning materials. Alya's research focuses on Vocational School and this research focus on Junior High School.

Anchored in the previous research that has been read by the researcher, there are some similarities and differences between the previous research and this research. The similarities between the previous research and this research are both research the ability to speak through the podcast. Meanwhile, the differences between the previous research and this research is the previous research uses podcast to improve speaking ability through listening, and then they would be asked to retell the content that contains in the podcast, but this research, the researcher using podcast to improve speaking ability through listening a podcast and then they will be asked to practice speaking by the script that they make own self.

[14]Resti Santa Mona Sidabutar, 'The Effect of Teaching Media on Students' Achievement in Speaking', GENRE Journal of Applied Linguistics of FBS Unimed, 3.1 (2014) <https://doi.org/10.24114/genre.v3i1.1402>, P.42.

[15]Alya Rahandi, *The Effec T of Using Podcast in Students ' Speaking Skill At the Second Grade of Nursing in the Effec T of Using Podcast in Students ' Speaking Skill At the Second Grade of Nursing in*, 2020.

Therefore, the title of this research is "The Influence of using Podcast toward Students' Speaking Ability".

H. Systematic of Discussion

The researcher discusses the research into structure as follows:

1. Chapter I

Presents the introduction, which contains the title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevance research, and systematic of discussion.

2. Chapter II

Presents frame of theory and hypothesis. The theory contains of speaking, podcast media, role play technique in teaching speaking, and asking and giving information material.

3. Chapter III

Presents the research method, contains place and time of the research, research design, population, sample, and data collecting technique, operational definition of variable, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis.

4. Chapter IV

Presents the description of treatment that contains about students' pre test in experimental, students pre test in control class, students post test in experimental class, and students' post test in control class. Then result of the research that contains about result of normality test, result of

homogeneity test, and result of hypothetical test. Also presents about result of data analysis and discussion.

5. Chapter V

This chapter presents the conclusion and recommendation. Conclusion contains all of the research findings of the study.

CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. Theory

In this point researcher would explain the theories that support the research. There are several points that would be explain, the first is about speaking such as definition, type, media, components of speaking, learning speaking activities, difficulties in speaking. The second is about podcast such as definition, type, advantages and disadvantages of podcast media. The third is about role play technique such as definition, advantages and disadvantages of role play technique. Also the last is about asking and giving information material.

1. Speaking

a. Definition of Speaking

Speaking is one of the skills in English besides writing, reading, and listening. Speaking is an activity to express opinions, comments, and other communication activities. There are several sources that explain what is speaking, as follows:

In accordance with Florez's first definition, speaking is an interactive process of creating meaning that entails the production, reception, and processing of information.[16] In other words, speaking is an activity of receiving and conveying information about a thing, from one person to another person.

Speaking may also be described as the process of creating and exchanging meaning in a variety of circumstances through the use of verbal and nonverbal symbols.[17]

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[16]MaryAnn Cunningham Florez, 'Improving Adult English Language Learners' Speaking Skills' (Citeseer, 1999).
[17]Ann L Chaney and Tamara L Burk, *Teaching Oral Communication in Grades K-8.* (ERIC, 1998).

To produce a good speaking, it needs to combine other language skills, such as explanation from Donough and Shaw,in many ways; it is challenging to separate speaking from listening. Speaking is very rarely done in isolation; it is typically an interactive skill, unless an uninterrupted oral presentation is being presented. Speaking and listening skills frequently benefit from a dependency in this way.[18] Besides that, Liyong (as cited in Sihotang) suggests tocombined speaking and listening abilities are necessary to understand what others are saying because speaking and listening are interrelated in genuine conversation.[19]So that students learn to speak easily, other skills such as listening are needed, because an interaction does not only require speakers but also listeners.

Founded on the definition above, it can be concluded that speaking is the activity that used by someone for communication in daily life. Teaching speaking is a very important part of second language learning.

b. Type of Speaking

Consistent with Brown, there are some types of speaking in the classroom, including:

1) Imitative

Speaking in an imitative manner with native speakers involves using the same words and phrases. Students may strive to identify a certain vowel sound or rehearse an intonation contour. Such imitation is done to emphasize a certain aspect of language form rather than to engage in meaningful conversation.

[18]Jo McDonough, *Materials and Methods in ELT*, P.157.
[19]Fetri Angriani Sihotang, 'Improving Student's Speaking Skill by Using Podast British Council for Tenth Grade Students at SMK Jambi Medan', 2019.

2) Intensive

Beyond imitative, intensive speaking encompasses any speaking performance intended to develop a specific phonological or grammatical component of language. Intensive speaking can be self-initiated or even included in a pair work activity where students are "going over" particular linguistic constructions.

3) Responsive

Short responses to questions or comments posed by teachers or students are referred to as responsive speaking. Typically, these responses are adequate and do not continue into conversations. For instance:

A: How are you today?
B: I'm fine, thank you, how about you?

4) Transactional (dialogue)

Respondent language is expanded into transactional language, which is used to transmit or exchange specific information.

5) Interpersonal (dialogue)

Speaking with others that is done more for the purpose of upholding social bonds than for the purpose of conveying knowledge. Because they may involve some or all of the following elements, these conversations are a little trickier for learners:

- A casual register
- Colloquial language
- Emotionally charged language
- Slang
- Sarcasm

- A covert "agenda"

6) Extensive (monologue)

Extensive speaking consists of oral reports, summaries, or even brief talks that are monologues.[20]

Derived from the explanation, it can be concluded that there are some type of speaking in the classroom. In this research, the researcher used transactional (dialogue) to be examined.

c. Components of Speaking

In speaking, there are some components are generally recognized in analysis of speech process. Brown (as cited in Sidabutar) states that there are following components in speaking ability to speak, as follows:

1) Pronunciation

Any aspect of language that was covered by a variety of non-directive was the focus of explicit pedagogy. It means that, these studies learn about how to pronounce each word.

2) Grammar

Grammar is the art of speaking with perfect grammar. It is crucial because language is a system that needs to be adhered to. This means that, in learning English, students must understand the correct language arrangement.

3) Vocabulary

Every word has a meaning in every language. The term "vocabulary" refers to a

[20]'Brown. Teaching by Principles_ An Interactive Approach to Language Pedagogy (PDFDrive).Pdf', P.271.

list of terms that must be grasped in order to effectively communicate. Therefore, vocabulary is important to learn for beginners so that later they can compose a sentence.

4) Fluency
This relates to how well the students maintain conversation at the appropriate pace and link their ideas coherently. Thus, this fluency is seen from how the vocabulary and grammar are arranged when speaking.

5) Comprehension
Understanding anything is referred to by the phrase "comprehension." It may also be referred to as the practice of understanding or perception. Information or knowledge that is learned through understanding is also referred to as comprehension. The speaker must comprehend the facts or message they provide when they talk.[21] Subsequently, this is seen when an interaction occurs, when the listener understands what the speaker is talking about.

Based on the expert, it can be conclude that there are 5 components that we can learn from speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

d. Media in Teaching Speaking

In line with Fadilaturrohmah,to effectively conduct teaching and learning

[21]Resti Santa Mona Sidabutar, 'The Effect of Teaching Media on Students' Achievement in Speaking', *GENRE Journal of Applied Linguistics of FBS Unimed*, 3.1 (2014) <https://doi.org/10.24114/genre.v3i1.1402>.

activities, teachers must have access to tools, resources, and events that may transmit or transfer information from a resource to the intended audience.[22] Subsequently, teaching media is a tool used to convey a learning material. Along with Rahandi there are several media in teaching speaking, as follows:

1) Audio Media

Media that convey messages through sound are referred to as audio media. In this instance, voice recordings or sounds are used to convey the messages. Audiotapes, a smart phone, a laptop, and other devices are frequently used to teach speaking.

2) Visual Media

Simply put, visual media in language instruction are any forms of media that can be viewed during the teaching and learning process. This indicates that using visual media as a teaching and learning tool involves using visual aids like pictures.

3) Audio-visual Media

The two media types are combined in audio-visual media. In essence, it is not only audible but also visible. Audio-visual media includes things like movies and video recordings. Thus, teaching using audio-visual is the use of material which is absorbed through

[22]Roviqur Riziqien Alfa, 'Using Podcast As Authentic Materials To Develop Students' Speaking Skill', *JELLT Journal of English Language and Language Teaching*, 4.1 (2020), 65–74.

hearing and vision.[23]This media is a more interesting media than the previous media, because it is an amalgamation of the two previous media. It's just that using this media might load more data.

Rooted in the explanation above, it can be concluded that teaching media is a tool used by teachers to convey information or learning materials. In this research, the researcher would use audio media to be examined, because audio podcast use less data than other, so it can make easier for students to access that.

e. Technique in Teaching Speaking

The term *technique* in language teaching literature is frequently used to refer to a variety of activities that either teachers or students carry out in the classroom.[24] Many activities can be applied to improve students' speaking ability. Activities that carried out in speaking are useful for the teacher to find out student problems during the learning process.

Some speaking activities that can be applied in the teaching and learning process, such as:

1) Information-gap Activities

When two speakers are speaking, there is a "gap" between them because they both have separate pieces of knowledge that they need to share in order to complete the overall picture.

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[23]Alya Rahandi, *The Effec T of Using Podcast in Students ' Speaking Skill At the Second Grade of Nursing in the Effec T of Using Podcast in Students ' Speaking Skill At the Second Grade of Nursing in*, 2020, P.15.

[24]'Brown. Teaching by Principles_ An Interactive Approach to Language Pedagogy (PDFDrive).Pdf'.

Describe and sketch is a well-liked activity for filling in information gaps. One student must refrain from showing their partner the photo they have for this activity (teachers sometimes like to use surrealist painting – empty doorways on beaches, trains coming out of fireplaces, etc). The partner who owns the photo will provide instructions and descriptions, while the "artist" will pose questions. All that needs to be done is for the partner to sketch the image without consulting the original.[25]That means it is like a guessing game, where one student holds a picture and describes what is in the picture and the partner guesses by redrawing what is described.

2) Simulation/Role-play

Using role-playing exercises in the classroom is one technique to encourage students to communicate in various social circumstances and to adopt a variety of social roles.

Role-playing requires a scenario, which can be a straightforward one with the primary goal of practicing English expressions. For instance: The role cards could be for a customer or a shop employee. The card would state the type of store it is and could feature helpful phrases for the attendees. Participants may bargain about whether to buy anything or not.[26]As a result, role play is the act where two or more students are positioned in a situation into a

[25]Jeremy Harmer, *How to Teach English (6th Edition)*, *Pearson /Longman*, 2010, P.129.
[26]Jo McDonough, *Materials and Methods in ELT*, P.174.

role and then act as if they were in that situation and as if they were in that role.

3) Communication Games

Games-based speaking activities are frequently an effective technique to give students meaningful opportunities to utilize English, particularly, though not exclusively, when younger learners are participating. The practice of oral skills like describing, predicting, summarizing, and soliciting feedback can be done through game-based activities like filling out questionnaires and speculating about unknown material. Even though these activities are referred to as games, which implies that they are enjoyable, they are also communication-based and necessitate that the students work together to successfully complete a certain job.[27]This activity can attract students' interest in learning, without them realizing they are also trained in terms of communication in the games provided.

4) Storytelling

The ability to relate stories in English is a requirement for students. Students might be encouraged to recount stories they have read in books, newspapers, or on the internet. Groups of students are formed.

Groups of students are formed. Each group receives one of a series of images that collectively make a narrative. The photographs are removed after they've had a chance to view them. One student from each of the initial groups joins the newly

[27]*Ibid*, P.171.

established groups. The newly formed groups must determine what narrative the initial picture sequence presented. They must discuss the images they have seen, explain them, decide what sequence they should be in, etc. for the tale reconstruction to be successful. The several groups then present their stories to the class to determine whether everyone came up with the same rendition.[28] This activity asks students to be able to tell something or a story that can practice their speaking ability.

5) Student Presentations

Each student presents a speech about a certain subject or figure. Time must be allowed for the student to acquire knowledge and structure it appropriately in order for this to be effective for them (and the rest of the class). We could wish to provide people with models to assist them in doing this. Students who are listening to presentations must also be assigned some sort of listening assignment, potentially involving providing feedback.[29] Students who are assigned to make a presentation will explain something with the topic that has been given in front of the class, when it is finished the other students will ask questions about the results of their friend's presentation.

After knew some speaking activities in the classroom, the researcher used role play activities for this research. Students would be

[28]Harmer, *Op.Cit*. P.129.
[29]*Ibid*, P.130.

asked to do a role play based on the material provided.

f. Difficulties in Speaking

Brown suggested that there are some causes that make speaking difficult, as follows:[30]

1) Clustering

Phrasal speech is more fluid than word-by-word communication. Through such clustering, learners can organize their output both cognitively and physically (in breath groups). As a result, Clustering is one of the difficulties in speaking, when some words are converted into a sentence, the sentence usually becomes incomplete.

2) Redundancy

By using redundancy language, the speaker has the chance to clarify meaning. Students can benefit from this aspect of spoken language.In other words, redundancy is a case where a word that does not need to be said in a sentence is still included in the sentence, which is a waste of words.

3) Reduced Forms

Contractions, elisions, shortened vowels, etc. all provides unique difficulties for spoken English teachers. Without instruction in colloquial contractions, students may occasionally speak in a stilted, academic manner that stigmatizes them.In essence, students have to learn colloquial contractions so that the quality of speaking

[30]'Brown. Teaching by Principles_ An Interactive Approach to Language Pedagogy (PDFDrive).Pdf',P.270.

developed is not stilted.

4) Performance Variables

One benefit of spoken language is the ability to express a certain amount of performance hesitations, stops, backtracking, and corrections because you are thinking as you speak. It is possible to teach learners how to pause and think before speaking. For instance, we don't leave out "fillers" like uh, uh, well, you know, I mean, like, etc. when we use "thinking time" in English. The phenomenon of hesitation is one of the most subtly noticeable variations between native and nonnative speakers of a language. Thus, hesitation in conveying a sentence is what would cause someone to use filler when speaking and this can happen repeatedly when someone is not sure in speaking.

5) Colloquial Language

Make sure your pupils have some familiarity with the terms, idioms, and expressions used in colloquial speech and that they practice using these forms. Consequently, practicing English speaking ability can be started by learning colloquial language.

6) Rate of Delivery

The tempo of delivery is another important aspect of fluency. One of your responsibilities when teaching spoken English is to assist students in achieving a suitable speed as well as other fluency-related qualities. Therefore, to achieve speed or fluency in language learning in students, it is necessary to have the right

level of information delivery by the teacher.

7) Stress, Rhythm, and Intonation

This is the most significant aspect of English pronunciation. The intonation patterns and stress-timed rhythm of spoken English carry significant meanings. This is called pronunciation, where a sentence usually has an articulation or speaking intonation.

8) Interaction

Without other people to converse with, learning to make waves of language in a vacuum would rob speaking ability of its most valuable quality: the flexibility of conversational negotiation. So that speaking abilities are not stilted, interaction is necessary when learning to talk.

2. Podcast

a. Definition of Podcast

A digital audio (or video) file that is made and then shared with others on the internet is known as a podcast.[31] Podcast is a media that contains many things, one of which is about education that can support learning process and can help students' knowledge. As said by Hasan and Hoon,to help students improve their command of English, podcasts can be used as supplementary materials in addition to the course materials.[32] With education based podcasts, it

[31]Birgit Phillips, 'Student-Produced Podcasts in Language Learning – Exploring Student Perceptions of Podcast Activities', *IAFOR Journal of Education*, 5.3 (2017), 157–71 <https://doi.org/10.22492/ije.5.3.08>.

[32]Md Masudul Hasan and Tan Bee Hoon, 'Podcast Applications in Language Learning: A Review of Recent Studies', *English Language Teaching*, 6.2 (2013), 128–35 <https://doi.org/10.5539/elt.v6n2p128>, P.130.

would help teachers to make it easier to convey the material to be explained.

In accordance with Rajic,the diversification of the teaching resources made available through the usage of podcasts in the classroom benefits students' attention, engagement, and learning by motivating them and promoting their interest.[33] In other words, by attracting students' auditory attention through podcast media, students have the opportunity not only learn by reading textbooks which would make them feel bored.

Through audio on the podcast, students' would hear every word that is spoken and understand how to pronounce it well, it can also help them to develop vocabulary well, then they would have no difficulty in practicing their speaking ability. In the same direction, Hennig (as cited in Goldman) said that,children can comprehend concepts that are two to three grade levels beyond their typical reading level when they are spoken aloud.[34]Thus, in sentences or words those students hear through podcasts, they would understand how to pronounce a sentence and how to speak in English correctly.

Students can practice skills including research, writing, speaking clearly, problem-solving, time management, catching listeners' attention, and expanding their vocabulary by producing podcasts.[35] Furthermore,podcasts offer a variety of speaking performance patterns,

[33]Stajka Rajic, 'Educational Use of Podcast', *The Fourth International Conference on E-Learning*, September, 2013, 90–94.
[34]Thomas Goldman, 'The Impact of Podcasts in Education', *Advanced Writing: Pop Culture Intersections*, 29 (2018), 1–15 <https://scholarcommons.scu.edu/engl_176>, P.8.
[35]Rajic.

including report, interview, dialogue, and discussion.[36] Thus, students can practice their speaking by practicing in front of the class by podcast media, they can improve their vocabulary, besides that this can also improve students' writing skills, with podcast scripts that they prepare according to the material.

Gray said,podcasts come in both audio and video formats. Most commonly they're in an audio format, because it's the simplest way to capture them and because we can listen to audio files on our MP3 players while on the go, audio files are the format that they are most frequently in. However, some people also create a series of videos, more akin to a TV show, and publish it as a podcast.[37]The podcast that would be used by the researcher is a podcast in audio form, because it does not contain heavier data than video. Therefore, the students can easily access it.

On a Smartphone, you can download a number of podcasting applications, including Voice of America, Podcast Republic, Google Podcast, Spotify, Beyond Pod, Pocket Casts, etc.[38] In this research, the researcher choose to use Google Podcast. Google Podcast is one of the applications in podcast, podcasts on Google Podcast also have various genres, one of which is in the theme of education that can be used as a tool in the teaching and learning process. The researcher chooses the Google Podcast application because it is easier to use and easy to

[36]Alfa.
[37]Colin. Gray, 'How to Podcast', 2016, 1–117 <http://www.podcasting-tools.com/how-to-podcast.htm>, P.13.
[38]Rahandi, *Op.Cit*. P.17.

download. Students also can replay the audio podcast until they understand.

From the definition above, it can be concluded that podcast is a media that consist of audio or video that can be used in teaching and learning activities, actually in students' speaking ability.

b. Type of Podcast

As said by Jalali, there are two types of podcast are mainly used in education, such as:

1. Audio podcast: This podcast is entirely audio-based (MP3). It is the simplest approach to reach the greatest amount of listeners because it has the shortest file size, which makes it easily downloading at any Internet speed. The easiest way to get started as a new instructor is with audio podcasting because it is quick and easy to learn. Hence, an audio podcast is a podcast that only contains a lot of sounds or recordings.
2. Video podcast (Vodcast):You can upload videos as podcasts using this podcasting format. No chaptering is possible, and the enormous file size may make uploading and downloading difficult.[39] Video podcasts are podcasts that contain not only sound but also visuals of the speaker.

From the explanation above, and after knowing the types of podcast, the researcher chooses audio podcast to be examined, because audio does not contain heavier data than video. Therefore, the students can easily access it.

[39]Alireza Jalali and Safaa El Bialy, 'Podcasting 101: Top Tips on Educational Podcasting', *Education in Medicine Journal*, 11.2 (2019), 43–47 <https://doi.org/10.21315/eimj2019.11.2.5>.

c. Advantages of Podcast

There are advantages of used podcast in educational, such as:

1. Independent study outside of the classroom is encouraged. Because podcasts are a flexible kind of media that can be used whenever and whenever, they can promote independent learning among students.[40] Consequently students can review what they learn, because podcast can be accessed on personal phones that can be used anytime.
2. Additionally, students can pause the audio, go back to a prior segment, and restart it.[41] If they don't understand the content of the podcast, they can repeat from the beginning or from any part until they feel they understand.

d. Disadvantages of Podcast

The drawbacks of podcasts in education include: Podcast-based audio media shouldn't be used for content that is too lengthy because students will get bored listening to it.[42] Consequently, the use of podcast as a medium should only be for material with a short duration, so the students don't feel bored.

[40]Nicole Hennig, 'Podcasts in Context', *Library Technology Reports*, 53.2 (2017), 30–38.
[41]Rajic.
[42]Adhitya Rol Asmi, 'Pengembangan Media Pembelajaran Audio Berbasis Podcast Pada Materi Sejarah Lokal Di Sumatera Selatan', *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, 3.1 (2019), 49–56 <https://doi.org/10.17509/historia.v3i1.21017>.

e. The Procedure of Podcast

According to Shamburg, C. as cited in Sidabutar (2014) stated that there are five steps in the procedure of the Podcast. There are:[43]

1. First, the teacher would play the audio, but before playing the audio the teacher would instruct the students to take their note book out and instruct them to listen to the audio.
2. Second, writing ideas that appear when enjoying the audio or after that,the teacher would guide the students to write ideas as many as they have when they are enjoying the audioor after enjoying the audio.
3. Third, the teacher would guide the students to classify the ideas that they have written.
4. Fourth, the teacher would guide the students to arrange the outline of asking and giving information.
5. Fifth, the teacher gives the students an opportunity to speak about asking and giving information based on the outline that they have arranged before.

3. Role-play Technique in Teaching Speaking

a. Definition of Role-play Technique

Byrne says that Role play is a technique for acting out certain social interactions in hypothetical contexts.[44] In other words, role-play is a technique in teaching that asks students to imitate a situation and also act according to the learning material. Role play is described as the projection of social interactions intoreal-life

[43]Sidabutar.
[44]Donn Byrne, 'Teaching Oral English', 1986.

settings.[45]This means that students are asked to act according to real-life situations.

In line withHamzah (as cited in Ahsana), these are the procedures of role-play for classroom activity:

1) The scenario that they would act out is prepared by the teacher.
2) The educator separates the learners into groups.
3) The teacher describes the mastery that they would both gain.
4) Ask the chosen students to perform the roles they have prepared.
5) The others watch the scenario from within their respective groups while sitting.[46]

The other procedure of role-play for classroom activity according to Bahriyeva (2021):

Step 1: Determine the circumstances. Bring everyone together, explain the situation, and promote an open dialogue to unearth all pertinent concerns as the first step in the process.
Step 2: Fill in the Details.
Step 3: Set up the Roles.
Step 4:Play the scenario out.
Step 5:Talk about the lessons your students learned as a result.[47]

[45]Priscilla Islam and Tazria Islam, 'Effectiveness of Role Play in Enhancing the Speaking Skills of the Learners in a Large Classroom: An Investigation of Tertiary Level Students', *Stamford Journal of English*, 7 (2013), 218–33 <https://doi.org/10.3329/sje.v7i0.14475>.
[46]A Ahsana, 'THE INFLUENCE OF USING ROLE PLAY TOWARDS STUDENTS'SPEAKING ABILITY AT THE EIGHTH GRADE OF MTs RIYADHUL MUBTADI'IEN WAYLIMA PESAWARAN IN 2017/2018 ACADEMIC YEAR' (UIN Raden Intan Lampung, 2018), P.20.

From the two procedures above, the researcher chose to use the first procedure because that procedure is more specific and easier to understand and apply.

b. Advantages of role-play Technique

In line withWehrli (as cited in Ahsana), there are some advantages of role-play technique:

1) Actively involves the audience
2) Increases the learning experience's diversity, realism, and distinctiveness.
3) Improves communication and problem-solving abilities.[48] Students would be more active in interacting when asked to interact with a situation.

c. Disadvantages of role-play Technique

There are disadvantages of using role-play technique, such as:

1) Can take a lot of time
2) Puts pleasure on students to perform, which can makeawkwardness and even resistance.[49]

To address this, the teacher must be able to manage time well so the duration of learning using this technique could be in accordance with the available time. Besides that, the teacher must be able to convince students to be confident in learning with this technique.

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[47]Nargiza Bahriyeva, 'Teaching a Language through Role-Play', *Linguistics and Culture Review*, 5.S1 (2021), 1582–87 <https://doi.org/10.21744/lingcure.v5ns1.1745>.
[48]Ahsana, P.21.
[49]*Ibid*, P.21.

4. PowerPoint

a. Definition of PowerPoint

One of the multimedia technologies is the PowerPoint presentation. One of the most important uses of this technology is that it makes it easy for instructors to incorporate various multimedia into their teaching and instructions.[50] Hence, PowerPoint is one of the media that can be used in the teaching and learning process, designed with an attractive appearance this can increase student interest in learning.

Among the explanation above, the researcher chose to use power point media in the control class study.

b. Advantages of PowerPoint

There are the advantages of using PowerPoint media in teaching English (Wati as cited in Wahyudi, 2022):

1) Interesting In presenting Microsoft PowerPoint media can give an attractive look. Because this media is equipped with Game colors, letters, animations, text and pictures or photos.
2) Stimulate students Microsoft Media Power Point is able to stimulate students to further information on the material presented.
3) Visual display is easy to understand Visual information messages presented by Microsoft Power points can be easily understood by students.
4) Facilitate teachers This Microsoft Power Point learning Media can help or facilitate a teacher in the teaching and learning process. A

[50]K. A. M. Alkash and Z. E. M. Al-Dersi, 'Advantages of Using PowerPoint Presentation in EFL Classroom & the Status of Its Use in Sebha University', *International Journal of English Language & Translation Studies*, 1.1 (2013), 3–16.

teacher does not need to explain the materials being presented.

5) Conditional Microsoft Power Point is a tool that is conditional. Conditional intent here is able to Repeated and can be worn repeatedly according to the need.
6) Practical This Microsoft Power Point Media is also a tool that Practical, Practical in use or in storage. This Media can be stored in optical data or such as CDS, diskette, and flash drives. So practical to be carried everywhere.[51]

c. Disadvantages of PowerPoint

The disadvantage of PowerPoint media is that it takes time, meaning that it requires quite a time-consuming preparation. To use PowerPoint media requires patience and step by step to compile and make it, so it takes a lot of time.[52]

5. Asking and Giving Information

The basic competency standards 3.7 and 4.7, which were the subject of this study, were about asking and giving information about daily activities. According to the context being used, this ability discusses the act of seeking and providing knowledge on routinely occurring situations, actions, activities, or occurrences.[53]

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[51]Aji Wahyudi, 'THE INFLUENCE OF USING MULTIMEDIA POWER POINT TOWARDS STUDENTS' SPEAKING FLUENCY AT THE FIRST SEMESTER OF TENTH GRADE OF MA MATHLA'UL ANWAR NAPAL TANGGAMUS IN THE ACADEMIC YEAR OF 2021/2022 (An Undergraduate Thesis) Submitted as a Partial Fulfillment of R', 2022.

[52]R. TUTIK YUSRIYANTI, 'Penggunaan Media Powerpoint Untuk Meningkatkan Motivasi Dan Hasil Belajar', *ACTION : Jurnal Inovasi Penelitian Tindakan Kelas Dan Sekolah*, 2.2 (2022), 178–84 <https://doi.org/10.51878/action.v2i2.1200>.

[53]Ida Maryanti, : ': Teks Transaksional Lisan Dan Tulis Tentang Keadaan / Tindakan / Kegiatan / Kejadian Yang Dilakukan Memahami Tindakan Memberi Dan Meminta Informasi Terkait Teks Lisan Dan Tulis Tentang Tindakan / Kejadian Yang Dilakukan / Terjadi Secara Rutin Atau Merupa'.

There are the social functions, text structure, and linguistic elements in this material:

1) Social Function
   - ✓ Explain
   - ✓ Describe
2) Text Structure
   - ✓ Start
   - ✓ Respond
3) Linguistic Elements

Simple Present Tense

Simple present tense is a tense which explain an event in the present time.

- ✓ Adverbs: always, often, sometimes, never, usually, every
- ✓ Vocabulary: nouns, verbs, and adjectives related to people, animals, objects in the classroom, school, home, and surroundings
- ✓ Correct use of singular and plural nominal, with or without a, the, this, that, my, them, etc. exactly in the phrase.

Simple present tense explains:

- A fact

The formula is:

(+) Subject + To Be + Noun/Adjective

Example: I am a student in SMP Negeri 1

(-) Subject + to be + not + Noun/Adjective

Example: I am not a student in SMP NEGERI 1

(?) To be + Subject + Noun/Adjective

Example: Are you a student in SMP Negeri 1?

Yes, I am

No, I am not.

- A habitual action (Daily activities/Routines activity)

The formula is:

(+) Subject + Verb1(s/es) + Object + Adverb of time

Example: She cleans the house every day

(-) Subject + Do/Does + not + Verb1 + Object + Adverb of time

Example: She does not prepare foods for her mom

(?) Do/Does + Subject + Verb1 + Adverb of time

Example: Do you take care the Animals every day?[54]

B. Hypothesis

H_a : There is an influence of using podcast toward students' speaking ability at the second semester of the eighth grade of SMPN 5 Tulang Bawang Barat in the academic year of 2022/2023.

H_0 : There is no influence of using podcast toward students' speaking ability at the second semester of the eighth grade of SMPN 5 Tulang Bawang Barat in the academic year of 2022/2023.

[54]Maryanti ': Teks Transaksional Lisan Dan Tulis Tentang Keadaan / Tindakan / Kegiatan / Kejadian Yang Dilakukan Memahami Tindakan Memberi Dan Meminta Informasi Terkait Teks Lisan Dan Tulis Tentang Tindakan / Kejadian Yang Dilakukan / Terjadi Secara Rutin Atau Merupa'.

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