

CHAPTER I INTRODUCTION

1.1 Background

In the current century, English has become a global language in various aspect of life. Speaking and listening skills are two basic skills in mastering English that are interrelated and essential for students to master. However, in practice, many students experience difficulties in developing both skills simultaneously. According to Quinn (2016) this can be caused by various factors including, speaking anxiety, afraid of making mistakes, nervousness, not having enough confidence, and low motivation to learn it. Based on the factors above, it can make students lazy and give up on learning and developing their skills, so that is difficult challenge for teachers in the learning process. Therefore, the English Language Teaching must be carried out in an interesting and relevant way so that students' are motivated and actively involved. In addition, one of the essential factors is the type of media used determines how well teaching and learning succeed. Learning media is anything that could be utilized with learning materials, to help students focus, be interested, think, and feel during learning activities in order to achieve learning (Hikmah, 2019). Nowadays, there are two types of learning media that have a beneficial in the learning process at class such as, conventional and digital-based learning media.

Along with the development of technology, various digital-based learning media began to be utilized to support in the process of teaching and learning. Thus, it is essential to make them understand about that, especially for English language teachers who are the essential role on language teaching and also in the process of learning. The use of digital-based learning media in learning has a lot of potential to enhance the standard of education, especially in enhancing motivation of students in the learning process, learning outcomes, and it provides flexibility, interactivity, and access to diverse learning resource, which can increase students engagement and understanding (Nurhasanah et al., 2025). Therefore, it shows that the use of digital-based learning media significantly affects education.

There are so many digital-based learning media in English Language Teaching, that can be used and have many benefits for teachers and students as an English Foreign Language (EFL) learners. Podcast video, as one of the podcast types in digital-based learning media that are increasingly popular among people nowadays, it can offer great potential in language learning if used properly. Amir et al., (2023) stated that a podcast is a recorded audio and video file that are freely available for download on websites and can be listened to at a later. This provides a variety of content, ranging of informal conversations to formal discussions in different contexts and topics. There are several characteristics of podcasts, which are time flexibility, easy access, and can be listened to repeatedly (Bella, 2022). These make it podcast video as an ideal learning media for improving students' language skills.

Related to the English Language Teaching (ELT), proficiency in a foreign language especially speaking and listening in English is an important skill for students to master. Santoso (2017) defined, speaking is an ability to express ideas, concepts, thoughts, and emotions through oral communication by paying attention to the functions of English, such as pronunciation, vocabulary, grammar, fluency, and comprehension. Speaking is one of the essential major skills in English that required for active communication in all languages. However, the reality is that there are still many students especially in Indonesia who struggle to develop their speaking skills. This condition needs an innovation in learning media especially in schools that can effectively facilitate the development of students' speaking skills. Podcast as one of the digital-based learning media innovation in teaching speaking can make it easier for students to learn speaking practice and develop their oral presenting skills (Yoestara and Putri, 2019). So, it can be defined that by implementing podcast video, students speaking skills can be enhanced in a meaningful context, practicing pronunciation, intonation, fluency and also listening comprehension.

Based on the observation that was conducted by the researcher on December 19th, 2025 at SMAN 2 Palopo, it showed that speaking practice that is faced by students in school is considered difficult to do because there is no the appropriate learning materials that suitable with students wants and needs. There are four

problems concluded by the researcher after the observation. The first, many students are afraid of making mistakes in pronunciation, grammar, or word usage. The second, lack of speaking practice, where they often focus on the theoretical aspects such as grammar and vocabulary without enough speaking practice. The third, lack of an environment that supports the use of English, such as conversation partners or communication opportunities, so that students are less familiar with it. The last, they are less motivated to do speaking, because some of them feel that speaking is so hard to do, boring activity, and not an interesting activity. However, based on the observation at school it showed that students only used books to learn English. There were no other learning media available to help students enhance their English speaking skills and listening comprehension.

Therefore, in order to make teaching speaking skills and listening comprehension to be more effective, teachers must not only be aware of the difficulties experienced by students, but also facilitate their ability to overcome these difficulties. In line with the situation above, the researcher proposes the utilization of podcast video as a medium to enhance students' speaking skills and listening comprehension. The use of podcast video in learning a language is not limited to passive listening activities but also can be involved in more active activities such as demonstrate the content of podcast video, which provides an opportunity for direct speaking practice. Furthermore, the researcher is interested to use podcast video in the learning process because it is a suitable media that can be used as an effective medium for developing students' speaking skills and listening comprehension. Based on the condition which describe above, this research is conducted under the title of "The Effectiveness of Using Podcast Video to Enhance Students' Speaking Skills and Listening Comprehension at the Tenth Grade of SMAN 2 Palopo".

1.2 Problem Statement

Based on the background above, the research question as follows that formulates by the researcher, as follows:

"Does the use of podcast video is effective to enhance students' speaking skills and listening comprehension at the Tenth Grade of SMAN 2 Palopo?"

1.3 Objective of the Research

The objective of this research is to find out the effectiveness of using podcast video to enhance students' speaking skills and listening comprehension at the Tenth Grade of SMAN 2 Palopo.

1.4 Significance of the Research

The significance of this research as follows:

1. For teachers, it helps them to find out the contribution to enrich their ways of teaching speaking and listening, especially in English class.
2. For students, it provides benefits in enhancing their speaking and listening skills in order to motivate them to enhance their speaking and listening skills by using podcast video.
3. For future research, this research can help future researchers to provide information and reference as well as being able to reexamine and develop their research in depth.

1.5 Scope of the Research

The scope of this research is restricted to enhancing the speaking and listening skills of Tenth Grade students' at SMAN 2 Palopo by using the video of BBC Learning English podcast. The researcher used BBC Learning English with the theme of living and lifestyle as the material to enhance students' in speaking skills that focusing on the vocabulary, pronunciation, and comprehension while speaking in English and to enhance students listening comprehension while listening to the podcast video. In addition, this research used some of the activity for treatments in order to arrange students' ideas while speaking such as find the vocabulary, discussion the content of podcast video, make a dialog, and speaking practice.

1.6 Operational Definition

The following is an operational definition of some of the main terms of this research:

1. Speaking Skill

Speaking skill is an ability to communicate effectively especially in spoken English, enabling person to express their ideas, feelings, and also information

that is clearly and confidently. In speaking, it involves the correct use of the vocabulary, pronunciation, and comprehension to convey messages appropriately in a variety of contexts. Whereas, this research focused on students speak to express their ideas or information from the podcast video.

2. Listening Comprehension

Listening comprehension is an ability to understand, capture, and interpret the meaning of messages conveyed through spoken language. This ability includes the process of active listening, recognizing words and sentence structures, and understanding the content, purpose, and context of the conversation. While, this research focused on students listening comprehension especially understand the content and information of podcast video that was listened.

3. Podcast Video

Podcast is a digital content that can be accessed to online or downloaded for listening on some of the devices such as laptops, smartphones, and also tablets. Podcast is usually in the form of series or episodes and also it presented in flexible formats, such as monologues, dialogues, or group discussions.

4. BBC Learning English Podcast

The BBC Learning English Podcast is an audio program provided by the BBC (British Broadcasting Corporation) that has a several interesting topics. Each episodes of this podcast is short, between 5 and 30 minutes, so making it easy to learn with it. The podcast is available for free through the podcast app, the BBC Learning English website, or streaming platforms such as Spotify and YouTube.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Speaking Skill

a. Definition of Speaking Skill

Guebba (2021) defined that speaking is a tool for language learning, communication, and thought processes. Through speaking, the learners can increase their vocabulary, learning concepts, and communicate using their ideas fluently. While Sihotang et al. (2021) defines that speaking is an ability to communicate with ideas orally. The desire to communicate with others in the immediate environment is satisfied by the act of speaking. Speaking skill is essential in language, but nowadays the ability to speak is still lacking especially in speaking English.

Elsmeen (2024) stated that speaking is a collaborative of creating meaning process that includes the production, reception, and processing of information. Speaking English can be defined as the ability to communicate orally, paying attention to the functions of the language, including the vocabulary, pronunciation, syntax, fluency, and comprehension (Santoso, 2017).

Therefore, the researcher concludes that speaking is a process of generating language in order to communicate in sharing a thoughts or ideas. People are able to express their ideas and preferences. Speaking skill is also essential for developing effective and a fluent communication.

b. Components of Speaking Skill

Sayow & Marsevani (2024) states that the five of components of speaking that are most frequently considered are as follows:

1) Pronunciation

According to Amini et al. (2017) when someone pronounces words correctly, they can speak with an accent. The meaning of what they want to speak will be ambiguous when the message is conveyed due to people's mispronunciations.

Pronunciation is a crucial but often ignored subfield in second language learning (Yudar et al., 2020). Students who learn pronunciation are better able to communicate with others, especially being a native English speaker, and comprehend native speakers. As students who learn pronunciation, their skill to understand spoken language gets better. Even if the speaker makes a mistake in another language, the audience can still understand them if their pronunciation is clear.

Thus, the researcher concludes that knowing the characteristics of pronunciation can help others process of language. The mentioned approach involves listening to what the language of the user is saying. Language users must to use intonation, stress, word sounds to pronounce words appropriately.

2) Grammar

According to Leong & Ahmadi (2017) the use of correct grammatical structures is essential by selecting suitable terms in suitable contexts. Learners sometimes use a same words or phrases in different contexts that do not have the same meanings of the selects contexts. Grammar competence or knowing the correct rules for speaking is a prerequisite for speaking the language fluently. This illustrates how speaking skills and grammar are closely related. Therefore, the learners should be able to use words and phrases correctly especially in speaking English.

3) Vocabulary

As Dewi & Jimmi (2018) explains, vocabulary is an components of language knowledge and it is the most important component in language development. Moreover, vocabulary mastery has been shown to be a very reliable indicator of overall language proficiency. The lack of vocabulary is the main problem in the sentence construction. People that lack of sufficient vocabulary, which can limits their skill to construct sentences and also even engage in basic speaking. In addition, a lack of vocabulary may prevent them from speaking fluently and interacting more slowly, even if they are confident and motivated to learn languages.

4) Fluency

Sihotang et al. (2021) state that fluency refers to the component of language that make a speech sound are normal and natural, such as the use of rhythm, pauses, intonation, speaking rate, stress, and the use of interjections and interruptions. So, the fluency in speaking is essential because it allows speaker to convey their ideas continuously and without becoming complicated for the audience.

5) Comprehension

Isoqulovich (2023) claims that comprehension is the ability to evaluate and decipher information that have presented and the comprehension skills are studied in the context of literacy in world education. In addition to being a language skill, comprehension is a tool for acquiring knowledge and also for developing professional skills in other areas. Comprehension is essential to speaking skills because it serves as the basis for appropriate verbal and nonverbal responses.

Speaking comprehension in language acquisition also refers to the ability to understand the speaker's meaning despite barriers such as different accents, varying speech rates, or new terminology. It involves interpreting the implied or the meaning of what is being said in addition to literal comprehension. Therefore, improving your ability to understand speaking enables you to interact positively with others, communicate clearly, and demonstrate empathy.

c. Types of Speaking Skill

Al Monjoki (2021) describes fives basic types of speaking, as follows:

1) Imitative

The types of speaking that emphasize students capacity to replicate or repeat what they hear, including words, sentences, and even conversations, with accurate pronunciation.

2) Intensive

The ability to demonstrate mastery of small groups of grammar and phrases by producing spoken language in short bursts. This ability requires awareness of the relationships among phonological, grammatical, phrasal, or lexical links and intonation, stress, rhythm, and time.

3) Responsive

Students' ability to speak English naturally through short inquiries such as greetings and small talk, short conversations, basic requests and remarks is emphasized through responsive speaking. This type emphasizes how authentic the activities are when they have a real-world connection.

4) Interactive

The difference between responsive speaking and interactive speaking is the length of the conversation and the number of people involved, interactive speaking involves more participants who make the conversation more complex.

5) Extensive

The types of speaking that where the speaker-listener interaction is very weak, sometimes not even present. The style of language and the choice of words used are usually more subtle. The purpose of this extensive listening is to improve listening comprehension while speaking in English.

The researcher focusing at only two types of students' speaking skills in this study namely, imitative and responsive.

d. Teaching Speaking

1) What is Teaching Speaking?

According to Arung & Jumardin (2016) teaching someone about how to speak is one of a way to develop their speaking skills. When it comes to enhancing students' speaking skills, teaching them how to pronounce the language is a fantastic place to start. Ask them to practice with other English learners so they won't be afraid to make mistakes. The teacher should be able to encourage children to make certain sounds until they are forced to used and produce spoken language.

In addition Suban (2021) explains that the principles of teaching speaking, as follows:

- a) Know the differences between second language and foreign language learning.
- b) Practice accuracy and fluency with students.

- c) Do not talk too much as a teacher. Use projects with groups or pairs so that students have a chance to speak.
- d) Arrange for speaking assignments that require meaning negotiation.
- e) Create educational exercises that incorporate instruction and practice in both transactional and interactive speaking.

Therefore, when teaching speaking to the students, the teacher must to be attention to several important elements, such as creating intonation, phrases, stress, and rhythm. Because they must ne logically derived from the intellect, they produce sounds that have meaning.

2) Reason for Teaching Speaking Skill

Imanova (2015) defines there are several reasons to teach speaking in class:

- a) Organize ideas in a clear and meaningful order.
- b) Express values and judgment by using language.
- c) Say the phrase confidently and quickly without pausing in between.

3) The Purpose of Teaching Speaking

The purpose fluency training is to communicate effectively and fluently. It is the idea that students need to use all of their skills to communicate more effectively with others. When communicating especially in speaking English, they should think about using the right language and vocabulary to avoid misunderstandings.

2. Listening Comprehension

a. The Definition of Listening Comprehension

Listening is the skill that we use mostly in everyday life, besides speaking, reading, and writing. Basically, listening and hearing is not the same thing. Listening involves following and understanding sound, it is hearing with a purpose. On the other hand, hearing is an accidental and automatic brain response to sound that requires no effort. As Winata et al. (2024) stated that through listening, learners learn new words naturally in appropriate context, absorb vocabulary, pronunciation, and intonation naturally. So, it means that listening is active, focused, and also concentrated attention for the purpose of understanding the meaning by the speaker.

According to Rost & Hamouda (2016), listening comprehension as an interactive process that the listeners are involved in constructing meaning. Listeners are comprehends oral input through sound discrimination, previous knowledge, as well as stress and intonation. In addition, Nadig & Gilakjani (2016) defined that listening comprehension is the process of understanding and interpreting the meaning of spoken language. These processes involve recognizing speech sounds, comprehending the meaning of words and sentences.

Based on the explanation above, the researcher can concluded that listening comprehension refers to the understanding of what the learners' heard and it is the ability to repeat the meaning of what speaker said. While, in fact the listener may repeat the sounds without a real comprehension.

b. Elements of Listening

According to Shockingawful (2017) there are four elements of listening, as follows:

1) Ability to focus

The ability to focus means the capability of students or listeners to listen to the material from the audio. Focusing means dividing your attention into two parts: It involves two types of focus such as, focus on the ears to listen to the audio and focus on the eyes to read and match the text with the audio. The eyes may not be adapting well to the numerous distractions in a typical classroom, as well as some noise from outside the classroom.

2) General understanding

General understanding means that students or listeners can understand the main idea of the text. Listeners are usually quick to grasp the main idea of a text. The listeners can imagine and grasp the general meaning of something they hear.

3) Listening for details

Listening for details, also known as listening for specific information. It involves understanding the task and focusing on catching certain information is also essential.

4) Accuracy of answer

Accuracy of answer means students have the capability to listeners to answer the task correctly. It involves understanding the text and vocabulary necessary to find the correct answer.

Based on the explanation above, the researcher used a general understanding to measure enhancement. Students listening comprehension was measured using the podcast video.

c. How to Teach Listening

Educations institutions have considered listening skills as a component of language acquisition. Numerous techniques and strategies were developed to help students enhance their listening skills. Rost & Hamouda (2016) stated that active learning is the best way to teach listening. Studying listening naturally begins with the fundamental brain and physical processes and systems that underlie sound perception. If both the teacher and the students are familiar with the fundamentals, teaching listening will be considerably simpler. The problem begins with hearing, which is followed by comprehension of how sound acquisition leads to listening and comprehension.

The process of teaching is not easy, students and teachers must engage in a two-way activity interaction. Every participant actively participates in instructional activities. The teacher typically employs a conventional lesson while teaching listening. The standard exercise can inquire about the speakers' viewpoints, the material conveys, the key theme, etc. (Wilson, 2003). According to Liubiniene (2009) there are a several steps that must be built in order to teach listening, as follows:

1) Pre-listening activities

The listener is prepared for what they will hear. This activity's main purpose is to set up the listening framework so that students are prepared for what they will be learning. The warm-up exercise is another name for this stage.

2) While-listening activities

In this section, the instructor may go over how to teach the exercise. The teacher may pause the audio repeatedly while it is playing in class to explain

what the students need to know and what they can find in it. Instruction can take several forms, such as comparisons, gap filling, error detection, paraphrasing, detailed information, and implicit knowledge.

3) Post-listening activities

The listening exercise is now complete, which is the students combine their ideas and experiences with what they already know from the audio. Background knowledge really aids in this steps and enhances listening skills in general. A listener will comprehend what they hear more easily if they have the appropriate background information. A few tasks including summarizing, problem-solving, and critical thinking are included in this level.

In addition, learning listening is essential for teachers to understand the different listeners types will approach the process of learning and developing skills in different ways. It is the responsibility of the teachers to monitor the needs and circumstances of the class and then modify them to create an appropriate lesson.

3. Podcast

a. The Definition of Podcast

There are some explanations about the definition of podcast, as follows:

According to Suseno (2024), podcast is media that can use to exposing students to real-world language, providing engaging and contextualized learning opportunities, offering a variety of content, building vocabulary, and enhancing listening skills, podcasts create a dynamic and immersive learning environment. Podcasts are one of the various technologies that van be developed to provide content for learning a language. In addition, the concept of podcasts has been defined by various specialists in the field of discrepancies.

According to Amir, Korompot, & Baa (2023), podcast is a recorded audio or video that is made available for free download on a website for users to listen to at a later time. Moreover, they stated that one of the options and cutting-edge resources for improving students' communication and comprehension skills is podcasting.

According to Prasetya & Nuraeni (2021), podcast is a new medium that recently caught the attention of educators. Unlike other audio files, podcasts are

automatically delivered online through a website. By using podcast in language learning, that is most effective tool for quickly engaging an audience. As a result, a podcast is a collection of audio recordings that provide comprehensive educational content to help the consumer become a more proficient learner.



Picture 1. The Example of Podcast Video
Source: Youtube BBC Learning English

The researcher concludes that podcasts are a relatively new form of media that allow the listeners to freely select and enjoy their favorite contents that are available for free download. With the help of podcasts, students can study anytime and anywhere. Students also can learn quickly and enjoyable by using podcasts.

b. Reason for Using Podcast

The reasons why teachers should using podcast as a media in educating speaking:

- 1) Podcasts are available for download, it can help students feel more comfortable with the target language, and the teachers can use it in the classroom for activities.
- 2) Students can use their smartphone to listen to their favorite podcast. Similarly, children learn something through entertainment.\
- 3) Teachers and students can share content with anyone at any time using podcasts.
- 4) Students who are unable to attend can access missed lectures and download podcasts of recorded lesson.

c. The Advantages of Using Podcast

Podcasts are a type of media that can be used to teach language skills. Amir et al (2023), explains podcasts are a reasonably good tool to help students in learn,

especially when it comes to teaching speaking in class. According to Ma'rufah et al. (2024), the following are some of the benefits of using podcasts to enhance speaking skill:

- 1) Podcasts enriched students' English vocabulary.
- 2) Podcasts developed students' pronunciation and grammar.
- 3) Podcast help students improve their English skills (listening, reading, and writing).
- 4) Podcast help students by encouraging group projects.

Buwono et al. (2024), explains some of the advantages of using podcasts in learning to speak, such as improving students speaking skill, improving students comprehension by listening it, and podcast can improve students grammar and pronunciation. In addition, because podcasts can be used at any time and are suitable for modern situations where students need to study at home, they can make speaking lessons a very safe time for students. Podcasts are incredibly easy to use and understand.

d. The Disadvantages of Using Podcast

Podcast is the latest technology products for creating audio programs. However, it also has the disadvantages. Podcast has some disadvantages such as, it is hard to align information with learning goals when using audio podcasts. It takes a long time to check. The fast of internet connection will need to watch podcasts, especially video podcast. The internet connection might only sometimes function properly and smoothly in a few instances.

e. Podcast Video

A podcast video is a format of podcast that combines audio and visual elements in content delivery. Podcast video is different because it present shows that include images, graphics, or other visual elements to enrich the listening experience. According to Karunianingsih (2023), Podcast video is the same as audio podcast in principle, except that the content uploaded to podcast video is video-based, while audio podcast is audio-based.

Podcast video can also known as video casting or vodcasting, podcast video can downloaded, accessed, listened to online on a variety of devices, including smartphones, computers, or tablets.

2.2 Review of Previous Study

Dealing with efforts to enhance speaking skills and listening comprehension, many researchers attempted using podcasts to enhance students' speaking skills and listening comprehension in the learning process. There are three relevant studies that support this research, as follows:

1. Hamdayani & Sapitri (2025) "Analysis of the Use of Podcast Learning Media in Indonesian Language Learning on Students' Speaking and Listening Abilities". The purpose of this research is to explore the use of podcast learning media in enhancing students' speaking and listening skills in Indonesian language learning. Quantitative and qualitative method was applied with the use of pre-test and post-test. Elements of the podcast that would listen to as a learning media were provided by the researcher. Survey and also interviews was administrated, in order to know how students can speak and their comprehension after listen to the podcast. The researcher came to the conclusion that there are a potential of podcasts as an effective tool for enhancing speaking and listening skills. In addition, podcasts provides students with flexible, accessible, and authentic learning exposure, contributing to enhanced listening comprehension and speaking practice outside the traditional classroom. There are the similarities and differences between Hamdayani & Sapitri's research and this research as follows

a. Similarities

- 1) Investigated the effectiveness of podcasts in enhancing speaking and listening skills.
- 2) The use of podcast as a learning media in classroom.

b. Differences

- 1) Hamdayani & Sapitri's quantitative and qualitative method with administrated of surveys and interview. While, this research used quatitative method with pre-experimental design.
2. Winata et al. (2024) "The Use of Podcasts as a Tool for Enhancing Listening and Speaking Skills in English Language Education at Seventh Grades of SMP Xaverius Maria Palembang". This research focused to determine whether using podcasts to enhanced skills of seventh grade students. The

approach used in this study was quasi-experimental approach. Seventh grade students at Xaverius Maria Junior High School was the sample of this research. The results of this research showed the difference between the number of pre-test and the post-test. The research's conclusions that podcasts are an effective tool for language learning offering an engaging and authentic listening experience that enhances overall skills development. Podcast can significantly enhance listening and speaking skills in language education. There are the similarities and differences between Winata et al.'s research and this research as follows

a. Similarities

- 1) Investigated the effectiveness of using podcasts to enhance listening and speaking skills among students.
- 2) Used speaking rubric scale to assess students' speaking skills adapted from Harris (1996).

b. Differences

- 1) Winata et al.'s research used quasi-experimental design involved 62 students. While, this research used pre-experimental design involved 31 students.
3. Fitria et al. (2015) "Using Podcast to Improve Students' Listening and Speaking Achievements". The aim of this research is to investigating whether or not there were significant differences in students' English listening and speaking achievements. 60 students of MAN 3 Palembang was the sample of this research. This research used quantitative method with quasi-experimental design by using a questionnaire results. The research's findings evidence suggests that podcast served meaningful, appropriate, interesting tasks, activities and authentic materials which could attract students' attention, increase their motivation, and improve their pronunciation. By those reason, podcast was an effective and innovative technology-based learning tool in English classroom, especially in integrating listening and speaking. There are the similarities and differences between Fitria et al.'s research and this research as follows

a. Similarities

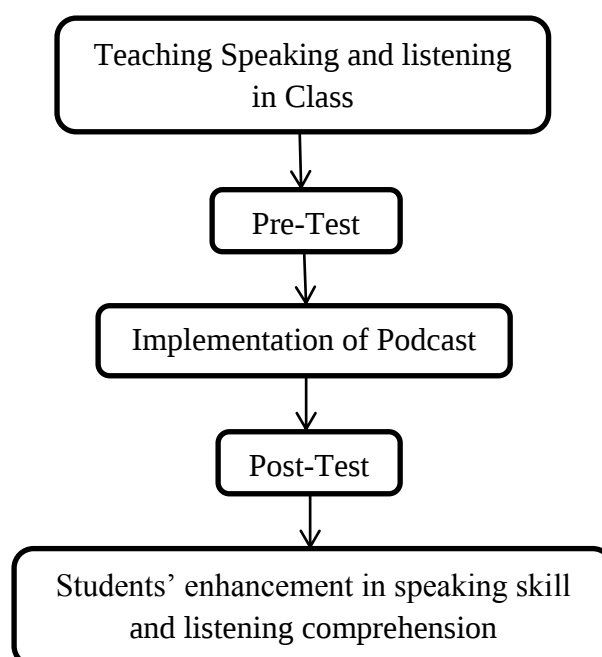
- 1) Investigated the significant differences of using podcasts in students' English listening and speaking achievement.

b. Differences

- 1) Fitria et al.'s used quasi-experimental design on their research. While, this research used pre-experimental design.
- 2) Fitria et al.'s used pre-test, post-test, and questionnaire in collecting the data. While this research used pre-test and post-test in collecting the data.
- 3) Fitria et al.'s used twelfth grade students as a sample. While this research used tenth grade students as a sample.

Furthermore, there are some differences between this research and the researchers that presented above. For the first, this research focused on the video of BBC Learning English podcast in which the researcher used living and lifestyle theme as the material to increase students' speaking and listening skill. Meanwhile, the researchers above just focused on the general podcast. The second is this research used pre-experimental method with one group pre-test and post-test while the previous researchers used quasi-experimental method that consists of two groups (experiment and control group) and some of them also used quantitative and qualitative method for their research.

2.3 Conceptual Framework



The conceptual framework above, is based on the pre-experimental method with pre-test and post-test that involving one group that the first thing the researcher does is teaching speaking in the class and focuses on students vocabulary, fluency, and comprehension while speaking and the researcher gave an attention for students' listening comprehension after listening to a podcast video. Then the researcher does a pre-test in order to know the initial of students speaking skills. After giving the pre-test, the researcher carried out treatment, the use of podcast applied as a media to enhance students' speaking skills and listening comprehension. Then the researcher gave a post-test. The results of this research used to identify the effectiveness of using podcast video in enhancing students' speaking skills and listening comprehension at the tenth grade students of SMAN 2 Palopo.

2.4 Hypotheses

Based on the literature review and conceptual framework above, the research hypothesis is stated as follows:

1. H_0 : There is no significance differences between pre-test score and post-test score in enhancing students' English speaking skills and listening comprehension through podcast video at the tenth grade of SMAN 2 Palopo.
2. H_a : There is a significance differences between pre-test score and post-test score in enhancing students' English speaking skills and listening comprehension through podcast video at the tenth grade of SMAN 2 Palopo.

Hypothesis testing:

If $\text{sig } \alpha < 0.05$ then (H_0 is accepted and H_a is rejected)

If $\text{sig } \alpha > 0.05$ then (H_0 is rejected and H_a is accepted)

According to the above criteria, if a significant value is lower than α ($\alpha=0.05$), it means that H_a is accepted. This means that there is a significant difference between the students' pre-test and post-test results after they use podcast in the learning process. On the other hand, if a significant value is higher than α ($\alpha=0.05$), it indicates that H_0 is accepted. If the value is higher than 0.05, it means there is no significant difference between students test scores before and after using a podcast.