

CHAPTER I INTRODUCTION

1.1 Background

In this global era, the ability to speak English has become essential for effective communication within the global community (Samad & Fitriani, 2016). To assist non-native speakers in learning this language, various technologies have been developed, one of which is the podcast. A podcast is an audio or video file uploaded to the internet, which has emerged as a valuable resource in the academic field, offering a wide range of materials for language learning. In education, podcasts serve as valuable resources that enhance students' understanding of subjects and help develop their skills, encouraging greater engagement in the learning process and motivating them to continue their studies.

Podcasts are interactive media used to support the learning process in the classroom to develop listening and speaking skills (Ramli & Kurniawan, 2018). The most beneficial aspect of podcasts is their ease of distribution. Podcasts have made it easier for people to leave their homes with bits of the internet crammed into their mp3 players (Stanley, 2006). Podcasts have rapidly gained popularity in recent years. According to Phillips (2017), podcasts are digital audio files created and uploaded to online platforms for sharing. They involve the distribution of audio content in a digital format, accessible through desktops, devices, or portable media players like MP3 players. Nowadays, podcasts can be accessed through third-party applications, such as Anchor. Given their on-demand nature, many internet users prefer podcasts over traditional radio broadcasts, which often have limitations in terms of access, frequency, and timing. The emergence of podcast media can enhance various skills within the teaching and learning process.

Research indicates that podcasts can indirectly improve knowledge, speaking abilities, language use, grammar, and vocabulary confidence in both academic and semi-academic contexts. In education, podcasts serve as a medium to compile diverse and engaging audio content. This content can provide students with

valuable knowledge or act as supplementary learning resources. Notably, students can access podcasts without time constraints, and they can download episodes to their mobile devices for later study. For teachers, if the content is personal and intended only for their students, it can remain private and tailored to their needs. Additionally, podcasts can be used as preparatory materials for daily and national exams. By incorporating educational content into a podcast account, students can individually set their learning pace and enhance their understanding and focus on the material presented (Pratiwi et al., 2019). It's important to note that students may not immediately grasp new material when it is first introduced in class.

Education is constantly evolving, influenced by advancements in technology. If we do not fully leverage these technological advancements, we miss valuable opportunities, especially when technology is integrated with education. One such technology is podcast media, which can serve as a learning tool requiring only an internet connection and comprehension.

One essential language skill that students must develop while learning English is speaking. Speaking refers to the ability to communicate effectively and fluently in spoken language, which involves using appropriate vocabulary, grammar, pronunciation, and intonation to convey messages or express ideas clearly. Effective speaking also necessitates active listening and appropriate responses in conversations or presentations. This skill is crucial in language learning, enabling individuals to communicate, express their thoughts and feelings, and engage in social and professional contexts. Wallace (1978) defines speaking as meaningful oral practice, emphasizing that listeners must comprehend every word spoken, especially when using a foreign language. Mastering speaking skills allows individuals to express compelling ideas verbally. Speaking is a fundamental part of daily life, as it enables us to obtain and share information. However, for many Indonesians, speaking English fluently poses a significant challenge, as English is not commonly used for everyday communication. Speaking is a productive skill that cannot be separated from listening. When we speak, we create meaningful discourse, involving speakers, listeners, messages, and feedback. Moreover, pronunciation plays a critical role in effective speaking.

According to Ladouse (1991), speaking is defined as the ability to express oneself. It is also described as the act of reporting information through spoken words. Speaking skills enable effective communication, allowing us to convey information orally in a manner that can be easily understood by others. This interactive process involves sharing messages or information and often requires a response from listeners. Therefore, developing both speaking and listening skills is essential for effective communication.

In today's era, the use of podcast media as a learning tool is still relatively uncommon, despite its effectiveness and efficiency. Podcasts are considered effective because they offer a diverse range of teaching and learning content, are easy to access, and can be listened to anywhere and at any time. This flexibility allows individuals to engage with podcasts while multitasking or completing other activities. Podcasts are efficient as well; they are practical due to their small file sizes, requiring minimal storage space and making them easy to download and stream. The use of podcasts in education offers numerous benefits, such as allowing teachers to explore various learning topics and helping students focus more comfortably on the material, as podcasts typically do not include advertisements (Lintang Enrico, 2018). However, many students still struggle to improve their speaking skills, which is why the researcher has chosen speaking as the topic and podcast media as the research focus. The researcher aims to demonstrate to students that podcasts are not only tools for information and communication but also valuable learning resources.

1.2 Problem Statement

Based on the background above, the researcher formulates a problem statement, how does the use of podcasts affect the speaking skills at eleventh grade students of SMA N 5 Palopo ?

1.3 Objective of the Research

Related to the problem statement above, the researcher formulates the objectives of the research is to analyze the relationship between podcast use and speaking skills at eleventh grade students' of SMA N 5 Palopo.

1.4 Significances of the Research

The significances of the research are expected as follows:

1. Theoretical Benefit

It is hoped that the results of this research can contribute to improving English learning, especially speaking skills using podcast at SMA N 5 Palopo.

2. Practical Benefit

a. Teachers

- 1) Provide insight and information to teachers about improving students' speaking skills using podcast.
- 2) Teachers can be more creative in carrying out the learning process.

b. Students

- 1) Students are more interested in learning English
- 2) Students can understand the messages conveyed using English

c. Researcher

- 1) New knowledge material for reserchers.
- 2) As a reference material for further research.

1.5 Scope of the Research

This research focuses on the effect of using podcasts on the speaking skills of class XI students in high school. The aspects explained are the extent to which podcasts can improve students' speaking skills, including fluency, pronunciation, accuracy, clarity, and performance.

1.6 Oprational Definition

1. Podcasts are audio or video recordings that can be downloaded or listened to online, containing conversations, interviews, or discussions on various topics relevant to improving speaking skills.
2. Speaking ability is the skill of communicating verbally in English, which includes various aspects such as pronunciation, fluency, accuracy, clarity, and the ability to convey ideas clearly and in a structured manner.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Partinent Ideas

1. Podcast media

a. Definition of podcast media

According to Merriam-Webster (Meisyanti, 2020), a podcast is an internet program in the form of audio, attached to RSS (Really Simple Syndication), or a series of digital data media distributed online for portable media players and computers. Podcasts are audio content that utilizes internet connectivity (Radika & Setiawati, 2020). Additionally, podcasts are web-based media files that can be distributed online and played on digital audio players (Jham, 2008). Novianti (2019) notes that podcasts can enhance speaking skills in English language learning, as learning materials tailored to students' language abilities can significantly support teachers in fostering students' interest in speaking fluently.

Based on this, it is clear that podcasts are a form of media that can be an option for students to improve their speaking skills when learning English. Because it is used as an educational and learning media, the tools are simple, easily accessible, and portable, podcasts are referred to as effective learning tools, (Laila 2021).

b. Advantages and disadvantages of podcatst

The advantages of podcasts are as follows:

- 1) The learning experience is more personal because the information will be conveyed directly to the listeners. For some people the learning experience of using audio is more acceptable than the media of books, e-books, e-mails and others. It's convenient and easy to use because the content already exists, all you have to do is search for what you need, then listen to it through your gadget or if you want to download it, you can.
- 2) Save time, as a form of learning media you don't have to bother going to courses or buying books because there are also many podcasts available. Time wasted when looking for information or knowledge can be minimized.

- 3) Flexible, listening to podcasts can be done anywhere and anytime or even while accompanying your current activities such as at work, while driving (as long as you stay focused) or even while on vacation.

Despite the many advantages of podcasts, they still have some unadvantages, which are follows:

- 1) Because it is relatively new, not many people use podcasts, so finding usage information in the surrounding environment may be a bit difficult. It's different if abroad like in America where its use is quite popular
- 2) Not like YouTube, podcasts can be used when we install certain software according to the gadget used. Sometimes there is also software that provides new rates that can be used in full.
- 3) Using podcasts definitely requires an internet connection, so you have to ensure that you have enough quota. However, in order to be more economical, you can work around this by saving or downloading content to listen to later.
- 4) There are not many softwares that provide podcast facilities, this is due to their relatively new existence. But in the future there will definitely be an increase in tone as the number of listeners increases.

c. Audio based podcast media

According to Smaldino (2011: 371) "Podcasting or podcast comes from the words "iPod" and "broadcasting", which are audio recording files in MP3 format that are spread via the internet. Meanwhile, according to Shera (2010: 35) in her book, it states that a podcast is a website that provides communication media in the form of sound such as radio broadcasts, which can be downloaded and listened to at any time. Another understanding was also mentioned by Toyib (2012) that podcasts are digital audio material in MP3 format which is almost similar to radio, only the difference is that podcasts can be downloaded making it easier to listen to them anytime and anywhere. Meanwhile, according to Fadilah (2017) dictionary, it is defined as an audio file in digital form available on the internet, usually serial or in episodes, which can be downloaded to a computer or portable media player such as a cell phone for free or by subscription. One of the international journals

written by Abdullah, (2017) states that podcasts are almost the same as radio, but there are several characteristics of podcasts that distinguish them from radio.

Podcasts provide access for listeners to choose the programs/content they like, listeners can also download them automatically so they can be heard anytime and anywhere. A podcast is a tool that contains digital audio files available on the internet, making it easy for listeners to download them to their computers or other portable media. One of the characteristics of a podcast is its content, which listeners can choose according to the program they want to listen to. Because it can be downloaded, it makes it easier for listeners if they want to play it back or listen to it anytime and anywhere. Podcasts are classified as audio-based media, which of course, can also be used to assist the learning process. In Indonesia, audio podcasts are not yet very popular and their use is still very minimal. However, local podcast production is growing on the internet.

Many researchers have started to develop podcasts as learning media, especially to train students' speaking skills. Thus, it is hoped that podcast production can continue to grow, especially in the field of education. Development of students' ability to master subject matter, among other things, can be influenced by the techniques applied by the teacher in the learning process subjects by prioritizing student activity, including using a medium, namely podcast media.

The application of the use of podcast media in learning English, in particular in speaking skills is expected to help students in improving speaking skills their through podcast media will also be more creative in speaking. The stages of implementing podcast media according to Asmi (2019) are:

- 1) This step is the process of describing what will be taught and the initial step of forming the next step. In this step, the researcher determines the needs of students in terms of knowledge, skills and behavior, which are currently owned by students, as well as the results that will be expected from students. mentioned in Asmi, et al (Branch, 2009).
- 2) Second, this stage is the process of determining how the processes that have been obtained from the analysis stage are to be studied further. In this step, the development strategy is determined according to the data obtained during

the analysis. In this phase the researcher will determine the goals to be achieved in the learning process by determining the design instructional learning, the instrument used to collect needs analysis data is a questionnaire containing items of questions according to needs.

- 3) Third, the Development stage. At this stage the researcher will process all components related to Audio which will be processed through Podcasts and prepared during this phase. This stage is the process of producing instructional materials in the form of managing audio materials and media, preparing scripts for all the tools that will be used during instruction and all kinds of supporting materials. All products are made at this stage, not only Audio which is processed in Podcasts but also questionnaire instruments, questions and evaluation assessment tools that will be used by researchers.
- 4) Fourth, the implementation phase. This is the process of determining adequate instruction and measuring its effectiveness in examining the extent to which learning designs and Audio Podcast media have been tested on students.

2. Speaking Skills

According to Tarigan (1983:15) speaking skill is the ability to pronounce articulation sounds or words to express, say and express thoughts, ideas and feelings. The listener receives information through a series of pitches, stress and joint placement. If the communication takes place face-to-face, the speaker's hand gestures and facial expressions are added. According to Arsjad and Mukti (1993:23), speaking ability is the capacity to express sentences that reflect thoughts, ideas, and feelings. Meanwhile, Nuraeni (2002: 25) states that speaking is the process of conveying information from the speaker to the listener with the aim of changing the listener's knowledge, attitudes, and skills based on the information received.

According to Iskandarwassid and Dadang Sunendar (2011: 241), speaking skill is the skill of reproducing current articulated sound system to convey wants, needs feelings, and desires for others. Speaking skill is a mechanistic skill. The more one practices, the more mastered and skilled one becomes in speaking. No one is immediately skilled at speaking without going through the training process

(Kundharu Saddhono and Slamet, 2012: 36). Meanwhile, according to Muammar (2008: 320) Speaking skills are essentially the ability to pronounce articulation sounds or say words for telling, expressing, declaring, conveying thoughts, ideas, and feelings to others with confidence to speak fairly, honestly, correctly, and responsibly, as well by eliminating psychological problems such as shame, low self, tension, heavy tongue, and others.

From the description above, it can be emphasized that speaking skills are verbal communication activities that contain messages from source to place accompanied by gestures, and expressions depend on what the speaker conveys. Talking is done by humans as social beings, providing information, exchanging experiences, expressing emotions and ideas. Talking is an easy thing if done by paying attention to the steps that are said properly and correctly. If you speak good and true, then message delivered and received by the recipient of the message will be the same and there will be no misunderstandings.

Speaking is closely related to listening, because speaking and listening are complementary two-way communications. Like communication in everyday life, when someone is talking, there is also someone as a listener. This proves that speaking and listening are very important, very closely related to language skills. But not only that, as well as other language skills such as reading and writing can be separated from one another. Speaking has a purpose, the main purpose of speaking is to communicate. In communicating effectively, the speaker must understand the meaning of everything he will communicate. So that communication is well established, without any misunderstanding between the speaker and the listener.

2.2 Previous studies

Some studies that are relevant to this research are as follows:

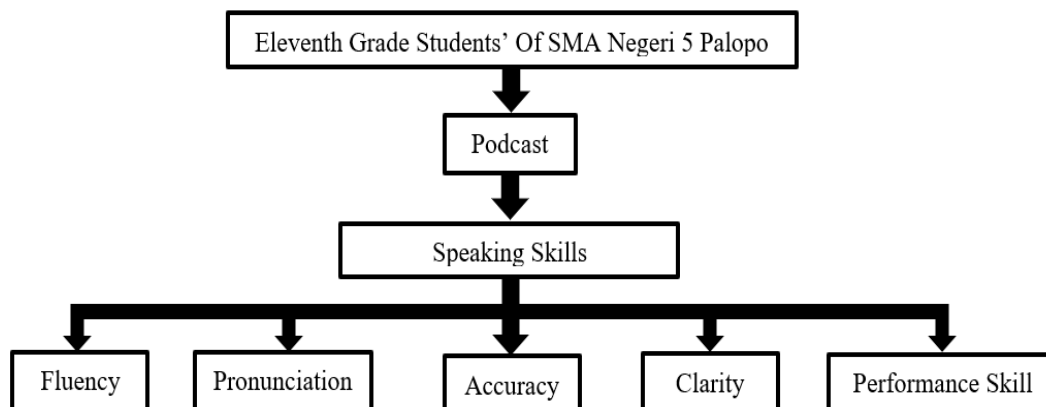
1. Bustari et al. (2017) conducted a study titled "The Use of Podcasts in Improving Students' Speaking Skills," which aimed to determine whether there is a significant improvement in students' speaking skills through the use of podcasts. Class XI IS3 was selected as the sample for this study, comprising a total of 30 students. This pre-experimental research employed a pre-test and post-test design, with the assessment conducted as an oral test.

The data from these tests were analyzed using statistical formulas. The results indicated that the post-test scores were higher than the pre-test scores. The findings suggest a significant enhancement in students' speaking skills following the intervention. Therefore, podcast media can be considered an effective alternative for teaching English, especially in developing speaking skills in EFL classes.

2. Rahayu et al. (2022) conducted research titled "Improving Students' Speaking Skills Through Podcast at X MIPA 2 Students of SMAN 1 Rejoso." This quasi-experimental study utilized a one-group pre-test and post-test design. The research was carried out at SMAN 1 Rejoso during the 2021/2022 academic year, involving the entire population of class X, with a sample drawn from class X-MIPA 2, consisting of 36 students. Purposive sampling was used for the selection of participants. Data collection was performed using a test. The data analysis techniques employed included calculating the Mean, Median, Mode, standard deviation, and conducting a T-test. The results showed that the average pre-test score was 49 and the post-test score was 80. The t-count was 27, while the t-table value was 1.690, indicating that $t\text{-count} > t\text{-table}$. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, confirming a significant difference in students' speaking abilities before and after the use of podcast media.
3. Rahandi et al. (2020) conducted a study titled "The Effect of Using Podcast in Students' Speaking Skills at The Second Grade of Nursing in Baiturrahim Vocational School Jambi." This experimental research collected data from the students' pre-test and post-test results. The study employed a one-group pre-test and post-test design, focusing on a single experimental class. The sample consisted of 25 students, representing all students in the second year of the Nursing program at Baiturrahim Vocational School. Data collection was conducted through testing, and a paired sample t-test was used for analysis. The average pre-test score was 44.64, while the average post-test score was 52.80. The hypothesis testing yielded a t-value of 11.184 and a t-table value of 2.064. Since the t-value was higher than the t-table, it indicates an effect following the teaching process of speaking using podcasts.

2.3 Conceptual Framework

Based on the explanation above, the researcher formulates conceptual framework as follows:



Picture 2.3 Conceptual Framework

In the table above, it is explained that the researcher will provide a set of statements through a questionnaire consisting of 10 items. Then, to collect data, descriptive calculations will be performed with clear and accurate explanations.

2.4 Hypothesis

For the problems in this research, the researcher proposes temporary answers, which are considered hypotheses. Based on the explanation above, the researcher has proposed a hypothesis.

1. It is suspected that there is a significant influence between the use of podcasts and the speaking skills of eleventh grade students at SMA N 5 Palopo.
2. It is suspected that there is no significant influence between the use of podcasts and the speaking skills of eleventh grade students at SMA N 5 Palopo.