

## **CHAPTER I**

### **INTRODUCTION**

The research introduces and elaborates six elements: background of the study, research questions, research purposes, research significances, conceptual framework, previous studies and research methodology.

#### **A. Background of the Study**

Podcasts are the most frequently used applications by teenagers. The podcast application is widely used as a learning medium and this application is popular among artists and influencers as well as many who use the podcast application as a medium to convey their messages to the public. The aim of this research is to describe the use of podcast for the teaching of speaking and to explore the students response to the teaching of speaking using podcast.

Teaching English requires an effective media to support student learning. Instructional media for teaching English can be in the form of film, music, or podcasts. Podcasts are currently on the rise as a means of entertainment for young people. Many young people use podcasts as a means of learning English. Darwis (2016) said that podcast can motivate student interest. The content of the podcast and clear native pronunciation derived from podcast could bone their skills especially listening skill. In addition, Copley & Spies cited in Darwis (2016) argued the podcast can also be used as supplementary lecturer materials and off-campus courses. So, podcast is learning media which students can develop their interest in English skill.

Learning to speak in a foreign language seems to be hard for those who are less confident. Sundari (2018) stated English as international language is used and learned by people not only form non-English speaking countries. In Indonesia, English is as foreign language that has different pronunciation system with Indonesian language. Because of these differences, many basic learners meet with difficulties in learning English. The next is, they have no courage to use it in front of the public, including on the scene of podcast video. In this context, podcasts

may facilitate them to speak in front of their viewers without hiding their face like behind the scenes. McBride, Abraham & William cited in Kohar, *et al* (2014) argued podcast as a digital recording of a radio broadcast to a personal audio player. It means that we can speak only with audio (behind the scene) personally. This application is reusable and can be replayed as teaching resources, making it easier for students to repeat the material. This application is also easy to get and can also be used anytime and anywhere Therefore, podcasts are assumed to be effective for the teaching of speaking.

Based on the problem above, the researcher focuses on teaching speaking by using podcast to increase students' interest in English. Furthermore, Burns and Joyce (1999) in Afriyasanti (2015) conducted a study that identified three factors that caused students not to practice their English. (Hubackova and Golkova, 2014). Podcasting is a new technology that has found its way from entertainment to the education sector, for example, showing an interest in podcasting and is efficient as a teaching aid especially in speaking.

This research uses the podcast application in the teaching of speaking and it is expected to increase their positive response in learning English. It is also expected that students are more courageous to speak in front of the class. Several studies have been conducted focusing on the use of podcasting.

## **B. Research Questions**

Based on the problem in the background above, the research questions are formulated as follow :

1. How is the teaching of speaking using podcast application carried out at the classroom settings?
2. What is the the students' interest in the teaching of speaking using the podcast?

## **C. Research Purposes**

According to the research problem above, the aimed of this research are below:

1. To describe the teaching of speaking using podcast application carried out at the classroom setting
2. To know students' interest in the teaching of speaking using the podcast

## **D. Research Significance**

The result of this research, which is focused on student interest in the teaching of speaking English using podcast application, are expected to produce theoretical and practical meanings as follows:

### **1. Theoretical Significance**

Theoretical, as a reference in the world of education, its function is to create and enhance student creativity in learning to use technology, especially in podcast applications.

### **2. Practical Significance**

Practically, this media helps students increase their speaking creativity. Students can access various English materials that have been provided by many accounts, students can also create their accounts while practicing speaking.

Practically, the media is important to be used in teaching English especially to develop students' speaking skills. Besides, the teacher get the desired information easily through the podcast application.

## E. Conceptual Framework

Podcast application is widely used by adolescents. This application is usually used for entertainment and learning medium. Through the podcast application students can listen and improve their speaking skills. Speaking skills are usually mastered after mastering Listening skills (Heaton, 1988). When someone listens something, he will create a "language product" that is speaking (Setiawati, 2016). Through speaking, a speaker communicates to convey his intention and purposes. To develop speaking skill students are learned how to pronounce the words in English. In addition, the aim of speaking is students become active in English. It means that someone must look able to speak English actively.

According to Harris in Kurniati, *et al* (2015), there are five components of speaking skill such as comprehension, grammar, vocabulary, pronunciation, and fluency. He said that the utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Furthermore, he argued without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. So, students can speak more accurate and fluent in English if they have those components.

Apart from all aspects that must be considered in mastering the ability to speak. The most important thing is that someone must have confidence in mastering the ability to speak (Yanto, 2015).

Speaking skills are an art of oral communication that a person can have. This skill will make our communication with other people smoother. Speaking skills can also be called rhetoric. The art of speaking skills is not an exclusive item or only certain people who have talent have. But this skill can be honed and learned. Because this speaking skill is an art, the knowledge that must be learned must be deep and broad. Podcasts are digital record media that are distributed through the internet and are usually delivered in episodic format. Most podcasts are in audio format, but some are in pdf or video format but are rarely used.

Podcasts can be played on a computer or mobile device that can play digital audio files, including smartphones, iPods, and MP3 players. The most common format found is MP3. By using audio files that can be read in many devices, you

can listen to content while doing other things such as driving a car, going for a walk or exercising. Listening to audio podcasts through mobile devices is another form of mobile learning. In the learning process, podcasts provide opportunities for instructors to spread interactive audio content, which can be listened to by students whenever and wherever. A student only needs to subscribe to a podcast feed and the teacher can immediately send educational content to them without waiting. Podcasts can be easily used in schools, universities or educational institutions and improve the learning process. Marcelo (2020) stated collaborative digital media in a synchronous and asynchronous methodology to improve speaking. Language teachers should take advantage of podcasting, for example, to increase interest in their lessons. Technology incorporation offers many benefits to enhance education and students' motivation especially with familiar technology (Amin *et al* in Marcelo, 2020).

#### **F. Previous studies**

There are several previous studies that related to podcasting. Samad *et al* (2017) conducted the use of podcasts in improving students' speaking skill. They use pre and post test design to know students' speaking skill. The result showed that students' post-test score were higher than students' pre-test score. In the beginning (pre test), students have a mistake (pronunciation, vocabulary, etc) but they learn from their mistake. So, when they do post test the result is good. Furthermore, Aditya (2018) doing research about teaching English by using podcast; it's influence on undergraduate students' listening comprehension. Then, Aditya used pre and post test design to investigate students' comprehension. The result showed students score in pre test is lower than post test. This happened because teacher gave treatments to the students in teaching listening comprehension by using podcast as a major source of incidental learning. Three weeks later, the students took the post test and they don't bring dictionary. Aditya said that the students would not bored and they more easy to understand and increase their listening skill. Students can remind word in their mind (without dictionary) by using podcast. Moreover, Ramli (2018) analyzed the use of podcast

to improve students' listening and speaking skills for EFL learners. This research is designed like classroom teaching. For instance, in pre-listening, students will listen the sound "traffic jam" and teacher asks students (where and when they find the situation). In speaking activity, students are given different topics then they exchange ideas or opinion to discuss. They do discussion in role play activity. One person becomes speaker and the second one is listeners. Students are ready to communicate related to the topic because previously they enrich their ideas from listening podcast and connect the topic with their real-life situation.

So, this research is different from the previous studies which it focuses on the use of podcast for teaching speaking and how did students respond the podcast from the guideline or question interview.

