

CHAPTER I

INTRODUCTION

A. Background

The aim of this research is to show that podcasting can increase students' speaking skill. The podcasting media can make students interested in the speaking skill (Fietze, 2009). Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (Boonkit, 2010). Therefore, speaking skill in teaching English is directed to improve the communication ability of the students.

However, the pre-observation shows speaking activities of the students VIII grade of SMP Terpadu Daruzzahra Tasikmalaya do not work. Most of the students are not brave to speak English in front of the class. Possibly, the lack of speaking is caused by the lack of motivation to learn English or the method and the media of teaching which do not fit with the students' characteristics.

This research gives a solution to use a media in speaking English, the media namely podcasting. Podcasting is any digital media file, or series of files, distributed over the Internet for playback on portable media players and personal computers (Lonn, 2014). The way of the distribution of sound or video files nowadays used most of broadcast stations broadcasting through the Internet (Hubackova and Golkova, 2014). Podcasting is a new technology that has found a way from entertainment to the education sector, for instance, showing a keen interest in podcasting and efficient as a teaching aid especially in speaking

(Fietze, 2009). So, it is one of the media that can be used to help the students learning speaking English.

This research uses podcasting because it can make the students more attracted and impressive in learning English. It can also make the students braver to speak in front of the class. There are several researches already conducted focusing on the use of podcasting. A research by Hubackova and Golkova (2014) uses podcasting media for mastering the listening skill to students of informatics and engineering by Hubackova and Golkova (2014). Podcasting has also been used by SZE (2007) to teach English listening and speaking skill. Those researches observe the students of university. While, the current research is different from the previous research since this research intends to teach English speaking to the 8th grade students of Junior High School by using podcasting.

Given the explanation above, this research focuses on IMPROVING STUDENTS' SPEAKING SKILL THROUGH PODCASTING.

B. Research Questions

The research questions are formulated as follows:

1. What is the students' speaking skill before being taught using podcasting?
2. What is the students' speaking skill after being taught using podcasting?
3. How significant is the improvement of the students' speaking skill after being taught by using podcasting?

C. Research Purposes

The purposes of this research are:

1. To know the students' speaking skill before using podcasting.
2. To know the students' speaking skill after using podcasting.
3. To know the significant improvement of the students' speaking skill after being taught by using podcasting.

D. Significances of the Research

The result of the research is expected to be useful for future researchers and English teachers in general.

1. Theoretical, as a reference in education in order to guide and create the students who understand the technology.
2. Practical, especially for the students. This media can help the students to improve the speaking skill. The students can understand the material of English especially in speaking by podcasting.
3. Practical, especially for the English teacher. As an example of consideration that media is important to use in teaching English especially to develop the students' speaking skill.

E. Rationale

Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. Speaking is the activity to use the language to express meaning, so other people can make sense of them (Cameron, 2001). In the English as a Foreign Language (EFL) environment, how to increase speaking competence and confidence for

students is difficult because they are anxious about grammar and structure corrections. The students of Indonesia are afraid to speak English as foreign English (Zhiping and Paramasiyam, 2013). If they are forced to show up in front of the class, they are possible brave of speaking in front of their friends, but they are anxious if there is a mistake of grammar.

Zhiping and Paramasiyam (2013) reveals that English is the major language of science and the professions and the official language of many international and professional organizations. Therefore, it is better that students in Indonesia are more dominate in speaking English than writing English because it is very useful in finding out the job in the future.

Podcasting is a new technology that is used in many fields, such as medical, education, economic, science and so on. One of fields that many used is in education because podcasting is very helpful to enhance students' ability (SZE, 2007). At present time, it is usually used in learning English in four basic skills; those are speaking, listening, reading, and writing skills.

Ogg said (2013), a podcast is a digital audio file, usually an MP3, that one downloads from the Internet. People can download podcasts from a media player like iTunes or iTunesU to an MP3 player or iPod, iPhone or smartphone, iPad, laptop, or desktop computer.

According to Ogg (2013), there are two variations of podcasting; video podcast and podcast novel. A video podcast is the host technology. Like iTunes, YouTube, and Vimeo support video podcasts with MP3 or QuickTime (MOV). While podcast novel such as audiobooks with MP3 or ePub. People can listen to

their audiobooks downloaded from the Apple iBooks store on iTunes as well. Podcasting can offer language education, especially with regard to developing students' speaking skills (SZE, 2007). According to Rosell (2007), podcast is particularly suited for speaking, for the purpose of motivating student interest in speaking to English, and providing them with exposure to the native speaker. Besides, SZE (2007) stated podcasting is possible to develop any speaking activity for ELT, such as role-play, debates, drama, and so on.

Based on the several above theories, it can be concluded that podcasting is one of the media that can facilitate and improve speaking skill easily. Therefore, to improve the learning outcomes of their efforts by using one of the media that are interested in the students and one of them with a podcasting. To use the podcasting in the process of learning English hopefully to develop the students' speaking skill because commonly the students will be more enthusiastic to study by using a media. Usually, the students are afraid to speak English because they are scared that the pronunciation is wrong. On the other hand, by using podcasting, at least they will listen first from media the vocabulary in English, then they can imitate it correctly.

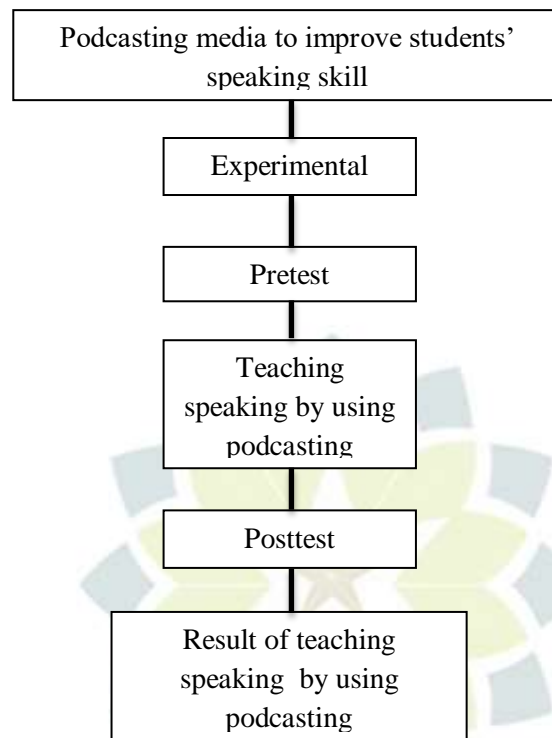


Figure 1.1
The Process of Research Schema for Rational

F. Hypothesis

According to Ruseffendi (2005: 23), a hypothesis is an explanation or temporary answer to behavior, phenomenon (symptom) or an event that will be occurred or the event which is happening. This research has two variables that will be applied as follow, “X” as dependent variable is podcasting and “Y” as independent variable is students’ speaking skill. The relationship of research hypothesis is the effectiveness of podcasting in improving studens’ speaking skill.

Statistically, the hypothesis in this research is:

1. H_0 (Null hypothesis)

In the research, there is no significant improvement of students' speaking skill after being taught by podcasting.

2. Ha (Working hypothesis)

In the research, there is a significant improvement of students' speaking skill after being taught by podcasting.

G. Relevant Studies

This research is about podcasting media to improve students' speaking skill. The studies conducted by several researchers focus on this matter. One of them is Mustika's (2013) entitled "Improving Students' Listening Skill through Podcasts". This research discusses about how effective podcasting in improving students' listening skill. The participant of the research is 27 students and the teachers. The result of the study indicates that the students' listening skill improved along with a lot of listening practices. Besides, podcasting makes the students' spelling develop. The differences from previous study is it used podcasting media in the learning process in order to improve students' speaking skill while Mustika (2013) used podcasts to improve students' listening skill. Then, this study used quantitative method while the previous study used mix methods; those are the quantitative method and qualitative method.

The second research was taken from Prasetyo and Vianty (2014) entitled "Using Podcast to Improve Students' Listening Comprehension on Descriptive Text". The sample is 40 students that are taken by using a population single technique. This study applied pre-experimental research method, which is, one group pretest posttest design. The result showed that teaching listening

comprehension through podcast had a significant effect on students' listening comprehension. In other words, it can be concluded that teaching listening comprehension through podcast significantly increased students' listening comprehension. For the differences are in the method of research, this research used an experimental group, which is there is only one group. On the other hand, Prasetyo and Vianty's (2014) study get a quasi-experimental method that which has two groups, those are experimental group and control group.

The next previous study is done by SZE (2007) in the Chinese University of Hongkong entitled "Developing Students' Listening and Speaking Skill through ELT Podcast". This study investigated whether or not podcast could be effective in teaching English as a second or foreign language. Then, the finding showed that the students who were exposed to podcast did significantly better to improve their listening and speaking skill. For the difference in the subject is the researcher did not observe the students of the university but the students of junior high school at grade VIII.

The results of the study show that podcast is one of the media which can help the students develop four basic skills; listening, speaking, reading and writing skill (SZE, 2007) because it is easier and more fun to be applied in English teaching process.