

CHAPTER I

INTRODUCTION

This chapter provides an explanation of the research that contains the background of the study, the questions of research, the purposes of the research, the significances of the research, conceptual framework, and previous studies.

A. Background

A person's ability in language can be seen from their skills in speaking a language. Speaking abilities are important in learning a language. It becomes an essential component in communicating impressions, ideas, and means to interact with other people through oral communication. Furthermore, Nunan cited by Wachid (2021) defines speaking abilities as productive talents that produce a systematic verbal that carries meaning.

Currently, English is a global communication tool. English is considered an international language since practically all individuals from other countries use it when communicating with others. English is an important foreign language that Indonesians must learn. English occupies a vital position as a method of communication and a language of international cooperation. Furthermore, Speaking is one of the language skills that students should develop. It implies that everyone should study English. They need to practice speaking English to improve their chances of finding work at any countries in the future.

Teaching is defined as the process of informing students. Teachers and students engage in imparting information, messages, or skills during teaching activities. Nunan in Kayi (2006) define teaching speaking as teaching students how to produce sounds and sound patterns in English, use words and sentences, and highlight language patterns of intonation and rhythm. It means they can, first, communicate effectively in a second language. Second, choose appropriate words and sentences for the situation and subject. Third, organize their thoughts in a meaningful and

logical order. Fourth, use language to express their values and beliefs. Fifth, speak fluently and quickly with few unnatural pauses.

According to Franke in Primasari (2008) writes that a teacher must actively employ a new language in the classroom. Therefore, the teacher must urge students to speak to enable students to communicate. However, schools do not give enough time to study English. Students also have limited opportunity to utilize and practice the language outside the class. The investigation implemented by an English teacher at SMAIT Gema Nurani Bekasi in 2022 indicated there were still learners who struggled to speak English.

In this research, the researcher conducted a secondary survey distributed to the 10th grade students at SMAIT Gema Nurani to ascertain their speaking scores. According to the teacher's assessment results, the researcher discovered that among 19 students there were students who had grades above the average, 5 students had rates in line with the average, and 4 students have advanced abilities. These results can indicate that many students were still lack the ability to speak English.

There are various ways to increase speaking skills for someone who speaks English using technological advancement. In this case, technology becomes a supporting tool to the home students' language. Learning tools and technologies support students to develop practical self-study skills. They can discover what they are informed to learn, discover and use online resources, and observe facts approximately the trouble at hand, or even discover the ensuing feedback. It increases their efficiency and productivity.

Podcasting is currently a popular approach to provide 'radio' content that may be listened to anytime, anywhere, and often desired. The concept that anyone with an Internet connection can create a podcast has sparked many discussions in educational circles. The appeal in ELT is that students may participate in the recording and producing the podcast.

Since many students' use podcasts as the medium and are interested in creating podcasts, learning new educational tools, such as podcasting can increase students' motivation and enhance the learning experience. Seeing the condition of SMAIT Gema Nurani students should be mastering technology, the teacher introduced an alternative media, namely podcasts, which might help students improve their English-speaking skills. According to Chan et al. (2011) as cited by Bustari et al. (2017), podcasts practice speed in listening skills and hone other language areas, such as pronunciation, grammar, vocabulary, and learning activities. The podcasts generated by the students are different because they depend on the students to build them as part of the project (McMinn, 2008).

A number of previous studies have been conducted on this topic. Jabari (2020) focused this research on the use of podcasts by secondary school teachers designed to stimulate students' motivation and engagement with class content and influence students' academic performance. This research found two benefits of using podcasts. Teachers can reach more students because they used face-to-face time and participation were not required anymore. Students can listen to learning broadcasts at their own pace, at their own time, and wherever convenient. Another study was conducted by A.S. Dianithi (2017). Here, the researcher employed podcasts to improve students' English-speaking skills. The results showed that the pre-test average was 60.43, the post-test average was 72.46, and the post-test two average was 79.78, with 83.33 percent of students passing the standard minimum mark. Furthermore, Bustari et al. (2017) used podcasts to assess students' speaking skills. The study found that podcast media improved students' speaking ability. This material might also help students with pronunciation and fluency difficulties. These problems only helped the researchers pass the Minimum Completion Criteria (*Kriteria Ketuntasan Minimal*) exam.

This study focused on students who produced podcasts project in speaking skills. The researcher aimed to determine students' speaking ability in the podcast they produced.

B. Research Questions

From the description above, this research is intended to answer these three following questions:

1. How do EFL teacher get students to make podcast?
2. What is the students' speaking ability as reflected in their podcast they made?
3. How do the students perceive the podcast as a speaking project?

C. Research Purposes

Based on the three research questions above regarding students speaking ability on podcast, the aims of this study are:

1. To find out how do EFL teacher get students to make podcast?
2. To find out students' speaking ability as reflected in their podcast they made?
3. To find out students perception of podcasts as speaking projects.

D. Research Significances

Theoretically, this research shows how effective students' producing podcast project in speaking skills. Practically, this research gives significance to:

1. Teachers

These findings are essential for teachers to use podcasts as supportive appropriate learning in speaking ability.

2. Students

The results of this study encourage tenth-grade students to make podcasts as their speaking project.

3. Future Researchers

This research provides important information for other researchers who want to do further research in related fields.

E. Conceptual Framework

Bailey (2005) stated that speaking is an interactive activity in which speakers seek to create meaning by creating, receiving, and digesting information. Speaking is one of the language abilities that learners must master to communicate with others. It is supported by Barnes (2003) speaking is a crucial action in language learning in the classroom. Students can subscribe to their creative thinking in conveying ideas and opinions via speaking. Speaking is essential for classroom communication. Speaking also allows students to convince, enlighten, and raise questions from their perspective.

Speaking is one of the communicative skills taught in EFL programs. Several aspects of speech must be considered when teaching and learning. According to Hughes (2003) cited from Ilham et al. (2020), there are five components of speaking: grammar, fluency, accuracy, vocabulary, and pronunciation.

According to Geoghegan (2007), in recent history, podcasting has emerged as one of the most exciting and brilliantly innovative technologies. Podcasting puts the power to communicate into the hands of individuals. A podcast is a great tool that offers both knowledge and pleasure, therefore, educators quickly recognize its enormous potential for teaching and learning (Warlick, 2005).

In teaching speaking the teacher can use various methods among other things by using Podcast. Tavales (2006) suggest that learners can possibly record themselves or native speakers and then engage in listening practice as they focus on pronunciation, grammar use, or intonation. Besides, podcasting can improve learners' self-studying skills by providing them with the opportunities to create and publish materials for a real audience.

As defined by Thomas (2000) cited from Thuan et al. (2018), Project-Based Learning is a methodology that organizes learning around projects. "Projects" are defined as complex tasks based on challenging questions or problems, involving students in design, problem-solving, decision-making, or investigative activities;

allowing students to work relatively autonomously over long periods of time; and culminating in realistic products or presentations. Therefore, Podcasts can be used as students' speaking projects to improve their speaking skills in English.

According to Thomas (2021) anchor is one of several podcast-making apps currently available and can be regarded as a kind of “one-stop-shop” for podcasting. It enables the user to record, edit, and host a podcast via the free smartphone app or through the website Anchor. FM. After installing the app and logging in to the website, the first step is to record the podcast portions. These may be recorded using a phone, tablet, or computer, providing users with great freedom. Once students recorded their file or sound files, they can start creating podcasts. Students should make a speaking project according to the instructions given by the teacher. After the podcast is finished, students should upload their project results on the website or application. Automatically podcasts can be listened by others.

Ihfal (2016) stated that the impact of using the Podcast as media in the learning process are as follows: It engages and inspires the students in speaking English and the students can be more self -confident to speak. Although anyone can produce podcasts on their own, educational podcasting can be particularly effective in establishing collaborative, socially constructivist learning environments where students build and share knowledge and opinion. Podcasting also presents excellent chances for peer learning. Developing this kind of social media invariably throws up technical difficulties, especially in the early days of learning how to make, edit, and broadcast digital audio. Students must work together to identify and solve problems through processes of analysis and negotiation.

F. Previous Studies

The previous research is provided for one of the researcher's references to enrich the theory used in the study, besides to find distinction of this research compared to the previous ones. The researcher promotes several studies in references to improve the study material and distinguish its research from previous ones. The previous researchers used podcasts as a learning tool, however, this study is different

because it examines the making of podcasts and the products as speaking projects in order to improve students' speaking skills.

There are several previous studies regarding the use of podcasts on improving students' speaking skills. The first previous research was conducted by Jabari (2020). The researcher examined a high school teacher's use of podcasts designed to stimulate students' motivation and engagement with classroom content and influence students' academic performance. This study analyzed the data based on three emerging themes. The first theme is practicality. The second theme, storytelling, describes this teacher's unique use of study casts in his classroom. The last theme, motivation, describes the perceptions of teachers and students about the benefits of comparative studies in classroom learning. The research found two benefits of using podcasts. Teachers can reach more students because they used face-to-face time so that participation are not required. Students can listen to learning broadcasts at their own pace, at their own time, and wherever convenient. Most importantly for teachers and students, learning broadcasts can increase motivation to study and academic outcomes. Meanwhile, the gap in this research is that students created podcasts based on a teacher-determined theme. Data should be analyzed based on the theme by the teacher given as students speaking projects. However, the gap of this research focuses on the first research question, to find out how EFL teacher gets students to make podcast projects.

Another study was conducted by A.S. Dianithi (2017). The researcher used podcasts in the teaching and learning process to improve students' speaking competence in English. Researchers used two kinds of data, namely qualitative and pre-test and post-test. The results showed that the highest score of students' English-speaking competence obtained in the pre-test was 60.43, in post-test one was 72.46 and in post-test two was 79.78, and 83.33% of students could pass the standard minimum score. It can be concluded that students' English-speaking competence can be improved by using podcasts in learning English. While this study uses a qualitative research strategy with the case study method, the researcher analyses students who produce podcasts in speaking skills, the gap in this research regards the

second question. The researcher observes the teacher teaching English speaking through podcasts. After all, students' podcasts should be analyzed to see how effective students can make the podcast project in terms of speaking skills.

Furthermore, Bustari et al. (2017) used podcasts to see if students' speaking skills improved significantly. The treatment was given in three sessions, lasting two hours and forty minutes. Furthermore, the researchers used different podcast talks during the treatment procedure in each meeting. The researchers formed student study groups while working on podcasts. They distributed the predetermined talk podcast script. Then, they played the talk podcast four times and asked each group to read the script and listen to the podcast talk topic carefully. Next, the researchers asked students in groups to discuss the given topic with each group member. After that, the researcher randomly invited one representative from each group to reconstruct the given podcast talk. They provided feedback to students in terms of helping them to acquire proper speaking. The study's findings showed that podcast media had a good impact on students' speaking abilities. In addition, this media could cope with students' problems in speaking, such as incorrect pronunciation and less fluency. These problems only procured an unexpected score to pass the Minimum Completion Criteria in the test conducted by the researchers. However, based on the previous research, this research focuses more on students' producing podcast projects in speaking skills. Students are asked to create a podcast as their speaking skill project, and the teacher should provide feedback on each podcast produced by students. This research is to find out how students perceive podcasts as speaking projects.

Based on previous research, the researcher should also encourage students to create their own podcasts as speaking project. The researcher aims to determine students' speaking ability in the podcast they should produce.