

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Speaking is one important skill that should be mastered. In general, the meaning of speaking is an art of conveying communication that is owned by someone. According to Setyonegoro (2013; 68), speaking is one of the abilities to communicate with other people in order to convey one person's ideas to others verbally. This is one of the language skills that must be possessed by students so that they can convey messages to someone or others. This speaking skill is also interpreted as a form of speech act in the form of sounds produced by speech with body movements and facial expressions (Agus, 2013). So that humans who speak do not just pronounce the sounds of their speech but also imply the language or intentions they want to convey to others in communication activities, students can develop knowledge and be able to imagine various expressions they want to express.

In speaking skills, there are four important elements that must be known by students: vocabulary, grammar, pronunciation, and fluency. Besides students, the teachers must also prepare strategies or methods for teaching English, especially speaking. The teachers can use the media as a

learning tool in the classroom. Because a lot of technology is now used in education, teachers must also be able to innovate and be creative in utilizing media as a tool to support the learning process in the classroom. In addition, the use of technology as a learning medium can also create a more independent and enjoyable classroom atmosphere. Because the class is enjoyable, it will make students more interactive in their learning.

There are three media that can be used to learn to speak. The first is pop-up books. According to Astuti, R. (2015), pop-up book media can be used as a learning medium because it can develop students' speaking skills through thinking and developing stories orally from the knowledge they have. The second medium that can be used in learning speaking activities is video. According to Smaldino et al. (2008), video can be used as a learning medium because it has the advantage of being able to display moving images and be accompanied by sound at the same time. So this can improve students' speaking. The last media that can be used by teachers in speaking class is podcasts. Podcasts are one of the fun media that can be applied in speaking class because, according to Abdulrahman et al. (2017), podcasts in the form of video and audio can be listened to on any platform, which is useful for listening to various types of information and knowledge. The podcast can also improve students' speaking skills because they can record or hear it everywhere. In this study, the researcher chooses to use the podcast application as a learning medium in the speaking class that will be conducted at MTs Al Ma'arif Tulungagung.

The reason the researcher chose podcasts as learning media in speaking class is because podcasts have a lot of content or material from native speakers that can be selected and downloaded based on student interest or instructions from the teacher. In addition, students have the opportunity to listen to or record their podcasts. According to Bahadorvar & Omidvar (2014), podcast media allows students and teachers to share some information with others at any time. So the use of podcasts not only provides additional practice in listening skills but can also improve students' speaking skills.

Several studies have been conducted to see the effectiveness of technology, namely podcasts, in the teaching and learning process of English. One of them was carried out by Islami (2021) in her research entitled "The Implementation of English Podcast in Enhancing Students' Speaking Skills for Eleventh-Grade Students". She found that implementing an English podcast can enhance students' speaking skills, especially in eleventh grade. Because after implementing podcasts, students become more active during the teaching and learning process. She concluded that students can improve their speaking skills, especially in aspects of speaking such as grammar, pronunciation, etc. So, it can be the reason that using podcasts to enhance students' speaking skills is effective. Second, Alfa, (2020) in his research entitled "Using Podcasts As Authentic Materials to Develop Students' Speaking Skills". He found that there were positive results between theoretical literature and research on podcasts in teaching EFL speaking because of the advantages found in applying podcasts

according to the needs of improving EFL speaking. However, the researcher found that the literature and research findings regarding the application of podcasts to improve students' speaking skills were still limited, both in the classroom and outside the classroom. So the researchers concluded that podcast media was effective in solving EFL speaking class problems.

Furthermore, Hikmah et al. (2021), in their research title, "Improving Aliyah Students' Speaking Ability by Using Podcasts" found that podcast media is effective in improving students' speaking skills. The researcher also added that students respond positively to using podcasts in class because it is easy and helps them learn English. Then, Yoestara et.al (2019), in their research titled "Podcast: An Alternative Way to Improve EFL Students' Listening and Speaking Performance," concluded that podcasts bring many benefits for EFL learners in teaching listening and speaking because students can access authentic material, support self-regulated learning, and improve language confidence. However, researchers have not found whether the use of podcasts is effective in the process of teaching and learning English, especially listening and speaking skills. Another researcher, namely Sengang et al. (2022), in the title of their research, "Students' Perception on The Use of Podcast to The Learning of English Speaking," explained that students gave good responses to using podcasts in learning to speak because a lot of respondents from students' chose using podcasts as a learning medium based on the students' experience. So the researchers concluded that an English podcast is effective for practicing speaking skills while learning English.

From the five previous studies that have been described above, the researcher is increasingly convinced that podcasts are the right and most effective media for supporting learning in speaking classes. There are two opinions from previous researchers which state that the podcast are effective because it brings many benefits to learning English, and the other opinions state that the use of the podcast is not found to be effective. So, to fill this gap, the researcher wants to explore more deeply the effectiveness of using an English podcast. In addition, the difference between this research and previous research is that previous research researched on EFL students to solve speaking class problems, while this research will be given to the 8th grade students to test the effectiveness of using English podcasts as a media on students' speaking skills.

B. Formulation of Research Problems

The formulated of the research problem is “Is there any significant difference score in students' speaking skills before and after being taught by using podcasts at MTs Al Ma'arif Tulungagung?”

C. Purpose of the Study

Based on the formulation of the problem above, the purpose of this study is to find out if there is significant difference in score of students' speaking skills before and after being taught by using podcasts in the eighth grade at MTs AL Ma'arif Tulungagung.

D. Significance of the Research

1. Theoretically

Theoretically, the result of this study will answer the question about the problems of the study and will have a positive impact on improving students' speaking skills by using an English podcast to process English learning.

2. Practically

The results of the research conducted at MTs Al Ma'arif Tulungagung will benefit students as well as teachers, including:

- a) For the teachers of MTs Al Ma'arif Tulungagung, this research can be used as a reference for teachers to improve students' speaking skills.
- b) For the students of MTs Al Ma'arif Tulungagung, this research can help them become more confident in speaking English in class. In addition, the students will have an easier time developing their vocabulary by using the English podcast.
- c) For the researcher in the same study, the researcher hopes that future researchers can examine other English skills so they don't just focus on improving speaking skills and the researcher hopes that further researchers will be able to find out media that can be used in teaching speaking to improve students' speaking skills.
- d) For the reader, hopefully, this research can add to their insight about improving their speaking skills by using an English podcast, and

hopefully, this research can be a reference for them to help motivate them to learn a language skill.

E. Scope and Limitation of The Research

This research was conducted in MTs AL Ma'arif Tulungagung and the population was the 8th grade students of MTs Al Ma'arif Tulungagung. The limitation of this research was the limited class so the researcher used a pre-experimental that focused on the use of English podcast on students speaking skill.

F. Definition of Key Terms

1. Effectiveness

Effectiveness is a pattern from the aim of the study that wants to be measured. It can be said to be effective if there is a significant difference in student scores before and after. The reference for a significant value is 0.05, which indicates a significant improve in students speaking skills.

2. English Podcast

An English podcast is a medium in the form of an application that can be heard everywhere and every time. There are also various types of podcasts. It can be in the form of a monolog or dialogue, or it can be in the form of MP3 or MP4. Usually, we find it in the form of an MP4 on YouTube. Then we also usually find it in the form of MP3 on Spotify, Google Podcast, Apple Podcast, Pocket Casts, Podbean, and others. So, in this study, English podcasts are used as a learning medium that will

be heard and learned by students. The students will be invited to open their Spotify accounts so they can find the podcast that will be heard and learned. English podcasts also serve as an example for students to make dialog in the form of audio or video based on what they want.

3. Speaking Skill

Speaking skills are one of the skills that must be learned by students to produce spoken language. According to Harmer (2007), speaking skills is the ability to process information and language with the skill to speak fluently and mastery of knowledge about the characteristics of the language. In producing spoken language, the students can practice speaking every day through dialog with friends or doing interviews with other people. Therefore, the students will be able to improve their skills, especially in producing spoken language. Besides that, practicing speaking every day will impact self-confidence. In this study, speaking skills were measured individually based on an assessment of aspects such as vocabulary, fluency, grammar, and pronunciation.