

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical basis and previous research used in this research. The theoretical foundations described includes: language teaching and learning, teaching and learning speaking skill, contributing factors in learning speaking, students' experience in learning English speaking skills, experience in using social media in speaking, and challenges in learning speaking as well as explaining three studies related to this research.

A. Language Teaching and Learning

Language teaching is a complicated subject that involves sociocultural linguistics, psycholinguistics, as well as curriculum and instructional aspects (Richards, 1985). Some experts define foreign language teaching as any activity carried out by a person with the intention of assisting others in acquiring a language that is not his or her native tongue. According to Cameron (2001), in the teaching of foreign languages, teachers have a responsibility to give students' exposure to the language and learning chances through classroom activities. Teachers must develop appropriate learning activities that can enhance the teaching and learning process in addition to creating a positive learning environment in the classroom.

Language learning takes time and effort. Language learning is not a series of simple tasks that can be written into a rapid device. To succeed in the learning process, consistent practice is required. In terms of learning Brown (2000), defined teaching as "the process of guiding and facilitating learning", the two concepts have a connection, and a teacher's understanding of learning

will inform their understanding of teaching. To put it another way, the definition of teaching is the same as the definition of learning.

Teaching language skills can be the primary objective or component of language teaching (Marlina, 2018). Language skills teaching approaches are classified into two types: receptive and productive. Reading and listening are indications of receptive skills, while speaking and writing are indications of productive skills. Teachers must master receptive and productive skills in English language teaching in order to help their existing and future students in learning English, because English is a dynamic language, as are the concepts and methods of teaching language skills.

B. Teaching and Learning Speaking Skill

Speaking is an essential component of teaching and learning a second language. According to Brown (2004), “speaking is an interactive process of meaning construction in which information is produced, received, and processed verbally”. The purpose of teaching speaking is to help students communicate more effectively so they may learn how to utilize language and express themselves. Effective speaking activities need the use of numerous key components, which include vocabulary, grammatical structure, pronunciation, and fluency (Davis & Pearse, 2000). Teachers' strategies can be the key to the success of language learning (William & Burden, 2003).

Teacher strategies for speaking skills are highly significant in overcoming students' difficulties in speaking because the objective of teaching speaking is to offer students the ability to convey language in order to overcome basic interactive abilities (Brown & Yule, 2000). The term “teaching strategies” refers to a variety of methods or approaches employed by the teacher during

the teaching – learning process. Teachers have a variety of strategies to utilize while teaching speaking skills. Strategies that can be used in teaching speaking proposed by some experts are like using videos and audios.

C. Contributing Factors in Learning Speaking

Students' speaking is influenced by several factors and these factors can affect the success of the students in demonstrating speaking skills overtime. The first factor is in vocabulary, according to Hamed et al. (2019), the non-native speaker faces significant challenges due to a lack of vocabulary as well as inability to pick up on tone and intonation. Therefore, for students who do not live in the majority of English, they do not find new vocabulary around them so they have to study on their own or learn from school. The second factor is anxiety, it can affect speaking (Alsobhi & Preece, 2018). Because it makes it difficult for students to control themselves when dealing with speaking to others. Speaking skills are feared by many students because they have a lack of confidence. The main reason for the emergence of anxiety is because of anxiety itself (Anandari, 2015). The third factor is in grammar. Many students are afraid to speak English because they feel they are not good at grammar and they are afraid of using the wrong grammar. Sometimes students feel confused when speaking what tenses to use whenever they try to speak.

These difficulties may give the impression that students who are concerned because they are afraid of using grammar incorrectly make them unable to communicate in the second language since it impairs the learners fluency in expressing the spoken word (Daly, 1991). Due to the fact that they are aware of the issue, and every time they see it pop up while speaking, they

become terrified. The fourth factor is in pronunciation. Pronunciation is an important issue in speaking because it directly affects interaction. Slight mispronunciation in speaking English can lead to a misinterpretation of meaning. This causes students to be afraid to speak in English in fear of mispronunciation (Hidayat, 2021).

In addition to the factors above, technology has an impact on speaking skill. According to Gomez (2019), technology is regarded as a potent instrument for conducting teaching and learning. Teachers, as educators, can help pupils improve their speaking classroom. As a result, the teacher, as a facilitator, must be aware of ways to uncover innovations or overcome issues that frequently occur in enhancing pupils' speaking skills at school.

1. Media in Teaching Speaking

Teaching speaking is the process of guiding students to use proper grammar, vocabulary, and pronunciation correctly which has the goal of helping students speak English communicatively. However, a lot of students believe that English is challenging, especially when speaking it (Hosni, 2014). The students have difficulty in expressing themselves in learning English and tend to stay silent just listening to the teacher's explanation and not understanding (Leong & Ahmadi, 2017). Teachers are also like that, sometimes teachers also find it difficult to create a comfortable situation for students so that they are not awkward to speak English (Leong & Ahmadi, 2017).

Media technology can be a connecting tool between teachers and students (Leong & Ahmadi, 2017). However, many teachers have not been able to maximize technology in their classroom (Puspitarini & Hanif, 2019). As it is

not as simple as it may seem to improve one's speaking abilities (Hadiyansah, 2020). Therefore, it can be concluded that to facilitate the teaching of speaking, it is recommended that teachers use media as an aid to teaching English Speaking.

2. Social Media

The meaning of the term 'social media' can be derived from two words that are 'social' and 'networks'. The first term is 'social' which means connected with society and the way it is organized, in which they meet and spend time with other people. The second one is networks which means: a group of two or more computer systems linked together (Namaziandost et al., 2018).

As education institutions are embracing social media there is a need to optimize the positive effect of such technologies to bring them into pedagogy to make instruction and learning active and applicable to the cyber environment of the new millennium. In recent years, more and more education institutions are making a presence in Social media such as Blogs, Twitter, YouTube, Facebook to create effective ways for the establishment of collaborative and interactive online learning systems. Therefore, technology-driven culture is featured prominently in all pedagogical activities. Hence, the focus of learning and instruction needs to be viewed from a newer perspective "without gathering students and teachers in the same physical space" (Aloraini, 2012; Maney, 2009). In other words, learning should no longer be tied to a particular location and a particular time table. Basically, social media sites extend far beyond their traditional purpose of communication and entertainment to promote students' self-reliance in learning through enquiry

and sharing and more importantly, enhance their speaking abilities by means of online interaction.

Social media with its various kinds could be considered as a remedy as these materials have potential to attract the students by being flexible, entertaining, and interactive and provide an excellent chance for learners to express themselves in a self-confident way. Indeed, the use of social media as a tool to improve students' listening and speaking or communicative skills would find an enthusiastic welcome from the learners' part as it goes hand in hand with their interests (Gibbins & Greenhow et al. 2018). As social media have penetrated so deeply in our lives, it is tremendously important to analyze the types and nature of each means.

3. Podcast

The Podcast is a recorded audio/video file uploaded to a website, so the website users can download freely and listen to it later. Kavaliauskienė (2008) states that Podcasts have given the language teacher numerous materials for teaching. Besides, Rosell-Aguilar and Fernando (2015) claimed, a Podcast is similar to a public library that delivers any materials or resources needed straight to users devices. Users can download it freely without any registration and no fees required. They can choose a kind of discussion topic that was provided when they want to know something. Obviously, Rosell-Aguilar & Fernando (2015), "The Podcast Was a Convenient and Easy to Use Format." As was previously stated, Podcasts are surely easy to access, it would be attractive, and it motivates the student in learning.

1) The Term of Podcast

The term "Podcast" refers to any distribution of audio or video content on the Web, but technically speaking, the feed and subscription model of file

delivery is what differentiates Podcasting from simply posting files on the Web (Ashley, 2007). Because Podcasts contain an ordered theme, they are highly complicated media. First, the location is prepared; Podcasts are recorded inside, and when conversing, audio equipment such as headphones, microphones, and speakers are used to ensure that the sound is clear. Topics and questions are properly guided so that they do not go out of context. To keep the Podcast channel relevant and profitable, it must be updated on a regular basis. According to Wiyanah (2015), there are three different kinds of Podcasts currently:

- The most straightforward type of Podcast to make and consume is an audio-only one.
- Similar to an online PowerPoint Presentation with narration, an upgraded Podcast incorporate slides as well as audio.
- A Podcast/Audio visual Podcast, also known as a video Podcast, is the most challenging to produce and watch and consists of both audio and video.

2) Podcast in Education

The process of teaching and learning languages can make use of a wide range of technological platforms. Podcasts are among the formats. Podcasting is one of the most recent technical platforms to enter the mainstream, has taken the lead in the recent educational revolution. This revolution is the result of a significant underlying theory that demonstrates how using Podcasts into language instruction can help students develop a number of critical abilities, including writing, speaking, problem-solving, organizing their time, paying attention, and conducting research (Hasan et al., 2013). Podcast is delivering

audio content that makes use of Web syndication protocols (RSS and or Atom). By catering to a wide range of mobile and wireless devices (iPods, MP3 players, cell phones, PDAs), Podcasting is changing the way that information and content are delivered. It also increases portability and flexibility while enabling time-shifting and multitasking. Since students can experience Podcasts on their own, it appears that integrating them is useful (Sultana et al., 2017). When students are comfortable and have the chance to interact with the materials, they can learn at their highest potential.

Sloan (2005), claims that Podcasting is a cutting-edge method of Internet broadcasting that may be utilized to automatically send digital audio information to mobile devices. According to Gromik (2008), in non-English speaking situations, Podcasting can give students "access to resources which are authentic, free and otherwise not available." Researchers have provided a few justifications for using Podcasts in language instruction settings. They consist of:

- Students' can listen to Podcast anywhere, at any time. Students who download and listen to the Podcast at their convenience can save money, time, and energy.
- Students' can fit their learning tactics and preferences with the customization option that Podcasting offers. According to McRae (2010), personalized learning is identifying and utilizing each students' unique strengths in accordance with their needs and learning preferences.
- Podcasting, when utilized in conjunction with "E-learning," can offer educational benefits.

- Learning through listening is arguably one of the most significant pedagogical features that the Podcast present. According to Rosell-Aguilar (2013), listening to Podcast can help with learning because they offer intelligible information through interesting and relevant activities.
- Podcasting facilitates quicker, easier, and more engaging learning for students.

D. The Use of Podcast in Learning Speaking

Podcast media affirmatively shows good points for students in case it would bring the students closer to the target language, and it affects students' attitude and motivation. In other studies, as pointed out by Mohammad Zadeh (2010), Podcast materials can boost students' motivation and help them become more independent and confident in speaking. By using Podcast media, the teacher can support the students in building self-confidence and creating an enjoyable learning situation. This self-confidence may be raised due to their ability to understand the rhetoric of a particular topic as a result of listening perception and performance (Samad, 2016). It makes them find the learning process enjoyable. According to Marshall (2002), new opportunities can be gained by using technology. It offers users to connect with people around the world and gives a lot of unique perspectives and experiences.

There are a ton of technologies invented, and one of those which provide material for language learning is called the Podcast. The Podcast, an uploading audio or video file to the internet, has emerged as sources in the academic field, and it provides many kinds of material in learning.

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states that Podcasts have given the language teacher numerous materials for teaching. Besides, Rosell-Aguilar and Fernando (2015), claim a Podcast is similar to a public library that delivers any materials or resources needed straight to user devices. Users can download it freely without any registration and no fees required. They can choose a kind of discussion topic that was provided when they want to know something. Rosell-Aguilar and Fernando (2015), wrote “The Podcast was a Convenient and Easy to use Format.” As was previously stated, Podcast is surely easy to access, it would be attractive, and it motivates the students in learning.

In supporting this research, the idea of using Podcast media is based on some following statements from the experts, in order to see the improvement of students’ speaking skill. According to SZE (2006), a number researchers have revealed the positive fruitions that Podcasting can assist language education. According to (Chan et al. 2011; Kaplan-Leiserson, 2005), since the Podcast is one of the alternatives, the teacher can fairly easily provide authentic material in teaching.

E. Using Spotify

The definition of Spotify according to Siles et al. (2020), is a platform where the users are listening to some audios in it and Spotify can maintain certain social relations through music and Podcast feature for various topics. Spotify is easy to access because apart from being able to download on cell phones or gadgets, Spotify can also be downloaded on computers, laptops, or tablets, and can be connected to music in the car. In Spotify there is also a common “playlist”. So users can choose our favorite song and make a list to make it easier to search our favorite songs.

In 2005 the idea for Spotify was first proposed by Daniel Ek and Martin Lorentzon. They developed the idea for Spotify until the official app was successfully launched on 7th October 2008 (Crook & Tepper, 2015). Spotify is a music streaming service that provides many exciting features and millions of songs to listen to, that has grown in popularity globally in recent years and is widely used by younger generations worldwide, including in Indonesia (Zhang et al., 2013; Netti & Irwansyah, 2018; Maghfiroh & Putri, 2022). Particularly in this digital era, where the younger generation prefers to listen to music online and practically via smartphone (Netti & Irwansyah, 2018).

As a result, this music application makes it easier to listen to songs. In addition, this can be used as an alternative media for learning English, with the lyrics feature in Spotify while listening to English songs there will be lyrics consisting of new words, and this helps students to know how to pronounce them (Kusuma Dewi & Sukarni, 2020).

F. Students' Experiences in Learning English Speaking Skills

Speaking is a means of communication, and those who hear students' talk will be able to judge their skill (Ihsan et al., 2018). The students, particularly those who are EFL students, cannot learn it quickly (Ihsan et al., 2018). The process needs to be designed and should be carried out gradually.

The experiences gained by the students in learning their English speaking skills was extraordinary. Speaking is a means of communication, and those who hear students talk will be able to judge their skills (Ihsan et al., 2018). The process needs to be designed and should be carried out gradually.

In learning to speak, students obviously have their own challenges, the first challenges that students usually face in speaking is lack of vocabulary.

(Dewi & Jammi, 2018) stated that students who have a limited vocabulary struggle to construct conversational sentences. Additionally, it will affect how learners interact with one another. The next challenge that students experience is a lack of confidence when performing speaking skills, Juhana (2018), states that students are less confident because they feel their English is poor, and teachers must encourage students positively to increase their confidence. The last challenge that students usually face is lack of motivation. Students' motivation is crucial particularly for speaking classes (Jin, 2014). Juhana (2018), stated that a lack of motivation among students contributes to their lack of confidence.

G. Experiences in Using Social Media in Learning Speaking

Teachers can also use social media to teach English speaking abilities. Social media is essential in this day and age since everything is available online. Social media is an internet technology that users can use to connect with others on a social level on a variety of topics, including hobbies, experiences from real life, careers, and feelings. Social media currently has a significant impact on society. Teaching media helps teacher in conducting teaching and learning activities in the class. It makes teacher easier in delivering knowledge during the teaching process. However, before using the media, the teachers should know whether the media is useful or not. Roberts et al. (2010), stated that the teachers need to understand how media resources can be useful within learner-centered. Indriyani (2015), stated that the teachers have an important role in succeeding students in speaking. However, before using appropriate techniques and media in the teaching process, the English teachers need to make their students understand

that they also need to know what is required in speaking a foreign language.

The meaning of the term ‘social media’ can be derived from two words that are ‘social’ and ‘networks’. The first term is ‘social’ which means connected with society and the way it is organized, in which they meet and spend time with other people. The second is Networks which means: a group of two or more computer systems linked together (Eren et al., 2018). The use of Social Media as a tool to improve students’ listening and speaking communicative skills would find an enthusiastic welcome from the learners’ part as it goes hand to hand with their interest (Gibbins & Greenhow, 2018). We must be able to use social media as a tool for learning because it has become such an integral part of our lives.

H. Challenges in Learning Speaking

The discussion on speaking challenges showed that the EFL students are challenged to speak English languages due to external factors and internal factors. Internal factors which are related to the learner themselves, besides internal factors such as the classroom environment, negative comments from friends or uneven participation, and conversation topics can also prevent students from being active in speaking. Some factors above might happen because of students’ participation. There is always one or two students who have a tendency to dominate the classroom, while the other students will only “mute”. Ur (1996), explains that students often complain that they cannot think of something and they are not motivated to express themselves. Rivers (1968), believes that students do not have something in mind because the teacher gives them a topic that is not suitable for students. This makes students

not able to speak. However, some experts argued that the EFL students' speaking skills can be influenced by many factors. Even for college students, sometimes they feel difficult to respond to teacher's questions because they do not know what to say, the vocabulary used, or how to use grammar correctly (Baker & Westrup, 2003). In line with this, Djahimo (2018), mentioned lack of topical knowledge, low or uneven participation and use of mother tongue as problems that teachers can meet in teach EFL students'.

The Challenge in listening to English Podcasts was finding new words or terms that they had never heard before. They did not know the meaning of these words and terms. Another problem is the sometimes unstable internet network and also feeling lazy to listen to Podcasts. However, in other cases such as difficulties in using smartphones or laptops to access Podcasts are not found, because accessing Podcast was not difficult. In line with Rahmatia and Widiastuty (2018), which stated that finding Podcasts is easy, and there are many tools that provide to find them such as the internet application, and more. Students did not have any obstacles in using or getting the desired Podcast content, because now technology is increasingly advanced. So, it can be concluded that a Podcast is one of the alternative media that is easy to use to improve listening and speaking skills.

When listening to Podcasts, students encounter various challenges, including new words, idioms, or slang that are unfamiliar to them. In addition, the sometimes unstable internet connection was also a challenge for them when listening to Podcasts, and also inconsistent in listening to Podcasts. Seeing these problems, these students also already have solutions to overcome the problems encountered when listening to Podcasts. When they hear words

or terms that are new to them, they will try to listen many times until they hear the spoken word clearly, then they will look for the meaning of the words or terms. It can be concluded that students find some challenges when listening to Podcasts. Nevertheless, they have solutions to overcome these obstacles.

In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English (Ihsan et al. 2018). The students, especially EFL students', cannot learn it fast. It should be step by step and need to be developed (Ihsan et al. 2018). There are some challenges faced by the students, such as lack of vocabulary, fear of mistakes and shyness, anxiety, lack of confidence, and lack of motivation.

I. Previous Studies

In order to support this research, the researcher uses seventh previous researchers that are considered relevant and can improve the quality of this research itself.

The first study related is from Samad and Achmad (2017), this study purpose is besides providing easy access, Podcasts can also help overcome students' internal problems in developing speaking skills. There has been a lot of research on Podcast in the education area, such as Podcast as assessment guidance and feedback among university students'. The result of this study is, however, most of the previous studies only used Podcasts as a media for listening, so there is little research on Podcast as media speaking. Along with it, previous research was also mainly studied at the tertiary level. However, teaching speaking skill in the secondary level also faces several problems such as students' internal factors. Thus, the media is needed to support the learning process and to develop their speaking ability. Considering the advantages

provided by Podcasts, such as easy access, time flexibility, and solutions to overcome students' internal problems to improve speaking skills, teachers can use a Podcast to support leaning media to improve students' speaking skills.

The second study is from Iskandar et al., (2017). The objective of this research is to investigate if students' speaking abilities develop following utilizing Podcasts as a learning platform. The result furthermore, it helps to know the installation of Podcasts for educating speaking and students' reactions here to development. The respondents consisted of eleventh-year senior high school students from Indonesia. Furthermore, the information was gathered through assessments, observation, questionnaire, and interview with pairs who had the most outstanding and least post-test ratings. The result examination of pre-test and post-test levels, as well as questionnaire responses, it was discovered that respondents' speaking skill improved since using Podcasts. According to the findings of the interview, students thought that using Podcasts in the course was much more enjoyable and like the traditional way of teaching. It proved to be beneficial in terms of improving word fluency, introducing additional vocabulary, and enhancing grammar. The benefit of utilizing Podcasts would have been the ability to save hours, although the drawback was the complication of making and publishing.

The third related study from researcher Abrar (2019), it aims to understand their speaking challenges and strategies to overcome the challenges both in the classroom and university-surrounding setting in United Kingdom University. The results showed that issues related to language, individual factors, and cultural differences prevented participants from being actively involved in verbal communication. To overcome these challenges, the participants

implemented a communication strategy by asking for clarification and repetition. The differences of Abrars' study with this study aims to know the experience of EFL students' in using Podcast on Spotify Application as a media for learning Speaking skills.

The fourth study was conducted by Yuda and Putri (2022). This previous study aims to see the phenomenon of using English Podcast among English Education students at University State of Padang and explore their perception about the use of Podcast to improve their listening and speaking skills, this study used a qualitative research method. The questionnaire and interview are use to collect the data. The result of this study is that there are not many Podcasts, the data shows that only about 13% of English Education students use Podcast, of which 7% use English Podcast. Based on the data, students who use English Podcast agree that English Podcast can be used as additional learning media that can improve their listening and speaking skills. However, students also found their own challenges when listening to English Podcasts, namely words, idioms or slang that are unfamiliar to them and also internet network problems.

Additionally Hariri et al. (2020). Study aims to examine students' learning motivation and its use as an indicator to predict students' learning strategies in an Indonesian school context. This study used a quantitative research design to collect the data. The result of this study shows that student motivation and learning strategies were positively and significantly correlated; three predictor variables of student motivation could significantly predict learning strategies; and value components of student motivation best predict learning strategies. In conclusion, these findings indicate that, when teachers

apply learning strategies, such variables as motivation including value, expectancy, and effective components should be strongly considered to be in place.

The sixth study was conducted by Claudea and Bella (2022), the authors are concerned with determining whether students' speaking skills have improved as a result of listening to Podcasts, whether Podcasts have been successfully used to teach speaking, and what the students think about the usage of Podcasts for assistance in education. After finding previous related research about how Podcasts can enhance speaking skills, the author noticed. Teachers could utilize a Podcast to complement learning media to develop students' speaking abilities, given the benefits offered by Podcasts, including simple access, flextime, and a method for overcoming students internal obstacles to developing speaking skills. The students' speaking skills improved. After utilizing Podcasts as a learning tool, all 25 of the study's respondents showed improvements since students learn to speak through Podcasts. Students found Podcasts to be an enjoyable way to practice speaking. It might help them with their English language aspect (grammar, vocabulary, etc). Podcasts offer flexible hours, but the difficulty of generating and publishing Podcasts is a downside.

The seventh study was conducted by Damayanti et al. (2022). The purpose of this study was to find information about the use of Podcast as a strategy to improve EFL students' listening skill, this study used a qualitative approach by conducting classroom action research, which was carried out in 2 cycles. Each cycle consists of 4 steps those are planning, action, observation, and reflection. The result of this study is that the use of Podcasts as a strategy

to improve EFL Students' listening skill shows effectiveness and it is able to improve their listening skills. Learning using Podcast also makes students interested in learning English. The students feel happy and comfortable when learning about listening skills.

Based on the are seventh previous studies, this study has similarity in terms of usefulness of Podcast as learning media. There are nevertheless, certain distinctions between the current research and the earlier investigations. The media used in this study is Podcast on Spotify and most of the previous studies used Podcast to learn listening skill, while this study used Podcast to speaking skill and the most of previous studies the media used in this study is Podcast on Spotify application while in most the previous studies using Podcast on YouTube as an audio visual platform and in this study using Podcast on Spotify as an only audio platform that is what makes a difference. This study will employ descriptive qualitative approaches, whereas some of the prior research employed descriptive quantitative methods. The location and timing of the research are the final differences. This researcher will look at eleventh graders from senior high school pupils in speaking classes; the previous researcher, on average, looked at English students at the university level. Consequently, regardless of the variations and inconsistencies in the methods used to perform this research, it refers to all other studies as a guide.