

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the objective of the study, the significance of the study, and definition of the key terms.

A. Background of the Study

Speaking English is widely accepted, largely because English has become one of the main languages spoken around the world. English is also a compulsory subject in many countries, especially in Indonesian, where students are expected to be fluent in understanding English. Speaking is the process of actively expressing meaning through words, so speaking foreign language takes careful attention to both minute and subtitle aspects if one wants to communicate with others in that language (Choirunnisa and Sari, 2021). According to Salem (2019), speaking is the process of creating and exchanging meaning in the various contexts through verbal and nonverbal symbols. Speaking is often defined as the ability to consult ideas and motivations to others using language skills internally. Moreover, speaking is an essential skill that must be comprehended. Then, the Indonesian state developed a policy and decided that English would be one of the content areas in the education program from junior high to university. As a result, the education authorized is concerned with speaking for their people. According to Shiamaa (2006), speaking is an informational step that entails designing, handling, interacting, or gathering knowledge to serve dialogic and transactional aims. Furthermore, Nunan (2003), contended that speaking is a vital skill formed of consistent and complete pronouncements that transport a

meaning. This indicates that speaking is an essential communication component in one's learning.

Every speaker must have confidence when they speak or give an opinion. There may be a problem with speaking. Because, like the other basic skills, it must have issues and settlement. The speakers might be afraid when concerned about their speaking problems. Therefore, the speaker should be comfortable while speaking. Whether it is a public speaking or just talking with others, it is clear that speaking is a crucial role in learning language. Therefore, most language learners want to improve their language speaking skill as quickly as possible. However, the majority of students' struggle with this ability, they find it challenging to speak English in front of the teacher or the class since some of them have a limited vocabulary and some lose confidence because they are worried about pronouncing words incorrectly.

To address these challenges, educators have adopted various education strategies to improve student's public speaking skills (Chen, 2018). One such strategy is using Podcast, one of solutions to the above inhibiting factors is teaching speaking through a Podcast. The word Podcast comes from a combination of two words, they are "iPod" and "broadcasting" (Cruz & Carvalho, 2007). According to the New Oxford American Dictionary, a Podcast is "a digital recording of a radio broadcast or other similar program available on the internet for download to a personal audio player". The more general definition of the Podcast has expanded to the Podcast compressed digital multimedia files (audio or video) available on the internet for download and played using a computer or mobile device such as the iPod. Podcast files can

also be uploaded to a website, linked to blogs, sent by email, or any other means for traditional computer files to be shared (Fontichiaro, 2007).

Podcasts are interactive media used to support the learning process in the classroom to develop listening and speaking skills (Ramli & Kurniawan, 2018). It is believed to enhance listening comprehension as well as other communicative language teaching techniques such vocabulary, sentence structure, spelling, and learning activities. Patterson (2006), explained that the phrase Podcast is based on the word "pod" (such as the trademark iPod) and broadcast. The Podcast is an output device that is put online to an online platform and accessible to viewers via an online system. This Podcast is compatible with any gadget competing with media players' files, such as a desktop, mobile phone, or MP3 player. Teachers can use the Podcast to help students enhance their speaking skills.

The Podcasts are mainly used to share instructions, presentations, and other additional material. Smart devices are ways to support the creation of social networks that support students' speaking skills to pronunciation; students can hear, imitate, and practice imitating certain English audio. Mobile devices and computers are hardware means for acquisition. These tools allow students to create their environment. An adequate environment for students will certainly help students in enhancing their skills in oral communication, especially and others such as self-presentation, information exchange, and social networking.

The most beneficial aspect of Podcasts is their ease of distribution. Podcasts have made it easier for people to leave their homes with bits of the internet crammed into their mp3 players (Stanley, 2006). Thus, the media is

needed to support the learning process and to develop their speaking ability. Considering the advantages provided by Podcast, such as easy access, time flexibility, and solutions to overcome students' internal problems to improve speaking skills, teachers can use a Podcast to support learning media to improve students' speaking skills. There is some evidence on the benefit of Podcasts for second language learning. One tool and innovation that can help students become more aware and proficient speakers is Podcasts.

Some previous study's has investigated that Podcast in education, especially in learning speaking, the first study is from Samad et al. (2017), stated on how Podcasts can guide students to enhance their speaking abilities. This research article aimed to establish whether or not using this Podcast improves students' speaking skills significantly. The results of these tests were then computed using statistical methods. According to the findings, the post-intervention point total was considerably more significant than the pre-invention score. The findings revealed that after undergoing treatment options, the students' performance in speaking skills improved markedly. As an outcome, Podcast media can be included in EFL class as an alternative platform for teaching English, especially in 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.

And the third study is from 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.

What presented in this previous study is, the researcher provided a presentation of the result of a structure assessment that uses calculation and uses a literature review on the development of students using Podcasts. The author of this study thought that the option or perceptions of EFL learners could shed light on whether Podcasts could help learn speaking and it can be a media for this skill.

This research uses a descriptive qualitative approach. Through exploring subjective experiences, and complex understandings, this research attempts to know more about experiences and challenges that may be overlooked by quantitative analysis. Based on previous related study, this study has similarity in the term of usefulness of Podcasts as learning media. The gap of this research is 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 and most of the previous studies used Podcast to learn listening skill, while this study used Podcast to learn speaking skill.

Therefore, this study aims to know the students' experiences and challenges in speaking skill by using Podcast, the students' responses regarding the use of Podcast as supporting learning media. Based on the background of this study, the researcher aims to find out the experiences and challenges of EFL students' speaking skill, especially using Podcast on the Spotify application. The researcher wants to explore whether it can be utilized to assist students in learning speaking skills. This research will be conducted in the eleventh grade students' of SMA Negeri 1 Grogol, Kediri.

B. Problems of the Research

1. How are the experiences of EFL students in using Podcast on Spotify application as media to learn speaking skills?
2. What are the challenges of EFL students in using Podcast on Spotify application as media to learn speaking skills?

C. Objectives of the Research

Based on the problems above, the objectives of this study are:

1. To find out the experiences of EFL students in using Podcast on Spotify application as media to learn speaking skills.
2. To find out the challenges of EFL students face in using Podcast on Spotify application as media to learn speaking skills.

D. Significance of the Study

The study is expected useful for:

1. Students

The researcher hopes to provide an alternative media to learn speaking. Podcast on the Spotify application as an audio platform may be a source to deepen the language skill especially in speaking, and the researcher hopes that the results of this study can improve their language skills. In other words, the purpose of this study is to tell students that Podcast could be a medium to learn speaking.

2. English Teachers

For English teachers, the result of this study is expected to be an insight in learning speaking because the media used are easily accessible and used in the learning process. Additionally, the researcher hopes this study will provide teachers with new alternatives into learning, especially in speaking classes. Furthermore, the result of this study also aims to convey students' experiences using Podcast when learning to speak.

3. Other Researchers

For other researchers conducting investigative research related to the research topic, this research study can be a reference for further research.

E. Definition of Key Terms

To avoid misunderstandings, the author gives definitions of the key terms related to this research material so that readers can understand the content.

1. Speaking

The capacity to carry on an efficient oral communication in a specific language is known as speaking abilities. This ability consists of multiple parts, such as vocabulary, accent, pronunciation, and fluency. Speaking skills require practice and exposure to language in a range of contexts, such as formal talks, presentations, and casual interactions.

2. Learning Media

Learning media is a medium or tool that can help in the teaching and learning process to clarify the meaning given in order to achieve effective and fast learning goals, because learning by using media that is useful in the classroom can build students' experience and involvement in their learning because it is likely that lessons will be more effective when using media.

3. Podcast

A Podcast is the process of combining various elements such as voice recordings, background music, narration, and sound effects into a single audio production that can be streamed or downloaded. This process requires careful planning to ensure the content produced is quality and informative for listeners.

4. Spotify

Spotify is a music program that features a wide variety of musical genres as well as Podcast in a number of different languages. This feature, which may drive students to learn new languages, is available to users for free. This

program will display the lyrics to the music even if it is playing in the background.

5. Students' Experiences

The term "student experiences" describes the range of engagements, exchanges, and occasions that students have while pursuing their education. These encounters have the potential to further their education-related learning and personal growth. Numerous elements, such as the educational setting, the caliber of instruction, the resources that are accessible, and the unique histories and traits of each student, have an impact on the experiences that they have.

6. Challenges in Learning Speaking

Challenges in speaking skills refer to the difficulties and obstacles that some individuals may face when attempting to communicate orally. These challenges can appear from a variety of factors and can affect the overall fluency and clarity of communication.