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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking

Speaking is a key of communication. It plays a very crucial part in people's daily life. Every aspect in our life is covered by speaking. According to J carles alderson (2004:9), speaking is either as interaction or a social and situation-based activity. It means that the participants need to negotiate meaning that contains the ideas, feeling and information. Among the four skills: listening, speaking, reading and writing, speaking is very important for the students in learning language because it is used to communicate with other people naturally in real time. It can improve students' pronunciation, grammatical structure, and vocabulary. Brown (2000:1) said that learning a foreign language is long and complex undertaking. It means that the students have to have good proficiency and hard effort in order to achieve it.

The successful speaking of students can be characterized by talking a lot, participation is even, motivation is high, and language is one of the acceptable levels. Brown (2004:141) said that there are five basic types of speaking or oral production. They are :



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- a. Imitative : It is someone interested only what is labeled by “Pronunciation”. She/ he imitates a native speaker’s pronunciation.
- b. Intensive : It is someone’s ability to gain the meaning of the conversation based on the context.
- c. Responsive : It refers to someone’s comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.
- d. Interactive : Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.
- e. Extensive (monologue) : Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

All five components above can sign how far students’ speaking proficiencies are. To achieve these speaking purposes we need to activate a range of appropriate expression. In other words, speaking is as the high measurement of successful students of language besides three skills that the students should master them at the end of their learning process; they are listening, reading and writing. In conclusion, speaking skill will play a large part in the overall competence.



### a. Speaking Ability

Students' speaking ability can be determined by their communication orally and their taking part in spoken language activities directly. According to Hughes (2002:119), draw out attention to the growing realization that processing in speech may differ from processing in writing in terms of cognitive functioning and cites work from speech pathology and memory in support. It means that the process of speaking is harder than writing in term of expressing ideas. It needs thinking directly while speaking. Besides, the speaker has to activate his/ her memory related to the topic discussed in time. As regard executive processes, in order to be able to speak a foreign language it is obviously necessary to encode syntactically and phonologically and to asses lexical form. (I.e. operate at the grammatical level in terms of phonology, lexis and syntax). So, the way of matching the entire component when someone is speaking can be said a successful speaker. However, in this era of modernization and globalization, the students as educated people need it to survive day to day life.

According to P. David Harris (1986: 81), students' speaking ability is a component attended by teacher. Many factors influence it. There are five elements used in speaking ability:

#### 1. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role too in speaking English skill. If students have

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many vocabularies, their speaking will be fluent and they are not confused again to produce many words because they have many vocabularies.

## 2. Grammar

Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. It means that when the people learn other language, they have to use natural grammar. Grammar cannot change and have to use like usual without adding other rules. Through grammar we will know when the activities done and knowing about the meaning of sentences. Grammar has an important role in English because by mastering grammar, students' ability in English such as reading, writing, listening, and speaking will be better. Grammar is common in both the written and spoken form of the language, so its existence has strongly needed in learning and teaching speaking skill.

## 3. Pronunciation

Pronunciation is the act of uttering with articulation. It means that when the people are uttering something with articulation called pronunciation. A good pronunciation can be known, if the people are right in articulation when they are communicating with other people. With good pronunciation, students can communicate with other and the message will be conveyed to listener.

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The concepts of pronunciation are stated as follows:

a. The sound of the language or phonology

Sound of the language or usually called phonology is useful to define the sounds. In this case, the students have to produce a good or clear sound rather the listener could catch the sound and could define the sound.

b. Stress and rhythm

To find a good pronunciation in pronouncing something and to make easy the listener understand the sound, the students have to know their stress and right rhythm. It means that when they want to speak with audience they have to give stress and a good rhythm. Therefore, the audience will understand what it is about.

c. Intonation

Intonation is an important aspect of the pronunciation of English because it can make misunderstand between one with other when they do some conversation. Intonation is the rises and falls in tone that make the tune of an utterance and it often makes a different meaning or implication.

4. Comprehension

Comprehension is the act of comprehending, containing, or comprising; inclusion. The capacity here refers to students' ability to make their speaking understood or comprehended easily or well by other students. Comprehension here is closely related to good

pronunciation, mastering grammar, having many vocabularies and fluency too. Some students are fluent to speak English, and have many vocabularies, but they mispronounce lots of words and cannot arrange a good sentence. It is impossible that other students who are listening can comprehend their speaking.

#### b. Teaching speaking

Hughes (2003:113) said that speaking skill is one component involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' ability in interacting success of the language and involving comprehension as well as production. The success of a teacher can be decided by the way of presenting the material whether the language is acceptable and easy to be understood by the students or not.

According to Nunan (2003:54-56) , there are five principles for teaching English. They are:

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.



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- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target language at their command to perform some kinds of oral task (Jeremy harmer, 1998:87). Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. According to Christina (1976:55), communicative competence is taken to be the objective of language teaching that is the production of speakers' competence to communicate in the target of language. Also, in this teaching speaking, the researcher teaches the students dealing with the students' text books and their prior knowledge added by supplement material that still correlate to syllabus by applying Podcasts media.

## 2. The Concept of Podcasts Media

### a. Definition of Podcasts Media

Podcasts is a multimedia digital file made available on the internet for downloading to a portable media player, computer or



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mobile device (Oxford Dictionary: 2013). Podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. Although audio programs have existed on the Web for a few years already, what makes podcasting unique is its capacity for “subscription”: through an RSS (Really Simple Syndication) feed, listeners can “subscribe” to their favorite podcasts. Their computer will then receive “alerts” when new episodes have been posted. Podcatcher software programs, such as iTunes, will even download the latest episodes automatically once the program is opened. In other words, instead of having to visit individual Websites regularly for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer.

In recent years, Internet audio has greatly increased in popularity (McCarty, 2005). One recent example of Internet audio, a podcast, is an audio file that anyone can create using a computer, microphone, and a software program. Once posted to the web, podcasts can be accessed, downloaded and played to a computer or MP3 player. The popularity of podcasts can be linked to their simplicity in creating, editing, publishing and listening to them. Another reason that could be attributed to their rising popularity, according to Tan and Mong (n.d.), is the “...increasingly widespread ownership of MP3 players and the





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relative ease with which individual podcasters can create and distribute files” (p. 2).

Harris Interactive (2007) reports that players are extremely popular among young adults, noting a marked increase among college students in particular. Due to the increased popularity of podcasts and ownership of MP3 devices, the use of podcasting has begun to find its way into educational settings. Podcasting is being used in a variety of ways in all levels and disciplines of education. More traditionally, it can be used to distribute lecture material. This material is available as a review (for those in class), or, if students or teachers are absent, a podcast can serve to distribute the missed information (Tavales & Skevoulis, 2006).

Podcasting can empower students by giving them opportunities to create and publish for a real audience (Stanley, 2006) and facilitate recording and distributing news broadcasts, developing brochures, creating or listening to teachers’ notes, recording lectures distributed directly to students’ MP3 players, recording meeting and conference notes, supporting student projects and interviews, and providing oral history archiving and on-demand distribution (Meng, 2005). More specific to language learning, podcasting has several theoretical underpinnings in second language acquisition (SLA) research. Swain and Lapkin (1995) recognize output as essential for second language learning.



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One strategy they suggest is having students listen to themselves as they edit their output, and then go back, listen again, and revise as necessary. They can also receive feedback from other students and their instructor. This type of approach could be quite useful in podcasting as it is easy to record, re-record and listen to various segments of a podcast. After students record podcasts, they can listen multiple times, edit their podcasts and comment on their classmates' recordings (see also Lord, 2008; Meng, 2005).

Although we know that the use of audio in education is far from a novelty, podcasting and MP3 devices have brought a newfound excitement to the classroom. Osaka Jogakuin College in Japan was the first school to provide iPods to incoming students. Podcasts downloaded to the iPods consisted of audio learning aids to help with the learning of English (McCarty, 2005). Podcasting trends can now be found in different parts of the world—many universities and colleges are embarking on projects using MP3 devices and podcasting in innovative ways.

The term “podcasting” was first mentioned by Hammersley in The guardian newspaper in a February 2004 article, along with other proposed names for the new medium. Since the iPod was introduced by Apple, podcasts have become very popular all around the world. A podcast is a type of digital media used to express one's ideas through a series of episodes of audio or video files that can be subscribed to and



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downloaded to computer or mobile device. Podcasts, like blogs, can be very personal or they can offer more general content and be the official voice of an organization. Generally, the more official podcasts are of higher quality and have more targeted audiences. Since it is difficult in Japan for teachers to give students an opportunity to listen to ‘real’ English, many students believe that they do not need English as long as they live in Japan.

Podcasts may be able to compensate for this lack of English exposure. Although a computer or some kind of mobile device is required, and students may not have easy access to them, teachers can use podcasts in class to introduce ‘real’ conversations engaged in by native English speakers. For those studying languages other than English, instructional podcasts are also available for students at all levels, either providing extensive listening content through stories or jokes, for example or more intensive and explicit instruction on grammar, pronunciation, or the use of phrasal verbs. In this report, several podcasts will be introduced that may be of interest to students and teachers of English and other foreign languages. Seattle Learning Academy’s American English Pronunciation Podcast is a podcast which offers weekly lessons covering many difficult English pronunciation issues that non-native English speakers and ESL students have.

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This podcast is created by Seattle Learning Academy, which is an English language school in Seattle, Washington, USA. Mandy, a teacher at the language school, is the narrator of this podcast. She aims to help students to communicate better and more clearly by teaching pronunciation and accent reduction. She provides not only the clear recording of the podcasts but also the transcripts of them on her website [[www.pronuncian.com](http://www.pronuncian.com)] so that listeners can follow the script while listening to make sure they understand what she is talking about. The website also offers hundreds of pronunciation lessons and thousands of American English sounds.

The episode “Special episode: Japanese speakers of English as a Second Language” gives a general idea of what sorts of English sounds Japanese learners struggle with. It introduces lessons (episodes) which may help Japanese learners pronounce *r* and *l* sounds, fricatives, glides, stops, and vowels. Although this episode is just an introduction, it presents each sound briefly and leads to several episodes that explain them in more detail. Furthermore, there are special episodes for Chinese and Spanish speakers of English which discuss the English sounds that they struggle with. Each episode will help Chinese and Spanish learners practice their weak points. English as a Second Language Podcast (ESL Podcast) provides various episodes related to second language acquisition. This podcast is run by a team of experienced English teachers with over 30 years of experience.

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Dr. Lucy Tse, from the University of Southern California, writes the scripts and story ideas for the podcasts, and Dr. Jeff McQuillan, also from the University of Southern California, reads the scripts and provides explanations for the listeners. By speaking slowly and using everyday phrases and expressions, they provide many sources of listening content that English learners can use to improve their English. The learning guides include full transcripts, vocabulary lists, sample sentences, and comprehension questions. It should help learners understand and learn about each episode in more detail, but just listening to the episodes would also benefit learners since they increase the learners' exposure to English and they, therefore, become used to listening to English.

In the podcast, you can find an episode for teachers. This episode is called "Using iPods and iTunes for Language Education." It is particularly made for teachers. Dr. Jeff McQuillan gives a presentation about what Language Education is about, and how Web 2.0 technology, such as iPods and iTunes can be used efficiently for Language Learning. Teachers can adapt this idea to their classroom and improve their way of teaching. In conclusion, ESL Podcast provides various tips for both learners and teachers in terms of the learning and teaching of English. Podcasting is very much a product of the twenty-first century. It was around 2004 that it started to become

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accessible to the general population. Prior to that it was predominantly known only to a small group of enthusiasts, often bloggers.

The story of the history of podcasting is very much a work in progress and can be tracked on Wikipedia as it is being written (and rewritten). As Brittain, Glowacki, Van Ittersum & Johnson (2006) say, “Podcasting is a new technology with an evolving definition. The term is generally considered to be derived from combining the words iPod and broadcasting. Podcasting involves making audio and video files available for download on a routine basis via subscription.”

However, it is not its specific technical capability that is attracting an increasing number of educators’ attention so much as what they envisage it can contribute to teaching and learning opportunities. When writing as one of the early observers of podcasting Dubber (2005) said, “The shift to digital and computer-mediated means of consumption and production, while not without its problems, has generated new possibilities for community and human interaction.” Podcasting has been viewed as a disruptive technology in education.

The power has shifted from the content being created and distributed by external agencies, to being in the hands of the individuals. For students, this means they can produce what they want to and distribute it how they want to. For the audience this means they can listen to it when they want to, where they want to and how they

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want to. Wes Fryer (2005) on his own podcast and in the show notes available on his web page notes that, “Under certain circumstances, podcasting can fundamentally transform the perceptions of students about school, their roles in the learning process, and the value of their daily activities shared via podcasts with a global as well as local audience. Podcasting can be used constructively as a disruptive technology in our quest for literacy.”

He lists five aspects of podcasting which make it disruptive: the ability to publish audio at will; the dramatic expansion of potential and authentic audience; the disintermediation of the traditional "RCA-casting" means of production; authentic audience and potential for interactive communication. These possibilities, often realities, have led Tavales & Skevoulis (2006) to note that “Podcasts are simple, effective, dynamic tools that will change the ways that students and educators interact in the classroom and in cyberspace.” Educators and students who are using podcasting frequently agree with this sentiment. (Dlott, 2007; Richardson,2006) With this technology available educators have the opportunity to completely rethink how they ‘do’ teaching and learning with students. As a relatively inexpensive, and uncomplicated, technology the potential for podcasting to bridge the digital divide (Wikipedia: this term refers to the gap between those people with effective access to digital and information technology, and those without access to it) has been

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recognised. Chan & Lee (2005 p65) say that, “ Podcasting provides a low-cost, low barrier tool for disseminating content across the Internet.” In contrast to multi-media authoring and digital video production, podcasting (particularly audio only) can be experienced as a much less threatening technology.

#### b. Steps of Podcasts Media

In implementing this media, They are eleven steps which are delivered by Charif Ben boulaïd:

1. Make sure to have a portable device e.g.: Mobile, mp3 reader, tablet, laptop or simply a regular desktop computer.
2. Download a podcast reader software that is compatible with the device (VLC, Winamp...etc.) and subscribe to the podcasts. The precise because every user either teacher or student must know exactly what content to download according to the desired searching criteria like: topic, theme, subject, idea that is going to meet their needs and expectations in terms of information, relevance and accuracy.
3. Reviewing carefully the downloaded podcast and select the keywords of the text, speech, conversation or discussion to help the user identify the words that are going to be learnt;



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4. Defining the term podcast and explain the usefulness of this new support to learners;
5. Print text material and distribute the papers and ask students to underline the misunderstood, difficult or new words;
6. Using dictionaries either paper-based or electronic ones to understand the meaning of the underlined words;
7. Ask students to write five examples with the newly learnt words;
8. Form peer groups and start a speaking activity using the same words.
9. Replay the same podcast and check if the students had a better understanding of the listening activity to enhance internalization and data recall process.
10. Prepare students for the next series of podcast by playing the next material once and see if they understood the context of what is being said.
11. Select the homework which consist of listening or watch a different podcast where English is the primary language.

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## B. Relevant Research

There are many researches which are relevant to this research. First the research was conducted by Syafarina entitled “The Effect of Group Work Strategy toward students’ interaction in Speaking Class at the Second Year Students of SMK Eka Tama Pekanbaru. She found there was no significant difference between the students’ interaction in speaking class before and after using group work strategy at the second grade of SMK Eka Tama Pekanbaru.

Second, the research entitled the use of Bamboo Dancing Technique to improve students’ Speaking ability at SMP Islam Sudirman Tenggara in 2012 was conducted by Era Wulan Sari. The type of her research was a Classroom Action Research. Her research was to find out students’ ability in speaking after being taught by using Bamboo Dancing technique, and whether there was any improvement of Bamboo Dancing technique toward ability in speaking at SMP Islam Sudirman Tenggara. She found there was a significant improvement of using Bamboo Dancing technique on students’ ability in speaking at SMP Islam Sudirman Tenggara. It can be seen from cycle 1 up to cycle 3. The oral test showed that there was decreasing on the students who did not pass in oral test. The rate of decreasing is about 85.18% to 66.66%. While the increasing of students’ score who passed the oral test was about 14.81% to 33.33%.

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### C. Operational Concept

In this operational concept, the researcher would like to explain briefly about variables of the research itself. There are two variables that are used. The first is Podcast media which refers to the teacher's technique in teaching speaking. The second is students' ability in speaking. Podcasts media is an independent variable and students' ability in speaking is a dependent variable. To operate the investigation on the variable, the researcher works based on the following indicators:

- a. The indicators of Podcast media are as follow:
  1. Make sure to have a portable device e.g.: Mobile, mp3 reader, tablet, laptop or simply a regular desktop computer.
  2. Download a podcast reader software that is compatible with the device (VLC, Winamp...etc.) and subscribe to the podcasts. The precise because every user either teacher or student must know exactly what content to download according to the desired searching criteria like: topic, theme, subject, idea that is going to meet their needs and expectations in terms of information, relevance and accuracy.
  3. Reviewing carefully the downloaded podcast and select the keywords of the text, speech, conversation or discussion to help the user identify the words that are going to be learnt;
  4. Defining the term podcast and explain the usefulness of this new support to learners;



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5. Print text material and distribute the papers and ask students to underline the misunderstood, difficult or new words;
  6. Using dictionaries either paper-based or electronic ones to understand the meaning of the underlined words;
  7. Ask students to write five examples with the newly learnt words;
  8. Form peer groups and start a speaking activity using the same words.
  9. Replay the same podcast and check if the students had a better understanding of the listening activity to enhance internalization and data recall process.
  10. Prepare students for the next series of podcast by playing the next material once and see if they understood the context of what is being said.
  11. Select the homework which consist of listening or watch a different podcast where English is the primary language.
- b. The indicators of students' ability in speaking are as follows:
1. The students are able to use an acceptable pronunciation.
  2. The students are able to speak English grammatically.
  3. The students are able to speak English by using proper vocabularies.
  4. The students are able to express and develop their ideas without any pausing in every sentence.
  5. The students are able to utilize the transitional words between clauses, sentences and ideas correctly.

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**D. Assumption and Hypotheses****1. Assumption**

In this research, the writer assumes that the students who were taught by using podcasts media help the students improve their ability in speaking.

**2. Hypotheses**

- a.  $H_0$ : There is no significant effect on students' speaking ability who are taught by using Podcasts media at Junior High School 2 Kampar Kiri tengah.
- b.  $H_a$ : There is a significant effect on students' speaking ability who are taught by using Podcasts media at Junior High School 2 Kampar Kiri tengah.