

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the author reviews previous studies, a number of relevant ideas, and the theoretical framework used.

A. Previous Study

There are several studies similar to this one. Here are some literature reviews of previous studies used by the author for comparison.

The first research was done by Suseno et al entitled Using Podcasts, Lexico-Grammatical Resources, and Videos With Descriptive Images to Improve Speaking Skills (2024). In their research, they asked students to learn material through video podcasts and then retell it to meet comprehension criteria, synchronising their input with real life. They then described pictures to improve their communication skills. This improvement occurred because they had access to authentic content and the opportunity to listen to and imitate the speech of native speakers.

The second study conducted by (Winata et al., 2024) entitled The Use of Podcasts as a Tool for Enhancing Listening and Speaking Skills in English Language Education at Seventh Grades of SMP Xaverius Maria Palembang. This study examined the effectiveness of using podcasts in improving listening and speaking skills among seventh grade students at SMP Xaverius Maria. The results showed that podcasts can be an effective tool for language learning, providing an engaging and authentic listening experience that can improve overall skill development.

The third study conducted by (Winata et al., 2024), entitled "The Use of Podcasts to Improve Students' Listening and Speaking Skills for EFL Learners," examines the impact of podcasts on students' listening and speaking skills in English language learning. The results demonstrated that the integration of technology has a positive effect on students and teachers. Students exhibited heightened motivation to develop their English skills, particularly in listening and speaking, through technological experiences. Additionally, they reported receiving a diverse range of instructions and engaging in a more dynamic learning environment.

The fourth study was conducted by Bella who examines the improvement of students' speaking skills after using podcasts as a learning medium (2022). This study discusses the implementation of podcasts in the teaching of speaking as well as students' responses to the use of the method. The results show that students find the use of podcasts more enjoyable than using conventional methods in the classroom.

The fifth study is (Ramli & Kurniawan, 2018) on the use of podcasts to improve the listening and speaking skills of English learners found that the use of podcasts was very helpful in creating classroom activities and the students seemed to be very motivated and interested in engaging in listening and speaking practices in class. Students were able to gather specific information from the podcasts and worked in groups to use the information to discuss some alternative solutions to the problems faced by the speakers in the podcasts.

This study has similarities with (Ramli & Kurniawan, 2018) on the use of podcasts to improve English learners' speaking skills, but the difference is that this study uses podcasts in the form of videos.

All the previous studies above used podcasts as a learning medium. However, no one has specifically utilised them to improve primary level English speaking skills. This research aims to fill that gap by exploring how podcasts can be used to improve basic spoken English skills among freshmen.

B. Some Pertinent Ideas

1. Spoken English Proficiency

a. Definition Of Speaking

Basically, everyone can master speaking skills, but only a few are able to speak so skilfully that they are able to attract the attention of their listeners. According to (Juni Sahla Nasution et al., 2024), speaking is a way for someone to convey their purpose or message to others through words, so that the message can be understood properly.

Here are the English proficiency levels based on the CEFR (Common European Framework of Reference for Languages), which is used globally to measure a person's language ability. These levels start from A1 (Beginner) for understanding basic phrases, A2 (Elementary) for everyday communication, B1 (Intermediate) for discussing general topics, B2 (Upper Intermediate) for fluency and understanding complex ideas, C1 (Advanced) for speaking effectively, and C2 (Proficient) for native-like fluency. In this study, the researchers will focus more on the level of beginners.

An individual's proficiency in speaking can be gauged by their capacity to engage in effective communication with the interlocutor (Juni Sahla Nasution et al., 2024). It can be reasonably deduced that the success of the learning process is more readily achieved when learners are actively involved in communication. In the context of education, speaking skills play an important role in supporting successful learning. Learners who are able to speak and discuss effectively tend to be more active in various activities, such as asking questions, explaining their understanding, expressing opinions, or engaging in dialogue with peers and educators.

Speaking represents one of the primary forms of language activity undertaken by humans following the act of listening (Juni Sahla Nasution et al., 2024). In general, speaking can be defined as the process of expressing ideas, thoughts, or feelings to others through spoken language so that the message can be understood. Consequently, the development of effective speaking abilities plays a pivotal role in enhancing one's communication skills, which in turn can facilitate success in a multitude of aspects of life.

From these three views, the researcher concludes that Speaking is a fundamental language activity that allows individuals to convey ideas, thoughts, or feelings through spoken language, enabling effective communication. While everyone can develop speaking skills, only a few master them to the extent of captivating their audience. Proficiency in speaking is essential for successful communication and plays a crucial role in education, where it supports active participation, such as asking questions, expressing opinions, and engaging in

dialogue. Strong speaking skills enhance communication abilities, which are vital for achieving success in various areas of life.

b. Components of speaking

Brown (2007) explains that there are five aspects of assessing speaking skills related to content, grammar, vocabulary, comprehension, pronunciation, and fluency.

1) Grammar

Grammar is fundamentally motivated by the desire to promote students' literacy development, in line with the communicative turn in mother tongue education (van Rijt & Coppen, 2021). It aims to ensure that language learning does not only focus on grammar rules, but also on students' ability to use language effectively in real contexts.

2) Vocabulary

Vocabulary is a dynamic aspect of language, constantly evolving due to changes in society and the environment (Rasulova & Shamuratova, 2021). This development indicates a change in communication needs, as new terms related to technology, culture, and global phenomena emerge.

3) Comprehension

Speaking comprehension, as explained by (Nes, 2016), is a perceptual process that involves direct meaning making. It is used to assess the extent to which students are able to respond to oral communication. Students need to have the skills to understand what the speaker is saying.

4) Pronunciation

Pronunciation is the way we say or pronounce English words correctly (Kustanti & Prihmayadi, 2017). The better our pronunciation, the easier it will be for others to understand what we are saying, and we will also find it easier to understand what others are saying.

5) Fluency

Fluency can be defined as the ability to speak words without requiring significant cognitive or mental effort. It indicates that one can speak fluently and naturally, without having to think too much about sentence structure or choose words. Fluency reflects a deep mastery of language, where one can focus on effective communication without being burdened by excessive thought processes.

Based on the background above, it can be posited that the evaluation of English-speaking ability is contingent upon three principal aspects: comprehension, pronunciation, and fluency. The role of comprehension is the ability to understand and respond to oral communication. Pronunciation is the ability to speak clearly and without impediment. Fluency is the ability to speak without any hesitation. These four aspects interact with each other to create effective communication in English.

c. Basic Spoken English

Basic spoken English should prioritise understanding the context in which language is used, such as everyday conversation, common expressions, and the introduction of basic sentence patterns (Jack C. Richards, 2015). This is important

so that learners can use the language naturally and appropriately in order to communicate effectively and clearly.

Basic Spoken English is a basic ability to communicate orally in English. These skills include understanding basic vocabulary, simple grammar, clear pronunciation and the ability to respond in everyday conversation. According to (Brown & Lee, 2007), speaking is a productive skill that requires a person to organise and communicate ideas directly and spontaneously. Therefore, this skill requires constant practice and confidence in composing the right sentences so that the message can be conveyed clearly and understood by the interlocutor.

Overall, mastery of basic spoken English depends on how well learners contextualize language use and structure their thoughts to convey oral messages clearly and succinctly. This depends upon practice of the speaking skill consistently with adequate use of strategies to make learners perform with confidence in a variety of situations.

d. Challenges faced by learners in developing spoken English language

The first challenges is pupils face in class is speaking anxiety. They can get reticent when they wish to speak in front of the class. They fear criticism and worry about making blunders (Leong & Ahmadi, n.d. 2017). They feel embarrassed by the other students' focus on them. Fear of mistakes, embarrassment, or lack of confidence can discourage students from speaking.

A lack of confidence in English is the next challenges for English language learners. Speaking in English can be difficult, especially for those who have a poor command of the language (Kashinathan & Abdul Aziz, 2021). Additionally, the

students are terrified of speaking English incorrectly. When they find it hard to explain their opinions in English, they would rather not use the target language and instead use their native tongue.

The third challenge is the insufficient use of technology, which hinders students' comprehension of English. Teachers often present language formulas and expressions without considering the appropriate context or situation (Putri & Sya, 2023). Additionally, there is a lack of practical application and interactive exercises. This limited engagement between teachers and students prevents the effective development of English language skills.

e. Importance of authentic listening and speaking proficiency in language acquisition

Listening and speaking skills rooted in authentic contexts are critical for language learning, as they serve as fundamental communication abilities that empower learners to engage effectively in real-life interactions (Nghi, 2023). The utilisation of authentic materials has been demonstrated to be an effective method for enhancing learners' listening abilities.

(Metruk, 2018) emphasised that listening to authentic materials, such as videos and podcasts, provides direct experience with language used in everyday life. This exposure helps learners understand variations in accent, intonation and expression that are often not found in simplified texts. Moreover, listening to authentic materials also plays a role in honing speaking skills, as learners can mimic and repeat expressions that are natural in real conversations.

The use of authentic materials in ESL/EFL classrooms has been shown to have several advantages. One of the benefits is that authentic materials expose learners to the use of language as it is used in everyday life, which tends to be more challenging and richer than the simplified language of textbooks (Nghị, 2023). Authentic materials therefore provide opportunities to practise language skills that are more natural and applicable.

According to the aforementioned viewpoints, real-world language usage including accents, intonation, and expressions—is introduced to students through authentic materials like podcasts and films, which improve language acquisition. By mimicking real-world communication patterns, this exposure enhances listening comprehension and aids in the development of natural speaking abilities. These materials are very successful in preparing students for interactions in the real world because they offer deeper and more useful linguistic input than simplified texts.

2. Language Learning Through Media

Media and the learning process have a close relationship in creating effective and efficient learning conditions (Yaumi, 2017). This means that the better the media is designed in accordance with learning needs, the more optimal the learning process and results will be. Conversely, lack of attention to media design that is tailored to learning objectives, materials, and methods will lead to less effective and efficient learning.

In language learning using media, it is crucial to have access to authentic materials. As explained by (W. A. Renandya, & Handoyo, P. 2021), authentic media provide opportunities for learners to listen and speak in contexts that are

more natural and relevant to everyday language use. This allows for more effective and natural language skill development, as learners are exposed to real and not simplified situations. The use of media such as videos, podcasts, mobile apps and social media platforms give learners the opportunity to interact with language in a more active and real-life relevant way. (Godwin-Jones, 2018) explained that digital media opens access to various forms of communication, including audio-visual content, which helps expand learners' understanding of language in a richer and deeper context. Media and the learning process have a close relationship in creating effective and efficient learning conditions. This means that the better the media is designed in accordance with learning needs, the more optimal the learning process and results will be. Conversely, lack of attention to media design that is tailored to learning objectives, materials, and methods will lead to less effective and efficient learning.

There are a lot of media that we can use in teaching learning to improve language skills, including films, podcasts, music, social media, language apps, electronic books, even games and simulations. In this study, the researcher will choose podcasts as the media to be used.

3. Podcasts In Language Learning

A. Definition of podcast

The use of podcasts has expanded to various fields, including the education sector. Podcasts are digital media in the form of audio files that can be downloaded, uploaded, and shared globally (Nisa, 2024). They typically address a range of subjects and can be accessed via various applications or websites. This platform

enables users to upload and disseminate their content on a global scale, facilitating the distribution of information or entertainment to audiences worldwide at any time and in any location.

The initial steps to implement podcasts in learning involve selecting a podcast that aligns with the students' language proficiency level. It is essential to ensure that the content is appropriate and engaging for their needs. The process concludes with pronunciation practice, where students repeatedly listen to and mimic selected sentences from the podcast to refine their speaking skills. In addition, language style is also very important in the selection of podcasts. In order to get students to listen to podcasts, speaking styles such as intonation, articulation, rhythm, pacing, diction, and the usage of proper sentences must be taken into account (Safira Ramadhani et al., 2023). By choosing an interesting podcast it can make students more interested in listening to podcasts.

Podcasts combine e-learning with various formats such as audio, video and text, which can replace the role of language labs, CDs, DVDs or radio tapes commonly used in classroom learning (Indahsari, 2020). These media make it easier for students to be more involved in the language learning process. In addition, podcasts not only provide access to multiple sources of language input, but also encourage students to interact with the target language by bringing authentic English experiences into the classroom.

According to (Ghefira Chairunnisa, 2021), podcasts are frequently identified as an exemplar of new media that has emerged as a consequence of

advances in digital technology and the Internet. This medium is notable for its flexibility, as it enables users to access audio content at their convenience, facilitating the selection of topics and listening times.

In light of the aforementioned theories, it can be posited that podcasts represent a flexible and accessible form of audio media, affording listeners the opportunity to enjoy the content at their convenience. With an ongoing serial format, podcasts serve not only as a source of information and entertainment, but also as an effective learning resource, particularly in the context of English language learning.

B. Application of English Podcasts in a Learning

English podcasts are a very useful tool for developing language skills. Through listening to podcasts, learners can improve their listening skills, increase their vocabulary, and understand the use of grammar in more natural situations. (Agarid & Nurzahra, 2018) indicates that podcasts are an effective tool for enhancing listening skills, offering flexibility, and fostering student engagement. When presented in an engaging and informative narrative format, the material can stimulate students' interest and encourage greater involvement in the learning process.

Meanwhile, (Priyatmojo et al., 2022) highlighted that in higher education, podcasts can be integrated into blended learning environments, supporting a variety of subjects and learning skills. Podcasts not only add diversity to learning materials but also contribute to the development of essential skills such as active listening and speaking. Therefore, incorporating podcasts into blended learning models not

only creates a more interactive learning experience but also equips students with the skills needed to face the challenges of an increasingly digital workforce.

In addition to serving as a tool for students to be exposed to English, there are several other reasons why podcasts can be utilized as a medium to enhance English-speaking skills. (Yoestara & Putri, 2019) explained that podcasts offer various advantages in learning English, including providing access to authentic materials, supporting independent learning, boosting students' confidence in communication, and encouraging more active learning.

From these various explanations, podcasts are an effective learning tool for improving listening and speaking skills, promoting flexibility and engagement, and offering benefits like exposure to authentic materials, support for independent learning, increased confidence in communication, and encouragement of active learning.

This study will use video podcasts from the Speak English Podcast YouTube channel as its main medium. The channel presents a variety of learning content designed to help develop English speaking skills, especially for beginners. The material on offer includes interactive dialogues, pronunciation guides and examples of the use of English in everyday situations. One of the main attractions of the Speak English podcast is its dynamic and interactive delivery, combining audio and visual elements. With visual support, learners can not only understand intonation and pronunciation, but also observe facial expressions, gestures and the context of the communication situation. This combination creates a more immersive learning experience than audio-only podcasts.

Video podcasts from the Speak English Podcast are used as the primary learning medium to improve basic English speaking skills. Learning activities include listening to the material, observing the dialogue and imitating the pronunciation presented. Students will also engage in podcast-based exercises designed to encourage active participation through discussion and simulated conversation. The reason for the researcher's choice of media is that the Speak English podcast channel was chosen for the suitability of its material for the purpose of the study, which was to develop basic speaking skills. The channel offers a wide range of topics, from everyday conversations to common communication situations, making it suitable for beginners. In addition, its availability on the YouTube platform provides easy access for students to learn anytime, anywhere.

4. Advantages Of Podcast For Speaking English Skills

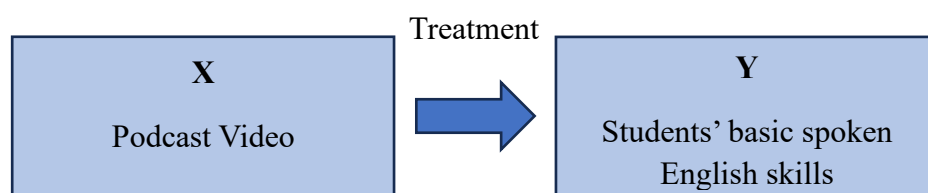
Podcasts often offer topic-specific discussions, giving learners the opportunity to recognise new vocabulary and phrases that fit the theme. Based on (Ramos Idrovo, 2019) research, listening to podcasts helps learners enrich their active and passive vocabulary, especially through repeated exposure in specific contexts. In addition, podcasts are a means to learn idiomatic phrases, which are rarely found in textbooks, but are essential to improve natural speaking fluency.

Podcasts are often listened to while doing various multitasking activities, such as working, writing, exercising, or on the way to work or school (Laila, 2020). This makes podcasts a very flexible and practical medium, as they can be adapted to the user's schedule and daily routine.

The use of podcasts in education offers significant benefits for students, particularly in enhancing their English language proficiency, with a strong emphasis on speaking skills (Anita et al., 2023). Through practice with podcasts, learners are exposed to accurate pronunciation, natural intonation, and the rhythm of fluent or native speakers, allowing them to develop better speaking abilities and overall communication skills.

Based on the different opinions presented, it can be concluded that podcasts offer a variety of interesting topics that can increase students' motivation to learn. In addition, podcasts also help students to enrich their vocabulary and understand how the language is used in a more real context. With consistent practice and optimal use of these media, students' ability to speak English can improve significantly.

C. Conceptual Framework



This research project examines the efficacy of utilizing a fundamental English course to enhance students' communicative abilities through the medium of video podcasts. It is anticipated that students who undertake this course will enhance their speaking abilities, encompassing fluency, pronunciation, and vocabulary. Video podcasts are employed as a pedagogical instrument to illustrate conversational models that students can emulate. The anticipated outcome is an

enhancement in students' speaking abilities. However, it is plausible that podcasts may not always prove efficacious, contingent on factors such as student engagement or the suitability of the podcast material to their learning needs.

D. Hypotesis

Based on theoretical framework above, the hypotheses proposed in this research are:

1. Null hypothesis (H_0): Podcasts is not effective used in improving students' basic spoken English skills.
2. Alternative hypothesis (H_1): Podcasts is effective used in improving students' basic spoken English skills.

The significance improvement can be seen while the result of statistical analysis was higher than α or standart of significance 5% ($>0,05$).