

**THE IMPACT OF USING PODCAST AS A MEDIUM TO IMPROVE
STUDENTS' SPEAKING SKILL**

(Quasi Experimental Research on the 10th Graders of SMK SBI Grobogan in the
Academic Year 2022/2023)

FINAL PROJECT

Presented as Partial Fulfillment of the Requirements to Obtain the Bachelor
Degree in English Education



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PAGE OF APPROVAL

A Final Project entitled

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Has been approved by the advisor and to be continued by the Board of Examiners

Semarang, 22 February 2023

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PAGE OF VALIDATION

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(A Case of the 10th Graders of SMK SBI Grobogan)

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STATEMENT OF ORIGINALITY

Hereby, I honestly declared that the undergraduate final project that I wrote does not contain the works of other people, except those mentioned in the quotation and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanctions in the form of revocation of my paper and my degree obtained from that paper.



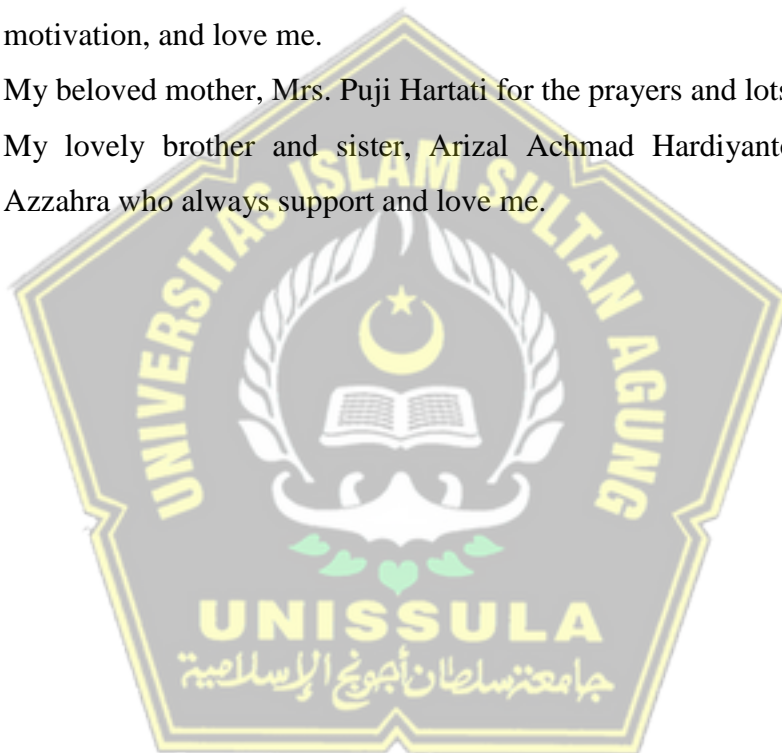
MOTTO AND DEDICATION

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.”

- Christian D. Larson

This final project is dedicated with affection, love, and gratitude to :

- My beloved father, Mr. Robain for always giving me the supports, motivation, and love me.
- My beloved mother, Mrs. Puji Hartati for the prayers and lots of affection.
- My lovely brother and sister, Arizal Achmad Hardiyantoro and Tyas Azzahra who always support and love me.



ABSTRACT

Hidayah, Isna Annida. (2023). The Impact of Using Podcast As a Medium to Improve Students' Speaking Skill. *A Final Project*, English Department, Faculty of Language and Communication, Universitas Islam Sultan Agung Semarang. Advisor : Choiril Anwar, S.Pd., M.Pd.

The objective of this final project was to determine whether true or not the use of podcast is effective to improve the 10th Graders skill in speaking of SMK SBI Grobogan. The study's design was a quasi experimental research and the methodology was a quantitative. The tenth graders of SMK Islam SBI Grobogan was the population of this study, and the sample of this study consisted of 29 students of X TKJ A as an experimental class and 29 students of X TKJ B as the control class. The content validity was used in this study. The validation of this by asking the English teacher and lecturer to be the expert judgments to validate the instruments. This study also used Cronbach Alpha Formula to measure the reliability. SPSS 25 was utilized in this study to consider the speaking test data. Speaking test was used as the tool in this study's data collection. The findings of this study revealed that the experimental class's pre- test mean score was 60.41 and the control class's pre- test mean score was 62.75. After receiving the treatment the experimental class's post test mean score was 77.37 compared to the control group's score was 71.72. The analysis's findings indicated that there was a considerable disparate. The t- test formula was used to assess the data. The outcome of the Independent sample test of post-test was $0.010 < 0.05$ (2-tailed). It can be conclude that H_0 is rejected whereas H_a is accepted. Therefore, the analysis's findings podcasts is effective as medium for helping students develop theirspeaking skill.

Keywords: *Podcast, Speaking.*

INTISARI

Hidayah, Isna Annida. (2023). Dampak Penggunaan Podcast sebagai Media Untuk Meningkatkan Keterampilan Berbicara Siswa (Kasus Siswa Kelas X SMK SBI Grobogan). Skripsi, Jurusan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Pembimbing : Choiril Anwar, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apakah benar atau tidak podcast efektif untuk meningkatkan keterampilan berbicara siswa kelas 10 SMK SBI Grobogan. Jenis penelitian ini adalah penelitian eksperimen semu dan metodologi yang digunakan adalah kuantitatif. Populasi penelitian ini adalah siswa kelas X SMK SBI Grobogan, dan sampel penelitian ini terdiri dari 29 siswa X TKJ A sebagai kelas Eksperimen, dan 29 siswa X TKJ B sebagai kelas kontrol. Validitas isi digunakan dalam penelitian ini. Validasi dilakukan dengan meminta guru bahasa Inggris dan dosen menjadi *expert judgment* untuk memvalidasi instrumen. Penelitian ini juga menggunakan rumus Cronbach Alpha untuk mengukur reliabilitas. SPSS 25 digunakan dalam penelitian ini untuk menganalisis data tes berbicara. Tes berbicara digunakan sebagai alat pengumpulan data penelitian ini. Hasil penelitian ini mengungkapkan bahwa nilai rata-rata pre- test kelas eksperimen adalah 60,41 dan nilai rata-rata pre-test kelas kontrol adalah 62,75. Setelah mendapatkan perlakuan nilai rata-rata post-test kelas eksperimen adalah 77,37 dibandingkan dengan nilai kelas kontrol adalah 71,72. Hasil analisis menunjukkan bahwa ada perbedaan yang cukup signifikansi. Rumus t-test digunakan untuk menilai data. Hasil uji Independent sample post-test adalah $0,010 < 0,05$ (2-tailed). Dapat disimpulkan bahwa H_0 ditolak sedangkan H_a diterima. Oleh karena itu, hasil analisis efektif sebagai media untuk membantu siswa mengembangkan keterampilan berbicara mereka.

Kata kunci: Podcast, Berbicara.

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Assalamu'alaikum Wr. Wb.

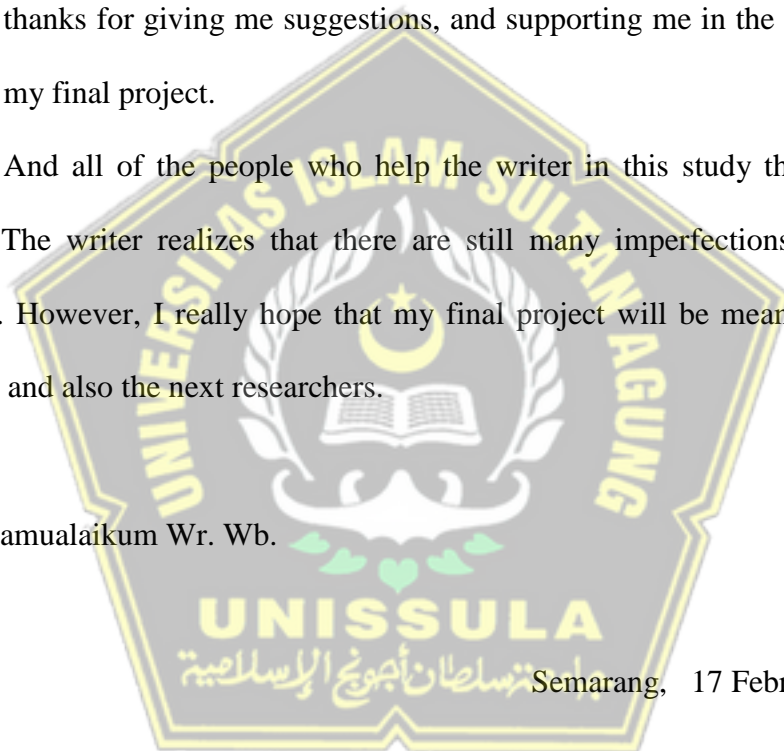
Alhamdulillah rabbi'l'amin. Praise and gratitude we pray to Allah SWT, the researcher finally could finish the final project. Peace and salutation be upon the prophet Muhammad SAW who has guided us from the darkness to the brightness. With great respect, I would like to say her gratitude to the following people:

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Semarang, 17 February 2023

Isna Annida Hidayah
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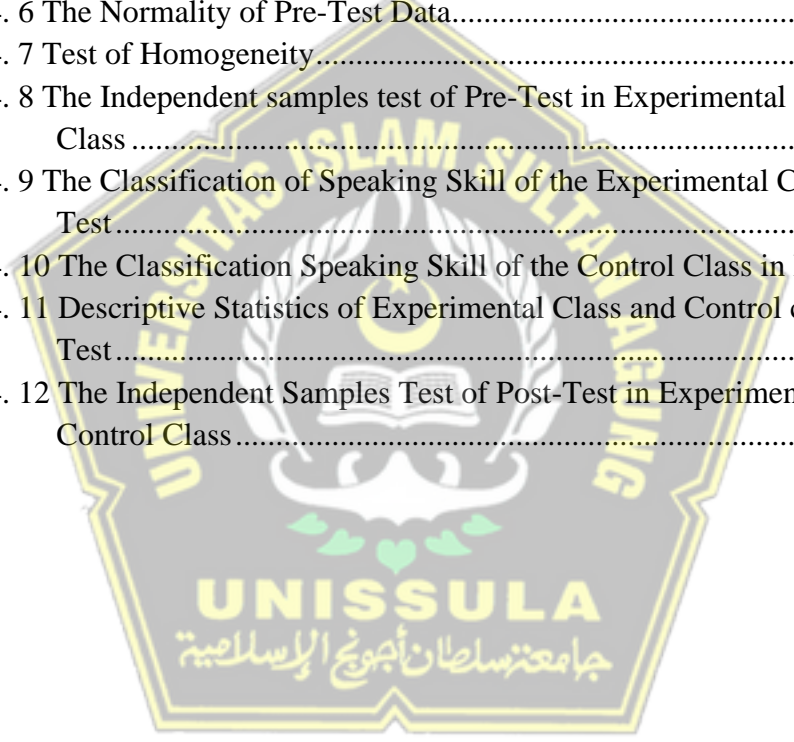
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CHAPTER I

INTRODUCTION

The points explained in this first chapter are the background of the study, the reason for choosing the topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of the key terms and the organization of the study.

1.1 Background of the Study

A language is communication device that has an significant part to tell an intention to others. People will apply it to get the communication on daily. Language also serves to express yourself. English is an international language. In Indonesia, English is used as a foreign language (EFL). Proficiency of foreign languages is very important and required to make it easier for people to communicate with other internationally.

To improve English language skill, there are four skill that can be learned. They include speaking, reading, writing, and speaking skills. We use speaking skill to communicate. According to Alfa (2020), speaking is an oral communication technique where a person uses language and expresses his ideas, feelings, and thoughts. Improving speaking skills in English is a basic skill that must be mastered. On the other hand, proficiency in English is also required, especially in the current era of globalization. The researcher concentrate on speaking aspect because speaking is an important aspect in teaching English to learn intercultural relations through language, especially for high school students.

Considering the researcher's findings, most the students have trouble communicating. The students face difficulties when communicating. A number of factors contribute to students' difficulty speaking, including their lack of drive, lack of confidence, lack of knowledge of the English language and inefficient teaching strategies. (Al-Sobhi & Preece, 2018). With these various factors, that is challenging to educate high school to master speaking skill. Podcast can be an alternative way that might help students to deliver good speaking.

According to Yoestara and Putri (2019), using podcasts is effective to increase students' listening and speaking skill, as it make offer entry to genuine materials, assist autonomous study, boost language confidence, and encourage active learning. Podcast is a recorded audio/ video that is posted to websites and various digital platform like youtube and spotify, where website users can download it. MP3/MP4 compatible devices, such as PC and smart phone, can play podcasts (Bustari et al, 2017).

Considering the reasons that explained, The impact of using podcasts as a medium to improve students' speaking skill is something the researcher would want to investigate. Hopefully, this study's findings can be recommendations for successful teaching speaking in the future.

1.2 Reason for Choosing the Topic

The researcher have some several reasons for choosing the topic as follows :

1. Speaking is a basic skill that must be mastered and in the age of globalization, speaking is an extremely valuable skill. Therefore, teacher needs to provide the good media to educate speaking skill
2. One of the widely used in nowadays is podcast. Podcasts are found on various digital platforms that can be easily downloaded by students, it can help students speak more easily and confidently.
3. To speak in public, several students were not confident.

1.3 Research Question

The researcher had a problem that was going to be answer the question “Is podcast effective to improve the 10th grader students’ speaking skill of SMK SBI Grobogan in the academic year 2022/2023?”

1.4 Objective of the study

The objective of the study was to determine whether or not podcast as a media is effective to improve students’ speaking skill on the 10th grader students of SMK SBI Grobogan in the academic year 2022/2023)

1.5 Limitation of the Study

The researcher focuses on the impact of using podcast to improve the 10th grader students speaking skill of SMK SBI Grobogan.

1.6 Hypothesis

According to Lolang (2015), the hypotheses divided into two types. The null hypothesis and the hypothesis. No phrases "no influence" and "no relationship"

are not used to characterize the hypothesis. The null hypothesis is the polar opposite of the alternative hypothesis. The alternative hypothesis can be adopted if the null hypothesis is not proven. Considering the definition above, the hypotheses are:

Ho : There is no significant difference in students' speaking performance's mean score between students who use podcast and those who do not use podcast.

Ha : There is a significant difference in students' speaking performance's mean score between students who use podcast and those who do not use podcast.

1.7 Significance of the study

The research has two significances study as follows:

1. Pedagogical Significance

Hopefully, this research is expected to give input the educational field concentrating in particular on the use of podcast as a technique for improving speaking skill. Additionally, this research would show the teachers at SMK SBI Grobogan about the impact of using podcast as a media to improve students speaking skill.

2. Practical Significance

a. For teachers

The study's findings can inspire teachers at school to use a variety of speaking teaching techniques using podcast in teaching learning process.

b. Students

The researchers hope this study can make students speaking skill by using podcast as a media of learning English. They were expected to feel easier and more confident to learn with this technique.

1.8 Definition of Key Terms

a. Podcast

According to Bustari et al. (2017), Uploaded to a website for free download, a podcast is a recorded audio or video file.

b. Speaking

Sihotang et al. (2021) declared, speaking is the act of communicating verbally. Through speaking, based on early observations of the people in the area, the demand to communicate with the environment is still lacking in terms of speaking skill.

1.9 Organization of the study

In this final project consists of five chapters, as follows Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter I presents the background of the study, reason for choosing topic, research question, objective of the study, limitation of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II is review of related literature, which consist of definition of podcast, definition of speaking skill, and review of the previous study.

Chapter III describes method which contains the design of the study, the participants of the study, the instrument of the study, the validity of the instruments, reliability of instrument, data collecting procedure, and data analysis.

Chapter IV describes finding and discussion. This chapter explains the description of data and analysis of data.

Chapter V is the conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents of review of related study, which consist of some points they were Speaking and Podcast method in language educating, speaking skill, and review of the previous study.

2.1 Speaking

This sub- chapter explained the definition of speaking, the nature of speaking, the aspects of speaking, types of speaking, teaching speaking, reason for teaching speaking, and the goal of teaching speaking.

2.1.1 Definition of Speaking

Efrizal (2012) defines that speech is a speaking created by the people and the aim to be understood, and that listeners analyze this speech to understand the speaker's intention. While Sihotang et al. (2021) define that speaking refers to the capacity to transmit ideas orally. It is the act of doing so that satisfies the urge to interact with other people in the immediate context. Speaking ability is still lacking in this environment.

Argawati (2014) states that speaking is a tool used by people to interact with other. Speaking calls for learners to understand not just linguistic proficiency in areas including vocabulary, pronunciation, and grammar, as well as sociolinguistic competence like knowing why, when, and how to talk (Khorashadyzadeh, 2014) .

Therefore, the researcher makes a conclusion that speaking is a process in producing language in sharing their ideas. People can share their thought and desires. Speaking skill also the key to creating good and fluency communication.

2.2 The Nature of Speaking

Speaking is an integrated process that involves both the creation and receipt of knowledge. Everyone is talking because they live a society that needs interaction with each other. The speaking skill of a individual is usually judged during a face- to face contact in real time between a speaker and a candidate Ahmed and Alamin (2014). During class, the teacher can directly measure students' speaking skill by engaging them in conversation

2.3 The Aspects of Speaking

Duong (2014) states that the five components of speaking that are most often thought of, those are:

2.3.1 Pronunciation

Amini et al. (2017) says that people can speak with an accent if they use proper pronunciation. When the message is delivered, the people' mispronunciation will cause the meaning to be unclear.

Yudar et al. (2020) state in second language acquisition, pronunciation is an important but frequently overlooked subfield. Pronunciation teaches students how to better understand native speakers, as well as how to communicate with others, particularly native English speakers. Students' capacity to hear spoken language improves as they learn about pronunciation. When the speaker's

pronunciation is well-understood, the listeners can understand him even if he makes a mistake in another language area.

Therefore, the researcher concludes that that understanding the characteristics of pronunciation can aid in the processing of language by others. Listening to what the language user is saying is the described process. Users of a language have requirements to pronounce correctly employing intonation, stress, and tones in words.

2.3.2 Grammar

According to Muhsin (2015), the components that should be included in speaking is grammar. The participant will know the time, the word order, and the structure of something you just said using grammar. To speak English fluently, learners must understand the proper rules for speaking English, often known as grammar competence. This demonstrates that grammar and speaking skills are inextricably linked.

2.3.3 Vocabulary

According to Dewi and Jimmi (2018), the most crucial ingredient in building a language is vocabulary, which is one component of linguistic knowledge. Also, vocabulary mastery has been proven to be a highly accurate indicator of total language proficiency. The biggest issue with producing sentences is a lack of vocabulary, especially for students in earlier levels. Because they don't have enough words, they have fewer resources for building sentences, even fundamental speaking. Furthermore, even if they are confident and eager

about learning languages, a lack of vocabulary may prohibit them from communicating fluently and slowing down in interactions.

2.3.4 Fluency

Namaziandost et al. (2020) state that speaking fluency is also crucial in communication because it provide a speaker to speak continuously speech without complex for listeners and to keep communicating ideas.

2.3.5 Accuracy

Kuśnierek (2015) claims that accuracy refers to the ability to comprehend words that are precise in structure, grammar, and better at capturing the meaning of the message language with a low error rate and minimal hesitation in engagement. Sure, accuracy leaves an impact on others about how he delivered the word.

2.4 Types of Speaking

Brown and Abeywickrama (2010) describes five fundamental types of speaking as follow

a. Emulative

The ability to just repeat back (emulative) a word, phrase, or possibly a sentence is the simplest form of speaking performance.

b. Intensive

The ability to produce spoken language in brief bursts in order to demonstrate expertise in small groupings of grammar and phrases. This skill involves understanding how intonation, stress, rhythm, and time relate to phonological, grammatical, phrasal, or lexical connections.

c. Active

Communication and understanding tests are available, although they are limited to extremely brief dialogues, traditional greetings and small talk, straightforward requests, and similar things.

d. Interaction

Two different types forms: Interpersonal language is used to exchange social ties, while transactional language is used to exchange specific information

e. Comprehensive

For longer jobs, language style is often more intentional and formal, although we can't ignore certain informal monologues, like casually delivered speech.

There are only two types of students' speaking skill that researcher focus on, there are responsive and interactive.

2.5 Teaching Speaking

This sub – chapter consist of explanation of teaching speaking, reasons for teaching speaking, and the goal of teaching speaking.

2.5.1 What is “Teaching Speaking”?

According to Arung (2016), one of the steps in enhancing one's speaking ability is to teach them how to speak. Teaching students how to pronounce the language is a good place to start when it comes to repairing their speaking ability. Then, without fear of making mistakes, ask them to practice it with other English

learners. Until children are compelled to use and perform spoken language, the teacher should be able to urge them to pronounce some noises.

In addition Kayi (2006) explains that teaching speaking entails instructing students on how to:

- a. make English language sounds and rhythms,
- b. employ second language rhythm, intonation patterns, word and phrase emphasis
- c. take acceptable phrases and word for the situation, listener, and subject matter in the appropriate social setting,
- d. establish their thought in a sensible and relevant sequence,
- e. employ language to express values and judgments,
- f. fluency is defined as a skill to speak a language swiftly and positively with few artificial pauses.

From the context of teaching speaking, the teacher must consider a number of crucial factors, including generating intonation, sentences, stress, and rhythm. They make noises that have meaning because they have to come from the intellect logically.

2.5.2 Reason for Teaching Speaking

Bahardovar (2014) defines there are several reasons to teach speaking in class:

- a. The significant part of education and teaching English is speaking.
- b. The priority for many foreign language learners is to perfect their English speaking skill.

- c. Our students usually gauge the effectiveness of their English course and how much they think their speaking competency has increased, as well as their progress in learning a new language.
- d. In today's EFL/ESL classes, oral skills are rarely overlooked.

2.5.3 The Goal of Teaching Speaking

Effective and fluent communication is the goal of training speaking skills. It's the idea that students must to better communicate with others by utilizing all of their skills. They should consider ways to avoid misunderstanding when communicating, such as vocabulary and grammar.

2.6 Podcast

This sub-chapter explained the definition of podcast, reason for using podcast, and the advantages of using podcast.

2.6.1 The Definition of Podcast

There are some explanations about the definition of podcast as follows:

According to Prasetya and Nuraeni (2021), a podcast is a relatively new medium that has piqued the interest of educators in recent years. There have been many technologies developed, and one of them that gives language learning content is the podcast. Furthermore, in the discrepancies filed, different experts specified the notion of podcasts.

According to Abdulrahman et al. (2018), podcast give listeners complete freedom to select and listen to their favorite channel at their leisure. Podcasts are different from other audios in that they are supplied online automatically via a website. Podcasts make use of speech, which is the most powerful weapon for

rapidly connecting with an audience. As a result, a podcast is a collection of sound recordings that provide complete educational content to help the user become a more advanced student.

According to Ramli (2017), students can learn whenever they want, and at their own pace and direction. Moreover, he stated that podcast may be downloaded, copied, shared, and even modified in real time, giving learners more control over their learning.

Researcher concludes that podcast are a relatively new media alternative that can give listeners complete freedom to choose and listen to their favorite programs that can be downloaded freely. Podcast also allow students to study anytime and anywhere. By using podcast students can learn easily and fun.

2.6.2 Reason for Using Podcast

The reasons why teachers should apply podcast as a method in educating speaking. Those are:

- a. Podcasts can be downloaded, these audios assist students in becoming more accustomed to the intended language, and they can be used in the classroom by teachers for tasks like discussions.
- b. Students use their smartphone to listen to their favorite music. Similarly, kids receive their knowledge through entertainment.
- c. Students and teachers can use podcasts to communicate material with anybody at any time. Students who are unable to attend can access missed lectures and download podcasts of recorded lessons.

2.6.3 The Advantages of Using Podcast

Podcast are a type of media that are used to help in the teaching of language skill. Ramli (2017), explains podcast also improve learners' listening skills, as well as different language constituent, according to the researchers include speaking, pronunciation, vocabulary, gramma. According to Sze (2007), the following are some of the benefits of using podcasts to improve speaking ability:

- a. Students' motivation and self-assurance. It can build learning simpler, quickly, and still appealing to students.
- b. Improve accuracy of students' pronunciation
- c. Assign different tasks or listen to different podcasts depending on the students' abilities.
- d. E-learning can assist in teaching a huge class.

Wulan et al. (2021) explains some of the advantages of using podcasts in learning to speak, such as improving pronunciation, increasing motivation to practice speaking, and increasing confidence in speaking English. Furthermore, podcasts make learning to speak a very safe time for students because they can be utilized whenever they want and are appropriate for contemporary scenarios that demand students to learn at home. Podcasts are very simple to use and comprehend.

2.7 Review of the Previous Study

Topic research which has been taken by many researchers is teaching speaking, one of the well know improving students speaking skill is using podcast

as a media. Therefore, some researchers begin to have research on it. There are have been previous studies about podcast to improve speaking skill.

First research is from Bustari et al. (2017) , the research is about “The use of podcast in improving students’ speaking skill” . The aim of this study to determine if using podcast has significantly improved the students’ speaking skill. 30 students of class XI IS 3 was the sample of this study. The type of this study is pre experimental using pre-test and posttest, and required in the form of oral tests. The research’s findings evidence suggests that participants score 64 on the pre-test and 84 on the post test. It can be achieved that the student’s post test score was higher than the students pretest score. By those reason, using podcast as a media can improve the student’s speaking skill.

Second research is from Ramli (2017), with the title “The use of podcast to improve students’ listening and speaking skills for EFL learners”. The purpose of this study to determine of using podcast as a media to improve the students’ listening and speaking skills. Quantitative data analysis was applied and used with pre- test and post- test. Elements of the podcast that the students would listen to were provided by the researcher. A textbook was used for the pre- test and a podcast for the post- test. In the pre- test, students must to read the lectures from the textbook. In the post- test, they had to listen to the podcast and summarize what they had heard. Pre- test score was lower than post- test score, which was a noteworthy consequence of this investigation. The researcher came to the conclusion that because podcasts are audio, they are more appealing and

successful in this global period as a medium for enhancing English skills, particularly speaking skills.

Third research is from Prasetya and Nuraeni (2021) entitled “ The use of podcast to promote students’ speaking ability in online learning at the covid pandemic 19”. This study focused to determine what can podcasts do to improve speaking ability, and how may podcast be used in online EFL courses during the COVID-19 pandemic. The method used in this study was classroom action research. 3 males and 3 females from the 11th grade made up the study’s sample of 6 participants. The study’s conclusions suggest that students can develop their communication skills by listening to podcast. Successful students are more motivated and interested in developing their communication skills. Less effective students tend to lack some passion and motivation. Given the reasons, it is clear that using podcast improved the students’ speaking scores. And therefore it may be said that teaching using podcast can support students in improving their communication skill.

Based on some previous studies, the purpose of comparing those three earlier research with this one is to determine how using podcast as a medium might help students become more fluent communicators. The sort of research for the first researcher in the previous study is comparable to this research in that it is an experimental research. The sample object for the first and third previous studies is for high school students in the eleventh grade. The use of pre- test and post-test as a treatment is comparable in the first and second studies. Next, compared to all the previous studies, there are some difference. Firstly, the third

of previous studies use classroom action research as a method, and this study used experimental method. Second, the sample of the third previous studies with the 6 participants that consist 3 of females and 3 of males. While this study used two classes of the tenth grade at X TKJ A as an experimental group and the X TKJ B as a control group.



CHAPTER III

RESEARCH METHOD

This chapter consists of the research method. They are research design, subject of the study, variable of the study, instrument of the study, validity and reliability, procedure of the study, and data analysis.

3.1 Research Design

To conduct this study, the study's researcher used quasi- experimental research methods. Any research that uses a scientific method and keeps one set of variables fixed while measuring the other set as the experiment's subject was considered experimental. Experimental method is a research strategy applied to ascertain whether changes are beneficial (Azid et al., 2020)

As Creswell (2012) states, the primary goal of the experimental design is to determine how a treatment or intervention affects the outcome while controlling any other variables that could have a negative impact on the outcome. The researcher employed a quasi-experimental design with pre- and post- test that included the experimental and control class. While the control class was received instruction from a textbook, the experimental group was collected it by podcast video. The pre and post- test would be given to both of them. The design in this study can be seen as follows:

O ₁	X	O ₂
O ₃	-	O ₄

O₁: Pre- test before treatment is given to the experimental class

O₂: Post- test after treatment is given to the experimental class

O₃: Pre- test in the control class

O₄: Post- test in the control class

X: Treatment for experimental class

- : Without treatment

(Yunus, 2010).

3.2 Subject of the Study

The characteristic or quality of a person, thing, or action that has particular variables that are planned to be examined and concluded serves as the research subject (Sugiyono, 2011). The students of SMK SBI Grobogan were the subject of this study. The researcher provided more details about the research topic as well as specific information about the participants in the following sub chapter.

3.2.1 Population

Population refers to all of the persons or units that make up a group data are not currently available for every member of a population (Hanlon & Larget, 2011). The tenth graders of SMK SBI Grobogan was the population in this study. It consists of five classes and every class has 30 students.

3.2.2 Sample

According to Arikunto (2006), a small portion of the population was studied by the sample. The sample was chosen by the researcher by random sampling. As a sample, the researcher picked class X TKJ A as an experimental class and class X TKJ B as the control class.

3.3 Variable of the Study

Arikunto (2010) states variable are things that were the focus of the research or were used as objects. There were two factors in this study. Independent variable (x) and dependent variable were present (y).

1. Independent variable is one that impact, contributes to, or results in the development of the dependent variable (Arikunto, 2010). Podcast was used as the study's independent variable.

2. Dependent variable is one that is impacted by or developed as a result of the independent variable (Arikunto, 2010). The students' speaking skill served as the study's dependent variable.

3.4 Instrument of the Study

The validity of the data collected in a research study is significantly impacted by the instrument's reliability. Arikunto (2006) explains, a research instrument is a tool used by researchers to gather information so they can operate more efficiently and provide speaking better results. Pre- and post-test of the research instrument were used in this study.

3.4.1 Pre-test and Post-test

Brown (2004) states a test is a tool for evaluating someone's skill, awareness or showing in a doing something. This study, the test's purpose was intended to determine the impact of using podcast to improve students' speaking skill.

There were two speaking tests implemented: pre- and post- test. Before beginning treatment, a pre-test was given to students to evaluate their speaking

ability before the treatment of using podcast to the experimental class. Post-test was a test that the researcher was given to experimental and control class after being giving treatment. The result of posttest was to determine whether speaking ability had improved and how well the treatment has worked.

In conducting this study, the researcher applied test by giving speaking test. Speaking test was a test to rate the level of speaking skill. The test was oral, and the students actually practiced speaking English during it. Both the experimental and control class about the relevant content prior to the test. Each student had a maximum of three minutes to address their peers. It was the same for the post-test as it was for the pre-test. Both of experimental and control class were spoken in front of the class about the related material.

To calculate the data, the researcher applied scale to rate the students' speaking skills. Harris (1996) five level rating scales were employed by the researcher in this investigation. The rating scale was as follow:

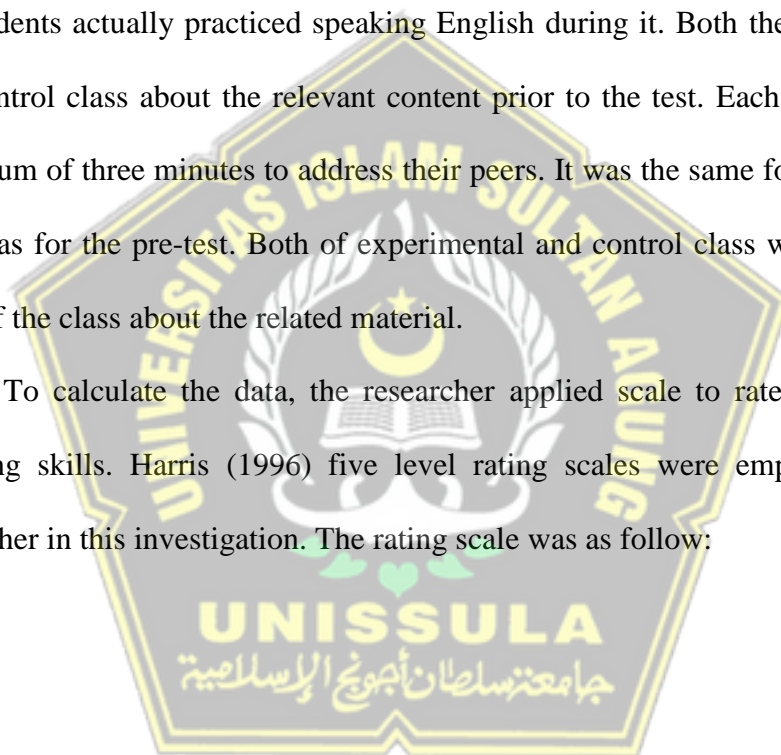


Table 3. 1 Speaking Scoring Rubric

Aspects	Score	Criteria
Pronunciation	5	Hardly any foreign language is present
	4	Though one may always understand it, there is a distinct accent.
	3	Problems with pronunciation necessitate careful attention and can occasionally result in misunderstandings.
	2	Extremely difficult to understand due to a pronunciation issues asked to repeat a lot.
	1	Speech that has pronunciation issues is essentially incomprehensible.
Grammar	5	Make few obvious grammar and word selection errors.
	4	Occasionally makes grammatical and/or word-order mistakes that do not, but still muddle meaning.
	3	Make frequent errors of grammar and/or word order, but they never obscure meaning.
	2	Grammar and wording issues lead to comprehension difficult, frequent phrase rephrasing required..
	2	Significant grammatical and word-order mistakes that practically render speaking incomprehensible.
Vocabulary	5	The terminology and idioms used are almost entirely those of a native speaker.
	4	Because of lexical and ethical issues, he occasionally uses improper language and must reword his thoughts.
	3	Uses the wrong words a lot, which limits discourse because of a poor vocabulary
	2	Comprehending is highly challenging due to wordiness and a small vocabulary.
	1	A severe lack of vocabulary makes discussion nearly difficult.
	5	Speech that is as effortless and native- like as possible.
	4	Language issues appear to have a small effect on speaking rate.

Fluency	3	Speed and fluency are significantly impacted by language problems.
	2	Usually reluctant, often muted do to language difficult.
	1	Dialogue is essentially difficult because of how sluggish and fragmented the speech is.
Comprehension	5	Seems to have no trouble understanding things.
	4	Almost everything can be comprehended at normal speed, although occasionally it can be required to repeat something.
	3	Without asking for clarification, comprehend the majority of what is said more slowly than usual.
	2	Has a great deal of difficulty comprehending what is being said. Can only understand “social dialogue” that is uttered slowly and repeatedly.
	1	Is not capable of comprehending even straightforward communication.

Harris's (1996)

3.5 Validity and Reliability of the Instrument

This sub-chapter explained the validity and reliability of the instrument of study.

3.5.1 Validity of the test

Validity test was useful to check whether the instrument was valid and suitable or not to be applied on this research. According to Arikunto (2010), the test is called valid if it can be measured what the researcher wants. The purpose of validity was to determine if a test was appropriate or not. The validity of the instrument can be classified from three kinds. They were face validity, construct validity, and content validity. The researcher applied content validity in this study. The accuracy of each item on the measuring instrument serving as evidence that it accurately represents all the accomplishments that were to be measured is provided by the validity of the content. The implementation of tests precisely was

the most practical general rule for achieving subject validity in classroom assessment. As a result, the test which serves as the primary instrument was constructed using a syllabus that complemented the curriculum.

3.5.2 Reliability of the test

Reliability is a measurement of the degree to which a measuring instrument can be trusted, or alternatively, the degree to which the measurement findings, if possible, stay consistent. For the same symptom, measurements were taken three or more times. According to Arif (2019), a reliability test is used to measure a test's degree of consistency and determine whether it can be relied upon to generate a consistent score that remains largely unaltered even when administered in various testing contexts.

Inter-rater reliability applied in this study to confirm the validity of the results and to eliminate the researcher's subjectivity. The ability of two people (evaluators or observers) to agree on categorical variables was measured by inter-rater reliability. A speaking scoring sheet was provided in order to keep the score consistent and easier to score. Then, that two score were compared to know reliability of coefficient.

The researcher was projected it through Cronbach Alpha Coefficient test to determine the reliability of test instruments. The result of alpha or the coefficient cronbach's alpha reliability was interpreted using the standard level that was presented in table 3.2

Table 3. 2 The Level of Standard Reliability

Cronbach's Alpha Score	Level of Reliability
0.0 - 0.20	Very Low
>0.20 - 0.40	Low
>0.40 - 0.60	Fair
>0.60 - 0.80	High
>0.80 - 1.00	Very High

Rasyid (2015)

3.6 The procedures of study

In this procedure of data collection as follows:

1. The researcher asked for permission from the headmaster of SMK SBI Grobogan to conduct the study.
2. The researcher chose the population of tenth graders of SMK SBI Grobogan.
3. The researcher asked for permission from English teacher to ask him/her for students' data and consulting about chosen class try out, pretest, and posttest.
4. The researcher divided the sample randomly. There were two classes X of tenth grade students of SMK SBI Grobogan.
5. The researcher opted for podcast videos from YouTube for the experimental group and materials from the students' text book for the control group.

6. The experiment was carried out by the researcher. The writer took some phases from this study, those were.

A. Pre- test

Before beginning the podcast lesson plan to teach speaking, students took a pre-test to gauge their level of proficiency. The researcher was described the test topic before to administering the pre-test. The tests were primarily oral in nature and subjective in nature. Before students receive treatment, the pre-test was applied to determine how the score was doing. It was conducted to ascertain the students' fundamental speaking abilities. The researcher examined the pre-test results to determine the students' past speaking proficiency and to plan the subsequent treatment.

B. Treatment

After being given a pretest, although the experimental group received education via podcast, while the control group received instruction via a text book. In this treatment, the students introduced the method strategies it is impact on their ability to speak English. The students received assistance throughout the learning process in order to demonstrate proper pronunciation, suitable vocabulary, and sentence construction.

C. Post- test

A post-test was conducted after the treatment. After listening a podcast, students' speaking abilities was assessed using a post-test to

determine their growth. The researcher conducted a subjective test as well as an oral test. For the control group, the researcher provides a scenario dialogue text. The students in an experimental group provided a podcast video. The comparison of the two classes after treatment and the identification of any changes were the goals of the post test.

7. Collecting the post-test data and then score it. Pre- and post- test for both classes. Both classes' scores were combined based on its criteria, the creteria were presented in table 3.3

Table 3. 3
The Test's Results

Standard	Score
Great	90-100
Competent	80-89
Adequate	70-79
Inadequate/unsatisfactory	60-69
Failing/unnacceptable	Below 60

(Brown, 2014)

3.7 Data Analysis

Data analysis was done to determine whether or not the experimental group at SMK SBI Grobogan outperformed the control group in terms of speaking skill.

Following the data collection, the researcher elaborates and Statistical computation is used to process the data through the SPSS application.

In this study, a statistical technique that used the t- test technique. It was applied to decide the difference between students who learn speaking by using podcast with students who were not learning without podcast.

Hypotheses in this study there were:

H_0 : There is no significant difference in students' speaking performance's mean score between the students who use podcast and those who do not use podcast in 10th graders students of SMK SBI Grobogan.

H_a : There is a significant difference in students' speaking performance's mean score between students who use podcast and those who do not use podcast in 10th graders students of SMK SBI Grobogan.

As a prerequisite test research, before t-test, first test was normality and homogeneity tests on data to be analyzed. To identify the normality test, the criteria to be used to test the normality test were: If the result's confidence interval (sig2 tailed) is greater than 0.05, the data was normally distributed. If the significance level of the result is sig (2- tailed) 0.05, then the data was not distributed normally.

Finding the homogeneity between the experimental and control classes was the goal of the homogeneity test. If the significance level was greater than 0.05 or if sig sig (2-tailed) was greater than 0.05, it was determined that the test was normal. Nevertheless, If the significance level was less than 0.05, it was determined that the test was not normal.

After the data normal and homogenous, the researcher can conduct the t-test to identify whether the treatment effect was significant or not.

In the SPSS application, the researcher employed the t-test formula. Other requirements for the hypothesis included.

If $\text{sig} > 0.05$ and $t - \text{value} < t - \text{table}$ | and $\text{sig} > 0.05$, it indicates H_0 was accepted, and H_a was refused.

If the t -value is more than the t - table and the sig is less than 0.05, it means H_0 was rejected and H_a was accepted.



CHAPTER IV

FINDING AND DISCUSSION

This chapter explains about the description of the school, the profile of the school, subject of the study, validity and reliability of the instrument, the analysis of pre-test, the treatment, the analysis of post-test, and research discussion.

4.1 The Profile of the School

Students from classes X TKJ A and X TKJ B participated in this study at SMK SBI Grobogan. This study had been conducted from 30 January through 10 February, 2023. SMK SBI is a vocational high school in Grobogan, It is located at Jalan, Raden Patah No. 128, Grobogan, Kecamatan Grobogan, Kabupaten Grobogan, Jawa Tengah 58152. This school have 2 major which are TKJ and TSM.

In the first grade (X), there are five classes majoring TKJ (X TKJ A-C) and TSM (X TSM A-B) with total 130 students. Class X TKJ A consist of 29 students, Class X TKJ B consist of 29 students, and Class X TKJ C consists of 25 students. For class X TSM A consists of 31students and X TSM B consists of 15 students. This characteristic of an English teacher is professionalism in collaboration and communication with students.

4.2 The Subject of the Study

Students from SMK SBI Grobogan's tenth grade served as the study's subjects, and it involved two classes: the experimental was the X TKJ A class and the control was the X TKJ B class. For experimental class, students used podcast and for control class without treatment.

Table 4. 1 The Participants

Group	Class	The Students		Total of Students
		Male	Female	
Experimental	X-TKJ A	9	20	29
Control	X-TKJ B	7	22	29
TOTAL				54

This study used an experimental design because the purpose of the study is to determine the impact of using podcast by treating the experimental class while continuing treatment on the control class.

4.3 The Instrument Validity and Reliability

The validity and reliability of the study's instrument were covered in this sub- chapter

4.3.1 Validity

This study instrument was validated using content validity. The expert judgment of the study's substance and applicability was used to determine its validity. The researcher also asked the English teacher regarding the permission obtained to validate the effectiveness of the study's instructional test.

Therefore, it could be said that the instruments were valid. Appendix 3 contains of validation rubrics.

4.3.2 Reliability

The reliability instrument are used to evaluate consistency and students competence. Using SPSS version 25 for Windows, the researcher organized a test, measured it, and produced the findings using the Cronbach Alpha Formula. The score for the reliability is obtained from the test held in the try-out class consisting of 25 students. Five assessment criteria are used to test speaking skill: pronunciation, grammar, vocabulary, fluency, and comprehension. It was found on February 2nd, 2023.

Table 4. 2 Table of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.710	5

Based on the reliability was 0.710. It is included in the high level of the standard level of reliability, which is between 0.60-0.80, according to Rasyid (2015). When the Cronbach's alpha value is greater than 0.60-0.80 it is considered dependable. The reliability test result was 0.71, indicates that all variables in this study with five items are reliable and in the high range of the standard range of dependability.

4.4 Analysis of the Pre-Test

This sub chapter contains pre-test of mean score, standard Normality, and standard homogeneity.

4.4.1 Pre- Test Mean Score

The researcher conducted pre test before carrying out the treatment. The purpose of the pre-test was to assess the students' speaking skill. The pre- test was held on 1st February 2023. Once the results of the student's score and the pre-test mean score of the students' speaking skill at the tenth graders of SMK SBI Grobogan have been computed, the following table:

Table 4. 3
The Experimental Class's Classification Speaking skill in the Pre-Test

Class	Score	Classification	Number of Students
Experimental	86-100	Excellent	-
	71-85	Good	6
	56-70	Fair	20
	41-55	Poor	3
	≤40	Very Poor	-
TOTAL			29

The experimental class' classification speaking skill in the pre- test, that consist of 29 students, 6 students got good level, 20 students achieved fair level, and 3 students achieved poor level.

Table 4. 4
The Control Class's Classification Speaking Skill of the Control Class in Pre-Test

Class	Score	Classification	Number of Students
Control	86-100	Excellent	-
	71-85	Good	18
	56-70	Fair	11
	41-55	Poor	-
	≤40	Very poor	-
TOTAL			29

The control class's classification speaking skill of the control class in the pre-test, that consist of 29 students, the most of students reached good level there were 18 students, and 11 students got fair level.

Based on the tables 4.3 and 4.4 above. In the pre-test, the classification speaking skill of the experimental class and control class received the same score. Most of them achieved fair level.

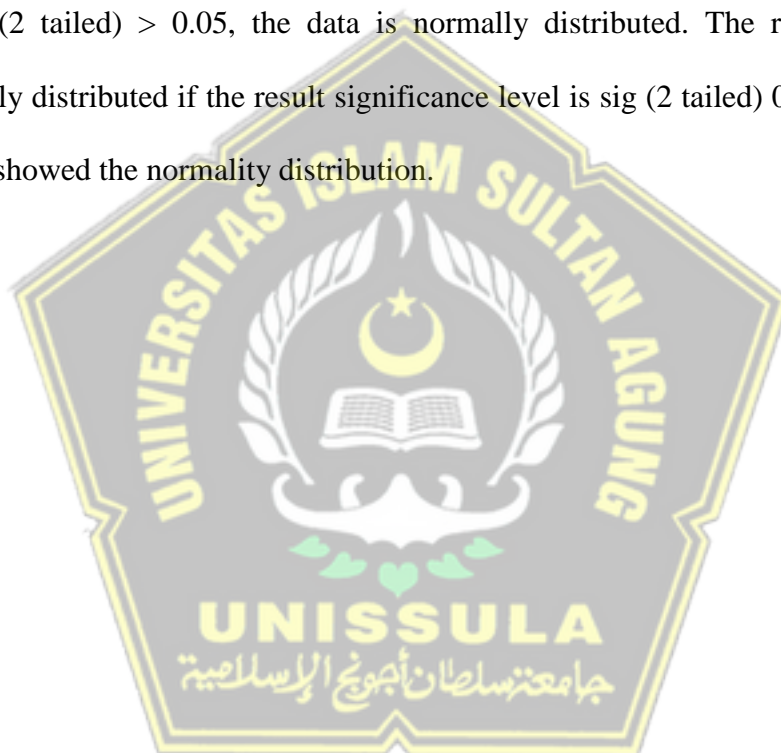
Table 4. 5
Pre-test Descriptive Statistics for the Control and Experimental Groups

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students score	Pre-Test Experimental	29	60.4138	8.70762	1.61696
	Pre-Test Control	29	62.7586	8.14886	1.51321

Table 4.5 shows that indicated the experimental class's pre-test mean score was 60.41, with an 8.707 standard deviation. The control class's pre- test mean score was 62.75 while the standard deviation was 8.148.

4.4.2 The Standard Normality of Pre- Test

Using SPSS 25, the normality test was analyzed. To evaluate if the data are regularly distributed or not, one uses the normality test. Using the One Sample Kolmogrov-Smirnov Test, the researcher checked the data from the experimental and control classes for normalcy. To identify the normality test, the criteria to be used to test the normality test are: If the significance level of the two-tailed result is $\text{sig (2 tailed)} > 0.05$, the data is normally distributed. The results are not normally distributed if the result significance level is $\text{sig (2 tailed)} < 0.05$. The table below showed the normality distribution.



**Table 4. 6 The Normality of Pre-Test Data
One-Sample Kolmogorov-Smirnov Test**

		Pre-test control	Pre-test experimental
N		29	29
Normal Parameters ^{a,b}	Mean	62.62	61.10
	Std. Deviation	8.231	8.204
Most Extreme Differences	Absolute	.142	.147
	Positive	.142	.147
	Negative	-.107	-.086
Test Statistic		.142	.147
Asymp. Sig. (2-tailed) ^c		.140	.111
Monte Carlo Sig. (2-tailed) ^d	Sig.	.135	.108
	99% Confidence Interval		.126 .144

Based on table 4.6, the total number of students (N) in the experimental class and the control class were 29. The experimental class's mean score was 61.10, with a standard deviation of 8.204. The sig. (2-tailed) was 0.111, indicating that it was more than 0.05: H₀ was approved; and the experimental class's pre test score's data distribution was normal. Pre- test results for the control group then reveal that there were 29 students in total (N), with a mean score of 62.62 and a standard deviation of 8.231. The Sig. (2- tailed) was 0.140, indicating that the Sig.

(2-tailed) was more than 0.05; H_0 was accepted; and the control class's pre-test score's data distribution was normal. According to the explanation, both the experimental class and the control class samples in their whole were normal.

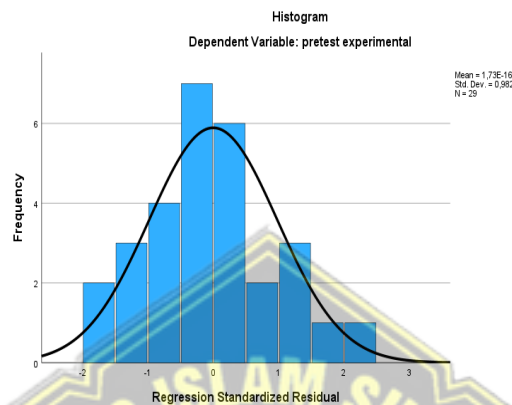


Figure 4. 1 Pre-Test score distribution in the Experimental class

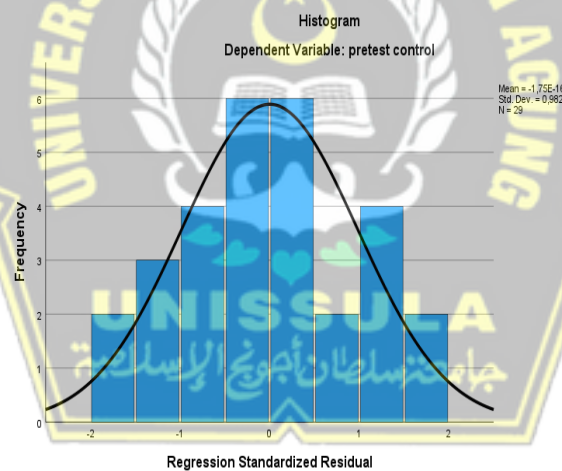


Figure 4. 2 Pre- Test score distribution in Control Class

4.4.3 Pre- Test of the Standard Homogeneity

Using homogeneity analysis or the Levene' Test, the variance pre-test data of both the experimental and control classes were examined. The decision-making criterion in the homogeneity test the variance of two data was the same and

homogeneous if Sig. (2- tailed) > 0.05 . The variance of two data was varied and heterogeneous if Sig. (2- tailed) 0.05 .

Table 4. 7 Homogeneity Test

Levene Statistic	df1	df2	Sig.
.700	1	56	.406

Table 4.7 above showed that the Levene's Statistics was sig 0.700 with the sig 0.406 In addition $0.406 > 0.05$, it indicates that both the experimental and the control class are homogeneous.

4.4.4 Analysis Pre-test

After determining the homogeneity and normality of the data statistics, the researcher examined t-test. Using t-test, the researcher looked at the pre-test data from the experimental and control class. To determine the outcome, this study used hypothesis testing. The outcome of t-test calculation was checked to demonstrate the following:

H_0 is approved and H_a is refused if $t\text{-value} < |t\text{-table}|$ and $\text{sig} > 0.05$.

If $\text{sig} < 0.05$ and $t\text{-value} > |t\text{-table}|$, H_0 is refused and H_a is accepted.

The table below shows the T-test results from the pre-test

Table 4. 8 The Pre-Test independent Samples Test for Experimental and Control Class

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Students score	Equal variances assumed	.274	.603	-1.059	56	.294	-2.34483	2.21458	-6.78116	2.09151	
	Equal variances not assumed			-1.059	55.755	.294	-2.34483	2.21458	-6.78159	2.09194	

The Sig. (2-tailed) is 0.294, as seen in table 4.8 above. This indicates that because $0.294 > 0.05$, H_a is rejected and H_0 is approved. As a result, there was no significant difference between the experimental class and control class in terms of the mean score for students' speaking skill on the pre-test.

4.5 Analysis Treatment

This research started on 2 February 2023 until 15 February 2023. The data were collected from two classes, the experimental class and the control class. Class X TKJ C as the experimental class and students from class X TKJ B as the control class. The experimental class was treated by using Podcast as a tool to teaching and learning podcast. It consists of two meetings in the experimental class.

The first treatment was carried out on 6th February 2023. For the experimental class, I as the researcher asked and explained what the material would be studied. The researcher showed the Video podcast from YouTube about material Giving and asking compliment. The video podcast was obtained from YouTube with the title "How to become successful". The researcher also provided

background information on podcasts and expressing compliment. Having obtained the information and viewed the video podcast, the students were instructed to create a conversation in front of the class following the receipt of the materials and viewing of the video podcast. They could also take notes about the content of video. After that the students had to present their conversational dialogue to the class.

For the second treatment was conducted on 7 February 2023. The second material presented was the same as the first meeting about giving and asking compliment. In the second material just like the first treatment the resercher showed the video podcast from youtube but with different podcast. Students were asked to create a conversation dialogue with the correct grammar and language feature. Through the learning process, the students were helped to present correct pronunciation, appropriate vocabulary, and arranged right grammatical. After that the students had to present their conversational dialogue to the class.

Some students found it challenging to talk in English on the first meeting because they lacked confidence and were afraid to make mistakes. Most of the words were pronounced inaccurately, and the majority of utterances contained grammar mistakes. However, on the second treatment students were more confident and understood what they were saying. In the form of podcast students explored more of the words with better pronunciation, fluency, and also looked interested. Every time students used their speaking abilities in a treatment, the researcher watched them and analyzed what they did. The researcher evaluated the students' speaking abilities before and after treatment.

4.6 Analysis of Post-Test

This sub-chapter contains the process to collect data of the Posttest in the experimental class and the Post-test in the control class.

After the treatment in the experimental class was done, a post test was given. The purpose of the post-test was to determine the students' ability to speak after treatment. The post test was on February 9th 2023 and on 10th February 2023. The total number of students was 58 students, and the time allocation was 120 minutes. The test was in the form of speaking, and both classes X TKJ C and X TKJ B received the same instructions, as before which has been validated for validity and reliability Post-test was conducted to gauge development of students' speaking ability.

Table 4. 9 The Experimental Class's Post-Test Speaking Skill Classification

Class	Score	Classification	Number of Students
Experimental	86-100	Excellent	6
	71-85	Good	18
	56-70	Fair	4
	41-55	Poor	1
	≤40	Very poor	-
TOTAL			29

Table 4. 10 The Control Class's Post-Test Speaking Skill Classification

Class	Score	Classification	Number of Students
Control	86-100	Excellent	-
	71-85	Good	18
	56-70	Fair	11
	41-55	Poor	-
	≤40	Very poor	-
TOTAL			29

Table 4.9 and 4.10 reveal that in experimental class there were 6 students in excellent level, 18 students achieved good level, 4 students achieved poor level, and 1 student got poor level. There was a difference with score in the control group in which there were 18 students in good level, and 11 students achieved fair level. It can be concluded there was an improvement in both of experimental class and control class.

Table 4. 11 Post- Test Descriptive Statistics for the Experimental Class and Control class

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Students score	Equal variances assumed	.274	.603	-1.059	56	.294	-2.34483	2.21458	-6.78116	2.09151	
	Equal variances not assumed			-1.059	55.755	.294	-2.34483	2.21458	-6.78159	2.09194	

The table 4.11 above shows that there were 2 classes: the control class and the experimental class. There were 29 students in both the experimental class and

the control class. The experimental class's pre-test mean score was 77.37, with a standard deviation of 10.213. The control class's mean score was 1.72, and its standard deviation was 5.229. It can be said there is improvement of students' speaking skill using podcast as teaching and learning process.

4.6.1 The Independent Samples T-test of Post Test

This research applied hypothesis testing to get the result. To demonstrate the hypothesis, the t- test calculation's results can be summed up as follows:

H_0 is approved and H_a is refused if $t\text{-value} < |t\text{-table}|$ and $\text{sig} > 0.05$.

If $t\text{-value} > |t\text{-table}|$ and $\text{sig} < 0.05$, it means H_0 is rejected and H_a is accepted.

The outcome of t-test by using independent sample t-test can be seen in the table below :

Table 4. 12 The Post- Test Independent Samples Test in the Experimental and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Students Score	Equal variances assumed	5.231	.026	2.654	56	.005	.010	5.65517	2.13077	1.38673	9.92361
	Equal variances not assumed			2.654	41.738	.006	.011	5.65517	2.13077	1.35431	9.95604

The table 4.12 above showed that the Sig. (2-tailed) is 0.010. It means that H_0 is accepted, and H_a is rejected because $0.010 < 0.05$. So as the result, there was

significant difference in the mean score of students' speaking skill in pre-test between experimental class and control class.

4.7 Discussion of Research Finding

The purpose of this study is to determine whether or not podcast as a media is effective to improve students' speaking skill on the 10th grade students of SMK SBI Grobogan in the academic year 2022/2023. Podcast media is a acceptable media used in the classroom in teaching speaking at tenth grade of SMK SBI Grobogan. It was indicated by the students' achievement in pre-test and post-test.

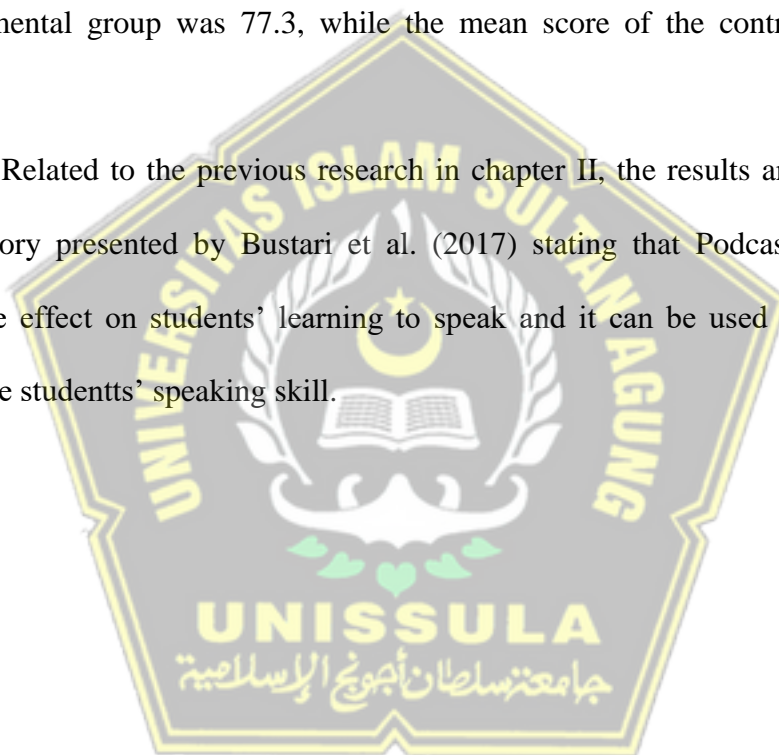
Based on the result of the analysis, it can be seen that there was significant difference of students' speaking skill in the class of experimental after got treatment by using podcast compared to a control class which did not get it. Podcast is a type of media intended to help students improve their speaking abilities. As a result, individuals would be motivated to learn English and improve their speaking abilities. Students have several speaking opportunities through podcasts, which helps them develop their public speaking abilities.

In this research, before students were treated by using Podcast, the results of the students in the experimental class showed that the students' speaking skill were still low. The results showed that the experimental class post-test speaking skill score improved more than their pre-test score. The students' ability to speak is thereby constrained. The results showed that the experimental class post-test speaking skill score improved more than their pre-test score. Most of the students feel not confident and afraid of making mistakes. Lots of grammatical errors and

their pronunciation was not good. After giving the treatment, their speaking skill of the experimental group was significantly improved. It was approved by the results of the post-test, there was got a good score.

Experimental class consists of 29 students, there were significant improvements in speaking skills of the students' there were 6 students achieved excellent, 18 students got good score. The mean score post-test of the students experimental group was 77.3, while the mean score of the control group was 71.72.

Related to the previous research in chapter II, the results are in line with the theory presented by Bustari et al. (2017) stating that Podcast will have a positive effect on students' learning to speak and it can be used as a media to improve students' speaking skill.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is about conclusions of this study suggestions based on the result of the experimental study.

7.1 Conclusion

This study has an objective to find out whether or not podcast as a media is effective to improve students' speaking skill. The population in this research was the tenth grade of SMK SBI Grobogan in the academic year 2022/2023.

After finished the research and gotten the data results, it can be seen that there was a significant difference speaking achievement students among students who are taught using podcast and those taught without using it.

According to the results, the hypothesis test showed as H_0 was rejected and H_a was accepted. In other words, the impact of using podcast as a medium in teaching and learning processes was effective in enhancing the tenth grade students of SMK SBI Grobogan in speaking skill.

Furthermore, the students speak fluently, pronunciation is better, and the students' error in grammar are reduced. They also feel more interested, enjoyed, happy, and enthusiastic in learning English. It proved by the data of Independent Sample test of post-test that Sig. (2-tailed) was $0.010 < 0.05$. It means that H_0 is rejected and H_a accepted. And it means that there was significant difference between the students' speaking skill before and after using Podcast as a medium in teaching and learning process. As a result, it can be concluded that Podcast as a

medium to improve students speaking skill can improve their speaking ability at SMK SBI Grobogan.

7.2 Suggestions

Based on the conclusion above, are given as follows:

1. The Teacher

Teachers should be more creative and innovative to teach and transfer the teaching material to the students. For example, is teacher using a method as their tool in teaching learning process. They can also combine several ways to find the most effective one, allowing students to enjoy the teaching and learning process.

2. The Students

The students can use podcast as media or others similar tools to improve their speaking abilities. The students should always practice speaking in order to improve their speaking abilities.

3. The next Researcher

In this study, the researcher focuses on the impact of using podcast in improving the 10th grader students speaking skill of SMK SBI Grobogan. The next researchers are hope to be able to extend teaching materials for other skills. This research is primarily future to describe how podcast are applied to improve speaking skills in class X students of SMK SBI Grobogan. Other researchers can follow this research in different contexts to find more actions to improve students' speaking ability.

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