CHAPTER I

INTRODUCTION

A. Background of the Problem

Due to its usage in communication, speaking is one of the fundamental language skills that English language learners need to master. (Rao, 2019, p. 8). Given that English is the language that is most widely spoken and understood worldwide, knowing it will be very advantageous for those who wish to advance their knowledge and abilities as well as make it simpler for them to find employment. Additionally, whether they travel or pursue their education in other nations, they won't have any trouble interacting and communicating with individuals from all over the world. But even today, there are still a lot of individuals who cannot speak English since it is thought to be a difficult language to learn. Even though reading, writing, listening, and speaking are the other three language abilities that must be learned. (Parmawati Asep, 2019, p. 43) cites a number of factors that can lead to speaking

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skills failure, including the fact that English is not used outside of the classroom or in the community as a foreign language, a lack of exposure to English in the community and environment, shame and fear of making mistakes during speaking exercises, and feeling embarrassed because their friends tease them if they make mistakes when speaking English. The children were likewise unable to speak on their own when requested to express their ideas in English. To explain facts or their thoughts in English, they needed a lot of time to think (Dianithi, 2017, p. 30). Their self-confidence suffered as a result of this mockery and innuendo, and they were unable to continue learning English.

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication (Efrizal, 2021, p.127). Speaking is the capacity to communicate verbally with others

about person's thoughts, ideas, and intentions. Speaking is an interactive activity that includes information production, processing, and/or reception for both transactional and interpersonal purposes. Speaking is the most often used of the four language abilities in daily life. Speaking is the verbal exchange of thoughts, arguments, and ideas with another person. Speaking is a productive skill that entails structured verbal utterances that convey meaning, according to (Nunan et al., 2003, p. 48). This indicates that speech is crucial to communication. Speaking ability, which is a component of oral communication, demonstrates how effectively a speaker can organize words into utterances that enable listeners to grasp what they are saying. Speaking is one of the skills that students need to develop, but one of the reasons for this is that so many students are not interested in learning English. Institutions must therefore make efficient use of their time and resources to give students language education that is suited to their particular learning preferences. (Koçak & Alagözlü, 2021, p. 19). The reasons for English language learners' poor

oral proficiency are several. These include exams that don't highlight speaking skills, classes that don't focus speaking skills, teachers with inadequate English proficiency, classroom settings that don't encourage speaking, and little opportunities for students to practice skills outside of the classroom. Therefore, (Mcburnie, 2004) emphasizes that 1.7 million Asian students experience severe learning challenges, lack of confidence while speaking English, and a lack of initiative in the classroom.

Language limitations are a problem for students to communicate. According to (Nunan et al., 2003, p. 48) cites that speaking is a useful talent that consist of deliberate, meaning-filled vocal utterances. It implies that speaking is crucial to communication. In order for information to be communicated precisely and effectively, students need to be able to speak and comprehend one another's languages. Otherwise, the information will be confusing. The usage of language is the most crucial factor to consider when communicating. Language is needed as a means of

communication, language also has many differences in each region. Due to the limited understanding of other languages, there are various issues that arise when two pupils from different locations meet and converse with one another. In order to solve these issues and make it simpler for people from other countries or areas to connect with one another and grasp a discussion, English was designated as the international or global language and Indonesian as the national language of the Indonesian nation. Since English is a universal language, anyone who lives outside of a country where English is widely spoken must learn the language in order to communicate effectively. By studying English, one can engage in worldwide commerce, higher education, and scientific research. (Riswanto et al., 2022, p. 2)

The English teachers encounter certain problems from the students in every class where students are learning English as a foreign language. According to (Ur, 2014, p. 121), There are a few problems that students may bring up that might create obstacles for speaking instruction. Inhibition comes first.

Whether they are scared of the attention their speaking attracts or are worried about making mistakes, language learners are frequently hesitant about trying to speak in a foreign language in class. Nothing can be said about second. Teachers frequently hear students complain that they cannot think of what to say or that they do not know how to express themselves when they should be speaking, even when they are not restricted. It is difficult for the students to come up with anything to say. Third is low or uneven participation. If a person wants to be heard, only one person can talk at once. This implies that each person would have relatively limited opportunity to speak in a large group, such as a class. This problem stems from some students' propensity to dominate discussions while others speak just sometimes or not at all. Mother tongue usage comes last. One issue teachers could run into is that students undertake speaking exercises in their mother tongue rather than English in courses when all or the majority of the students are monolingual. They could choose

using it since it is easier and more normal than speaking English or another language.

In this totally digital age, it is rare to find an English class that does not use technology in some way because language learning is a global endeavor that involves technology at several levels. Due to their ignorance and lack of awareness regarding the use of technology for language teaching and learning, it may still occur in underdeveloped nations. Therefore, it is crucial to help students comprehend how to use technology, especially for language teachers who are in charge of the language teaching and learning process. Using different technologies has several advantages. It helps with foreign language education, engages students in the learning process, provides instances of the target culture in real life, and connects schools in other countries where the target language is spoken. We now live in a technologically advanced era. Today's developments demonstrate that kids may learn English through technology, and one of their favorite things to do is watch videos. Thus, it may be said that technology

significantly affects education (Tambayong et al., 2019, p. 5). There are numerous technological tools it can be applied to language learning and teaching. Listening to podcasts is one of the interesting ways to learn English. "Due to its capacity to be incorporated into learning in order to enhance students' speaking, listening, and reading abilities, podcasts have recently attracted a lot of attention" (Chaikovska et al., 2019, p. 1916). They said that an examination of the podcasting literature revealed that foreign academics were trailblazers in the use of cutting-edge teaching strategies. Young folks make up the majority of podcast listeners. As a result, this technique can be utilized to help students with their speaking abilities. Additionally, students can access the podcast whenever and wherever they want using a media player or mobile device. Teachers find it simpler to select a podcast that is appropriate for the subject matter and simple for students to grasp because there are so many selections available. Additionally, podcasts help students become more accustomed to speaking about subjects like reports, conversations, discussions, interviews,

and other things while also teaching them new vocabulary and the proper pronunciation for each topic.

Harmer (2015) states that English is most widely studied by students throughout the world as a foreign language, perhaps because it is part of the school curriculum, whether they like it or not. Some people also study English because they think that English offers opportunities for advancement in their professional lives. Some students who live in the target language community, either permanently or temporarily, feel that they need to learn English in order to survive in that community. Some other students study foreign languages because they are interested in the customs and culture where the foreign language originates.

So how do you learn a foreign language (English) from an Islamic perspective? Allah says in QS Al Hujurat verse 13 which means: "O mankind, indeed We have created you from a man and a woman and made you into nations and tribes so that you may know each other. Certainly, the noblest person among you in the sight of Allah is the one who is most pious.

Indeed, Allah is All-Knowing, All-Aware" (Wildan, 2019) From here we know that learning a foreign language is sunnatullah, considering that humans are created differently and from various nations, tribes and languages.

In a history, the Prophet Muhammad once ordered his friends to learn another language to make it easier to preach. He ordered Zaid bin Thabit to study the language of the Jewish books. From Kharijah bin Zaid bin Thabit, from his father; Zaid bin Thabit, he said: "The Messenger of Allah (peace and blessings of Allaah be upon him) told me to study for him the language from the books (of his letters) of the Jews, he said: "By Allah, I do not feel safe from the Jews for my letter." So I studied Jewish, and in less than half a month I had mastered the language. So I also wrote to the Prophet if he wrote, and I read to him if something was written to him." (Hakim, 2017, p. 23).

It can be concluded that studying a foreign language (English) is useful because it can be used as a means to spread goodness, foster friendship or build social, business, legal,

political and economic networks between nations, maintain unity and oneness and to learn useful knowledge. the majority of the sources are in English.

There have been many previous researchers who conducted research on students' speaking skill. Previous study from (Rahandi, 2020), the purpose of this research is to identify whether or not employing podcasts as a media type to teach speaking skills to nursing students in the second grade at Baiturrahim Vocational School had any positive or negative effects. Data from the students' pre- and post-test results were used to conduct this experimental study. This study only had one class for the experiment and employed a one-group pre-post design. The overall sample employed in this study consisted of 25 students, or all of the second-grade nursing students of Baiturrahim Vocational School. The similarity of this research is that both of these researches focus on students' speaking skills, and the difference is the population and the sample.

After that the research conducted by (Pabebang, 2020), the purpose of the current study was to examine how well EFL students spoke after using podcasts for learning. Interviews and a questionnaire using the Likert scale were used to gather the data. The outcome of the data was examined using the SPSS application. The study's findings demonstrated that the pupils' speaking abilities greatly improved after receiving treatment The data indicating that the post-test results for the students mean score was greater than their pre-test mean score $(55.60 > 77.30)$ provided proof. It suggests that using podcasts can help students become more confident speakers. Additionally, the students expressed interest in learning how to talk on podcasts. The difference in this research is in the way of collecting data, this study used a questionnaire method while my research did not use the questionnaire method, and the similarities between these two studies are that they both discuss the impact of podcast learning media on students' speaking skills.

The last research from (Hamad et al., 2019) This study aims to shed light on a developed approach to be used in EFL speaking classes and demonstrate the efficacy of using Listening Audio Tracks Imitation (YATI) and YouTube videos for teaching English language in speaking classrooms as pedagogical tools to enhance EFL learners' speaking abilities. This study employs a qualitative experimental strategy to determine how using You Tube and Audio Track Imitation (YATI) affects the speaking abilities of EFL learners. This study clearly diverges from my own. This study describes the approach through YouTube media and listening to audio track imitation to teach English in speaking classes as a pedagogical tool to improve students' abilities, while in my research use podcasts for teaching approaches and to find out the correlation between effects and students' speaking skills.

Based on the problems above, the researcher is interested in conducting research to find out if there is an effect of podcast and speaking skill entitled *The Effect of English*

Podcast on Students' Speaking Skill at English Education Department of UIN Fatmawati Sukarno Bengkulu.

B. Identification of the Problem

Based on the background above the identification of the problem are:

1. Students don't practice often and are shy when trying to speak English because there's a lot of ridicule from friends.

2. Students' absence of enthusiasm in learning English is due in part to its difficulty in understanding.

3. Language limitations becomes an obstacle for students in communicating

4. Students are often hampered when trying to speak a foreign language in class because they cannot think of what to say, and do not know what to say and when to express themselves.

C. Limitation of Problem

This research discusses about The Effect of English Podcast on Students' Speaking Skill at the Third Semester of

UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023. This study will examine second semester English students of UIN Fatmawati Sukarno Bengkulu, namely class A with 19 students and class C with 22 students. Thus, this research includes the things described above.

D. Research Question

Based on the problem above, the research question in this research is there an effect of English Podcast on Students' Speaking Skill at the Second Semester English students of UIN Fatmawati Sukarno Bengkulu?

E. Research Objective

The objective of the research is found out the Effect of English Podcast on Students' Speaking Skill at the Second Semester English students of UIN Fatmawati Sukarno Bengkulu.

F. Significance of the Problem

The result of this research is hoped useful for:

a. Theoretical

The research should provide useful knowledge for enhancing speaking ability through the use of simpler and more interesting media. This information will help teachers supply readers, particularly English students, with additional knowledge and resources.

b. Practical

1. First for Students, it is hope to improve student learning outcomes and their interests, Make students understand English content, particularly the speaking skills process that is taught to them via podcast media. Students are more eager and interested in taking part in the learning process when they can listen to comprehension.

2. Second for Teacher, it is hoped that the learning process can be carried out as effectively as possible by utilizing more cutting-edge learning resources. Using podcasts to add context and teaching experience Tell us if learning to utilize a podcast has an effect on a student's ability to communicate effectively in person.

Motivate teachers more to design engaging, original, and helpful speaking lessons.

3. Third for Institutions, used as speaking material for students, lecturers, and library instructors, as well as a source for ongoing research.

4. Fourth for Next Researcher, who will conduct additional research on subjects connected to the research title to serve as teaching resources and references, and so that this research will serve as inspiration for additional researchers to conduct research.

G. Operational definition of Key Terms

1. *English podcast* is an online audio or video recording that uses the English language and is accessible to the general public. Podcasts can be viewed and listened to at any time on a variety of platforms, including Spotify and YouTube.

2. *Speaking skill* is the ability to speak clearly and articulately in order to convey ideas and messages is known as speaking skill. It indicates that speaking refers

to the ability of a person to express their thoughts in a way
that communicates with the audience by making
utterances.