

BAB II

LITERATURE REVIEW

A. Teaching and Learning Media in English Speaking

1. Definition of Media

A media is something that transmits information between information sources and recipients. (Smaldino 2005:9). According to this statement, a medium is anything that may transfer information between information sources and the recipient.

Media can be used to communicate messages from the sender to the recipient in order to pique students' interest and facilitate learning while also stimulating their thoughts, feelings, talents, and attention. Consequently, more engaged and critical media consumers are being produced, who will always be more demanding. The impact of movies, television, the press, and radio on a student's advancement is what media education is all about. It is about what, when, and how the media teaches. The

objective is to help students develop critical thinking skills, assess their experiences using various media tools, and reflect on those experiences.

The use of teaching media can aid in communication and foster students' enthusiasm for and involvement in their academic activities. As one component of a learning system, media is essential to the learning process. Learning media are used to aid students in understanding their teachings. After deciding on the sort of media to employ, we must be able to provide comprehension for students in order for them to engage in an effective learning process. Or, to put it another way, the media is a part of learning materials, whether they be digital or physical, that have educational content in a setting that might inspire learners to learn. Everything that can be employed to arouse students' thoughts, emotions, attention, abilities, or skills in order to promote learning is considered a form of media in the teaching and learning process. Additionally, it helps the teacher deliver lessons more effectively, enhances their

media literacy while presenting materials, and makes it easier for the students to learn, particularly when it comes to achieving goals in a teaching-learning environment (Andriani, 2022, p. 88).

Based on the several definitions that have been provided above, learning media are all types of physical equipment that have been purposefully developed to spread knowledge and foster engagement. The physical equipment in question consists of original printed, visual, audio, and audio-visual items as well as web-based resources. The equipment must be thoughtfully designed and developed in order to fulfill the demands of the students and the objectives of the learning process. In order for participants and students to successfully and efficiently develop knowledge, the equipment must be able to transmit information that carries learning messages. The interaction between teachers and students, students with one another, and between teachers, students, and learning resources can also be established effectively.

2. Types of Media

According to Smaldino et al. (2005: 9 - 10), There are 6 main types of media that used in learning, namely;

- 1) Text is a type of media that employs alphanumeric characters (letters, numbers, and the alphabet), which can be seen in books, board writing, and computer screens, among other formats.
- 2) Audio (sound) is a media that encompasses all audible forms, such as music and human voices.
- 3) Visuals are a type of media that are frequently used to encourage learning. Examples include pictures, illustrations in books, and diagrams on posters and blackboards.
- 4) Moving media, which includes movies and animations, is media that represents motion.
- 5) Manipulable media, Students can touch and hold manipulable media because they are three-dimensional things. props and frog jumping games, for instance.

- 6) People serve as messengers of information, such as teachers, pupils, or subject-matter experts.

(Harmer, 2007, p. 176–187) states that there are several types of instructional media that can be used by teachers:

- 1) The students themselves

The best resources in the classroom are the students. (Harmer, 2007, p. 176). The teacher can accomplish a variety of tasks in the classroom by employing the students.

- 2) Realia

Objects and instructional aids from outside the classroom that are used for instruction and learning are referred to as realia (Nunan, 1999, p. 313). Therefore, it can be inferred that realia refers to authentic, unaltered items used by the teacher to aid learning within or outside of the classroom. Realia can be utilized as a starting point to explain the

lesson and/or understand the principles in the subject.

3) Pictures

When a teacher uses "non-photographic and two-dimensional" resources to convey ideas to their students, they are referring to "images" or "graphic materials." These materials come in the form of cartoons, posters, graphs, and charts. There are numerous uses for images. There are many methods to use pictures, including for teaching, communicating, understanding, decorating, predicting, and discussing.

4) Coursebook

The term "coursebook" refers to print media. It includes written information as well as verbal information. The teacher can also use it as a basic instructional manual.

5) Boards

Boards include interactive whiteboards, whiteboards, and chalkboards or blackboards (IWB). Similar to photos, boards serve a variety of functions. Boards are a versatile tool that teachers can use as a notepad, visual assistance, picture frame, public workbook, gameboard, and noticeboard.

6) Overhead Projector (OHP)

Through the use of overhead projectors, students can view written or drawn content on a transparent surface in front of the class. To project the transparency, projectors will be used.

7) Flipcharts

Flipcharts are just another educational tool the instructor has at their disposal. A flipchart is a teaching tool that comes with large sheets of paper. The majority of the time, it is utilized to record certain crucial points during group discussions. Flipcharts have many advantages, including being portable, available, and simple to use.

8) Computer-based presentation technology

Two essential elements make up this educational material. Hardware and software, respectively. The PC and LCD projector are the pieces of equipment required for this instructional medium. Both audio and visual content are used in this teaching medium. The teacher can give the students far more information by employing computer-based presentation technology, or so-called multimedia presentation.

Finding the best approach (method) and engaging learning resources to incorporate into instructional activities is necessary to boost students' passion and interest in learning English. (Rasman, 2021, p. 120).

Social media, which includes blogs, social media networks, forums, wikis, websites that let users edit, add, or correct material, and virtual worlds, is a platform for online socializing that makes it simple for users to engage, produce, and share content. It is evident that social media is a feature of the modern era that is strongly tied to people and seems to be a necessity for everyone. Nowadays, there are a lot of social media platforms, making it simpler to

make an impression and quicker for everyone to get and share information. Because social media essentially serves the purpose of making people's daily tasks easier. While media addiction affects people of all ages, social media addiction presently affects not just young people and adolescents but also children and even parents. There are numerous social media platforms available, each with a different purpose. For instance, there is YouTube as a platform for sharing videos, Instagram as an image-sharing app, WhatsApp as an image-sharing messaging app, Twitter as a microblogging platform, and many more.

B. Podcast of English Learning Media

1. Definition of Podcast

A podcast is one of the interactive media used to support language learning and skill development. (Budiastono, 2021, p. 165). Advancement in technology that allows for the online distribution of audio files and programs is the podcast. It included audio that could be downloaded to any digital device for further listening or

played on a computer. As mentioned by (Sze, 2006, p. 117) that podcasts were online audio and occasionally video programs that often updated their episodes at regular intervals. Because of the quick development of portable audio and video players and the free supply of digital content on the internet, podcasts quickly gained popularity as a component of mobile learning applications.

Podcasts are materials that are naturally read by a native speaker, such as conversations or interviews involving multiple people. They obviously try to improve speaking and listening abilities through repeated listening, memory practice, and repetition. Some academics contend that in order to provide appropriate speech patterns for imitation, a foreign language teacher who wishes to employ the audio-lingual method should be a native speaker. Podcasts are more widely applicable methods for language learning, allowing non-native English speakers to teach foreign languages in EFL classes. They can be utilized in courses as well as for independent study. Podcasts, which

are audio or video files uploaded to the internet, have become popular sources in the academic world and offer a variety of educational content. The podcast is an audio or video recording that has been posted online for students to download and listen to at a later time. Additionally, podcasts have provided language teachers with a wealth of instructional resources (Samad, 2020, p. 98).

A user can download a podcast to listen to it. A podcast is an episodic compilation of digital audio or video data. Another name for the specific media file is a podcast. Podcasts are a cutting-edge kind of media that students and teachers can use. Podcasts made it easier for the students to practice speaking, and they helped them become better at giving presentations in person. Speaking English is necessary in today's globalized world in order to interact with others. Numerous tools have been developed to aid non-native speakers in learning this language. Utilizing technology can lead to new opportunities. It provides users with a way to connect with individuals all around the world

and offers a variety of original viewpoints and experiences. Podcast is an appropriated media and effective way to supporting students' acquisition in learning a language, utilizing the podcasts to support students to enhance their speaking skill (Rahmasari et al., 2021, p. 102)

2. Teacher and Student Podcasts

Students can utilize English podcasts for both in-depth and extensive listening. English podcasts, on the other hand, are ideal for prolonged listening in order to encourage students' interest in listening to English and expose them to native speakers' speech in order to increase and improve students' speaking methods when listening to English podcasts. Students have a range of options for extra listening with podcasts, both within and outside the classroom.

Teachers can generate their own podcasts or assist their students in producing their own in addition to using podcasts to provide their students additional speaking

practice These two types of podcasts will now be discussed (Sze, 2006, p. 120).

1. Teacher Podcast

Teachers can produce podcasts to help students learn using innovative, entertaining approaches so that they are more motivated to engage in the learning process. These podcasts were created by educators for their students. They make it possible for teachers to interact with students away from the confines of the classroom. For a variety of reasons, they can also be supplemental to the teacher's classes.

The advantages of listening to instructor podcasts before and after lessons are as follows: It first gives in-class students the chance to hear what the instructor had to say about a particular topic once again, check their notes, and make sure. Furthermore, it makes it easier for non-native English speakers to listen to a lesson again without distractions that can make fast translation difficult the first time. You can learn the essentials

without using up crucial class time by listening to a good podcast. The concise delivery of a lesson's content in a podcast either frees up the session for more in-depth study or, on the other hand, may give certain students the extra information they require to veer off in directions a straightforward lecture couldn't cover.

2. Students Podcasts

These podcasts were created by students, who now easily create their own podcasts thanks to advancements in computer and information technology. There are some advantages of podcast by (Sze, 2006, p. 121–122) including the following:

a. Motivation

After being published online, podcasts are accessible to everyone around the globe. This implies that there is a substantial audience for the student-produced podcasts. This serves as a powerful motivator. The podcast created by Secondary One pupils at the Secondary School affiliated with Fudan University in

China serves as an illustration of a student podcast. Students happily accepted the challenge of giving brief speeches on topics chosen by their lecturers for this podcast.

b. Perfection through practice and rehearsal

Students who produce podcasts typically need to practice or rehearse their "show" first. In other words, they will get a lot of practice, which they enjoy even though it probably gets boring. Through repetition, they will be able to improve their pronunciation.

c. Collaboration through group podcasts

Collaboration has emerged as a crucial general skill in Hong Kong's educational system (Curriculum Development Council, 2001). You can ask students to create podcasts in groups. Through the process, they develop their ability to work together.

d. Attention to accuracy

An oral performance is preserved in a podcast. Students who are creating podcasts will focus more on their pronunciation now that they are aware of this.

e. Mixed-ability teaching

Depending on each student's aptitude level, different tasks might be assigned. Therefore, making podcasts gives every learner the chance to create something that suits their level of proficiency.

f. Large-class teaching

In a large class, it is typically challenging to teach speaking. However, when it comes to podcasts, teachers can either assign students to create shows in groups or let them do it on their own at home. Afterward, the instructor and the students can listen.

g. Less confident students

Normally, speaking entails face-to-face communication. Less confident students could feel intimidated when asked to speak in front of an audience, no matter how small. Producing a podcast will be

advantageous for these students because it requires them to work "behind the scenes."

3. Types of Podcast

Types of Podcasts Podcasts available on the Web fall broadly into two types (Sze, 2006, p. 117) including the following:

- a. **Radio podcasts** are podcasts of current radio programs, such those provided by BBC (British Broadcasting Corporation) and the RTHK (Radio Television Hong Kong).
- b. **Independent podcasts**, podcasts produced by people and groups on the internet are known as independent podcasts. Because they may be modified to match the needs of various learners, the second type of podcast has the most promise for application in ELT. Learners can create them with the greatest ease because of the recent development of the MP3 sound file format, the accessibility of free and user-friendly sound recording

and editing software such as Audacity, and the growing popularity of MP3 players and the iPod among teenagers as electronic devices.

c. Audio Podcast, because it only have audio and require little storage space, audio podcasts are the most often used and well-liked. They can be downloaded using the Spotify app, just like podcasts, and can be played online or offline in the MP3 format. The Spotify app offers podcast transcripts for a few English-language podcasts, which aid in the comprehension of the content for the listener. The URL indicated in the description column is the gateway to the transcripts. On the website mentioned, some transcripts are available for download, and some are available in written form.

d. Video Podcast, A video podcast is a different kind of podcast that combines audio and video into one format. Video podcasts, which can be viewed on YouTube, are often in MP4 format and require more storage space than audio podcasts. Transcripts are available for

certain podcasts on the YouTube app, just like they are on Spotify. The YouTube application's transcript of the podcast is shown as a video subtitle, while Spotify's transcript can be obtained via the URL mentioned in the description.

C. Speaking Skill in English Teaching Media

1. Definition of Speaking.

Speaking allows one to communicate ideas, details, and feelings to other people. It is the narrator's most important means of verbal expression. According to (Harmer, 2001, p. 269) the capacity to talk well while drawing on their knowledge and information and saying it out loud. It must have the capacity to help with speech management. It happens in real life, with some planning ahead of time.

Speaking is the act of utilizing spoken language to transmit ideas and emotions or to receive information.. Communication is now simpler. The average person writes a few thousand words every day, but other people, such as

politicians or auctioneers, may write significantly more (Thornbury, 2005, p. 1). Speaking is the art of skillfully articulating words to transmit ideas, opinions, or feelings.

Speaking and writing are frequently contrasted as "productive skills," as opposed to reading and listening, which are "receptive skills." Speaking and listening are two interconnected methods of communication, and they are intimately related to one another. Every speaker is also a listener at the same time, and every listener has the ability to speak. (Torkey, 2006, p. 14).

Based on the explanation all experts above, Speaking is a technique of communication used to send a message, our thoughts, and our feelings to other people, as may be inferred. One of a language's elements is speaking. The presence of speaking is significant and cannot be distinguished from linguistic presence. It implies that communication is a necessary component of all interactions.

2. Speaking Skill

Students must be proficient in speaking, listening, reading, and writing, which are the four competencies. Jeremy Harmer describes the different kinds of skills in the four disciplines. Receptive skills, in which meaning is derived from the spoken word, include reading and listening. Examples of productive talents where students must actively develop language for themselves are speaking and writing. (Harmer, 2007, p. 265).

Speaking is one of the most challenging abilities for language learners to achieve. However, speaking is one of the core language skills that non-native English speakers must master due to its significance and use in communication. 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, as speaking is thought to play a vital part in communication, people make

an effort to learn the talent in order to interact with the global community (Mega & Sugiarto, 2020, p. 174).

(Harmer, 2007, p. 123) states that Students are required to speak in class for three fundamental reasons. First, speaking exercises offer students the opportunity to be trained and provide a secure setting for them to rehearse public speaking. Second, speaking activities that test students' proficiency in one or more of the languages provide feedback to both teachers and learners. Everyone may view their progress, including any linguistic challenges as well as their accomplishments. Lastly, children will use language components more effortlessly the more opportunities they have to use the vast array of components they have stored in their minds.

One of the four key skills taught in English classes is speaking. Mention that one of the main components of communication is speaking. Speaking is the ability to generate meaning in an interactive way through the production, reception, and processing of information. It also

refers to the knowledge of linguistic aspects as well as the capacity to process information. Speaking is a two-person procedure that involves communication. It is a means of communicating an idea. It is a two-way interaction between speaker and listener that requires both proactive and reactive comprehension skills.

Speaking is an essential ability. As social beings, we must interact with one another. One approach to socialize is to communicate. There are several ways to communicate. Speaking is one of the most common ways that people communicate on a daily basis. We can directly express our thoughts, feelings, or even just information to others by speaking. Therefore, without the capacity to speak effectively, we are unable to communicate to others our thoughts, knowledge, or even opinions.

3. Techniques for Teaching Speaking

Before discussing how to teach speaking, it's important to understand that, according to linguistic research, people have the capacity to learn languages from birth. God

confers this fundamental ability through the development of the human brain. First language acquisition in young children starts with exposure to language through the interactions of language users in their immediate environment. Additionally, when their speech organ matures, humans start to create utterances from language input, a process known as language output.

Based on input and output theory (Harmer, 2001, p. 271) suggests the following three steps for training productive language skills, such as speaking, with the goal of improving communicative ability:

a. Introducing new language

The meaning, proper usage, grammatical structure, pronunciation, and written form of the target language should all be explained to students by their teachers in clear, simple terms.

b. Practice

Teachers must provide opportunities for students to practice the language. During this phase, students will practice the language skills in a more controlled manner.

c. Communicative activities.

Through learning activities, teachers should encourage dialogue among students or between students and teachers. Learners will practice using the target language less strictly in this task, or they may change the target language according to their own inventiveness.

4. Elements of Speaking

According to (Harmer, 2001, p. 269–270), Speaking ability has certain acknowledged components. These factors clarify that speaking fluently requires both the capacity to comprehend information and language "on the spot" as well as understanding of linguistic aspects. Elements which categorized as language features are as follows:

a. Connected speech

The ability to alter sounds as we speak is necessary for connected communication. By weakening (weakening), adding (linking r), removing (elision), assimilation, or changing sounds (through contractions and stress patterning).

b. Expressive Devices

Expressive devices include the use of pitch and emphasis, varying volume and tempo, and using paralinguistic (physical and nonverbal) language to produce utterances. They are employed to create utterances and communicate the speaker's intended message in its entirety. By using expressive techniques, speakers can communicate their emotions to the listener.

c. Lexis and Grammar

It's important to have the ability to choose the right words and phrases to use in various scenarios when speaking because there are some things that should be said differently depending on the audience and the

situation. Therefore, it's crucial for students to be familiar with a range of expressions for various purposes, such as nodding in agreement or disagreement, showing surprise or shock, etc.

d. Negotiation Language

Specifically, when we sense that we are not being understood, we utilize negotiating language to provide clarification or rephrase what we are saying in order to be more clear. Because sometimes the listeners could not understand what we said, negotiation language is sometimes utilized. It can be that we speak too quickly or that they didn't hear.

In addition to the language characteristics already mentioned, another important facet is mental or social processing (Harmer, 2001, p. 271). The following are components of mental and social processing:

a. Language Processing

Effective speakers must be able to organize their thoughts and process language so that when they talk, their words not only make sense but also express the intended meanings. Retrieving words and sentences from memory and putting them together into proportionately and syntactically correct sequences are both aspects of language processing.

b. Interacting with others

Speaking is mostly an interactive process with one or more listeners. This suggests that in order to talk well, one must also listen intently, be aware of how others are feeling, and be able to take turns speaking or allow others to speak first. The information gap game helped students develop their listening and speaking skills as well. They received training on how to converse effectively as both a speaker and a listener. Participants in the learning process decide how formal, what kind of language, and how loud other students should talk to

them. Participants are also told to decide whether it is appropriate for each person to talk or to take turns speaking.

c. Information Processing

We need to be able to digest the information others provide us as soon as we receive it, separate from how we react to their feelings. The slower "the penny drops" in terms of speedy communication, the less effective we are. But it's vital to remember that this swift response is quite culture-specific and not highly prized by speakers of many other linguistic communities.

Besides the elements mentioned above, In order to use a variety of conversational settings and genres, as well as thrive in everyday functional exchanges, English speakers must also possess these skills (Harmer, 2007, p. 343). The summary of these elements are summarized as follow;

a. Different Speaking Events: In order to characterize various speaking genres, speakers should be familiar

with various speaking events, such as the difference between transactional function (conveying information and allowing the exchange of goods and services) and interpersonal function (Thornbury, 2005). (maintaining and sustaining good relations between people).

b. Conversational Strategies: speakers should be familiar with real talk, survival and repair techniques, and conversational structure.

c. Functional Language, Adjacency and Fixed phrases: adjacency pairings, fixed phrases, and functional sequences should all be recognized by speakers.

Those factors, which were previously discussed, must be taken into account in order to become good communicators. A skilled speaker should be aware of language aspects used in speaking, such as grammar, diction, knowing how to express oneself while speaking, etc. In addition, he should be aware of the speaking process itself. Therefore, every language instruction program that

places an emphasis on speaking abilities should incorporate all of the aforementioned components.

5. Component of Speaking

Speaking involves elements of grammar, vocabulary, pronunciation, fluency, and comprehension, making it a complicated skill at the very least. Speaking has some important competences, including the following:

a. Grammar

A language's use is described by a set of rules called its grammar. Grammar instruction also aims to teach students the proper technique to become proficient in spoken and written language. Students must therefore learn grammar in order to construct a proper phrase in conversation.

b. Vocabulary

Vocabulary is a further factor that is crucial. The proper diction that is employed in communication is referred to as vocabulary. One cannot explain ideas in

both written and spoken forms or communicate successfully without a suitable vocabulary.

c. Pronunciation

When students speak, they create words via pronunciation. It is concerned with the phonological process, which is the word for the elements and regulations of a grammar that control the emergence of sounds and grammatical patterns in a language. Phonemes and suprasegmental qualities are features of pronunciation. Someone who repeatedly pronounces a range of phonemes wrong may find it extremely difficult to be understood by someone who speaks a different language group.

d. Fluency

Fluency can be defined as the ability to speak clearly and quickly. Speaking fluently is a desire shared by many language students. Fluency is the capacity to communicate with few pauses, "ums," or "ers" at a moderate velocity. These clues suggest that the speaker doesn't have to spend

a lot of time digging up the linguistic elements necessary to communicate the message.

e. Comprehension

Another element of speaking is comprehension. Understanding is a mental act, and exercises to strengthen understanding are tests.

D. Previous Studies

Some studies closely related to the effect of Podcast on students' speaking skill.

Previous study is very important to the researcher as guide in conducting this study. There are three previous that related to the present study. First from (Rahandi, 2020) entitled *The Effect of Using Podcast in Students' Speaking Skill At the Second Grade of Nursing in Baiturrahim Vocational School Jambi*. This study aims to determine the effectiveness of using podcasts as a speaking skills teaching technique in the second grade of nursing at Baiturrahim Vocational School. This experimental study's data came from the students' pre- and post-test results. In this work, a single

experimental class was used in a one-group, pre- and post-test design. The sample for this study was the full second grade nursing class at Baiturrahim Vocational School, or 25 students.

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 statistics showing that the students' post-test 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 for podcasts. The average interest score of pupils, which was 55.40 on a scale of 100, demonstrated this.

Then research from (Hamad et al., 2019) This study intends to shed light on a technique to be employed in EFL speaking classes and illustrate the effectiveness of employing YouTube videos and Listening Audio Tracks Imitation (YATI) as pedagogical tools to improve the speaking abilities of EFL learners. This study uses a qualitative experimental design to examine the effects of YouTube and Audio Track Imitation (YATI) on EFL learners' speaking skills. Clearly, this research differs from my research. This study describes a method for teaching English in speaking classes using YouTube media and listening to audio track imitation as a pedagogical tool to enhance students' abilities. In contrast, my research uses podcasts for teaching approaches and seeks to determine the relationship between podcasts and students' speaking abilities.

The research was conducted by (Wulan, 2018) entitled “The Effect of Implementing Podcast in Enhancing Students’ Speaking Achievement in The Fully Digital Era”. The students of today, commonly referred to as "digital natives," should be

encouraged to use electronic platforms that demand new methods of education in the twenty-first century because they are growing up surrounded and immersed in rapid technological progress. The current study's objective is to determine whether using electronic platforms for language teaching and learning, namely podcasts, improves students' speaking abilities. Students in the science program's eleventh grade were divided randomly into the experimental group and the control group for this investigation. An analytical scoring system that took into account content, fluency, accuracy in pronunciation, grammar, and spelling was used to evaluate the students' speaking performances in the post-test. The significant column value (2-tailed) from the data analysis was 0.025, which was less than 0.05 ($p < 0.05$), according to the data analysis. This study's method of data collection differs from the method used in the related earlier study. Both the current study and the linked earlier studies used experimental methods.

The last study was conducted by (Ramli & Kurniawan, 2018) investigated the use of podcasts to improve students' speaking, listening, and reading abilities in English. In this information age, technology has had a significant impact on education. Edutechnology is a well-known name for it. One interactive medium used in the classroom to aid in the development of speaking and listening abilities is the podcast. This study looked at various earlier studies and created podcast-based lesson plans. The outcome showed that both students and teachers were impacted by the potential for success in employing technology. Students took initiative to improve their listening, speaking, and writing skills in English while utilizing technology. They were exposed to a variety of teachings as well as a stimulating learning environment. The teacher was also pushed to be able to use digital tools (like podcasts) in the classroom to deliver creative instruction. The podcast included a wide range of subjects and exercises that helped teachers and students learn more and improve their skills for educational purposes.

The similarities of the research between all of these researches are all of the research discussing podcast media learning on students' speaking skills.

The difference in this research is in the way of collecting data, this study used the questionnaire method, while my research did not use the questionnaire method. Then there is the type of research that is clearly different from previous research.

Based on the explanation above this research, it needs to be done because to review and deepen the knowledge and can develop it. Researcher will research entitled The Effect of English Podcast on Students' Speaking Skill at English Education Department of UIN Fatmawati Sukarno Bengkulu.

E. Hypothesis

Based on the description above, it can be formulated a hypothesis as follows.

(H₁): There is a significant correlation between English podcasts and students' speaking skills in second semester at UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023.

(H₀): There is no significant correlation between English podcasts and students' speaking skills in second semester at UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023.