

CHAPTER II

LITERATURE REVIEW

A. English Speaking Ability

1. Definition of English Speaking Ability

Speaking is one of the four macro skills that must be developed as a means of effective communication in the context of first and second language learning. In the Big Indonesia Dictionary (KBBI), speaking means expressing one's thoughts. According to the dictionary, speaking is the action of conveying information or expressing one's thoughts and feelings. According to the Oxford Dictionary, it is discussing something with someone. In the process of speaking a person will experience the process of thinking to express ideas and ideas at large (Zalukhu et al., 2023). In the English as a Foreign Language (EFL) pedagogical environment. English speaking ability is one of the basic skills that is very important in language learning. This skill includes the ability to communicate effectively. Speaking ability involves articulating sounds, expressing thoughts, and conveying ideas and feelings (Wahyu, 2021). In an educational context, good speaking skills are crucial for students in educational contexts, enhancing their participation in class discussions, presentations, and social interactions (Rizkyta, 2024; Avitasari et al., 2023).

Effective speaking skills enable students to express thoughts clearly, understand others' perspectives, and avoid misunderstandings, fostering healthy social interactions on campus (Avitasari et al., 2023). And in the context of work Effective communication, including public speaking, is key to conveying ideas, influencing others, and building relationships in professional settings (Sigiro et al., 2024), So Effective communication and public speaking skills are key to success in careers and interpersonal relationships.

In the context of English as a Foreign Language (EFL) learning, speaking is one of the most critical yet challenging skills to develop. Speaking is considered one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. A study on university students revealed moderate anxiety levels across all four skills, with speaking causing the highest anxiety, followed by listening, writing, and reading (Astriyanti et al., 2023). They generally face PROBLEMS to use a foreign language to express their thoughts effectively. They stop speaking because they face psychological obstacles or cannot find the right words and expressions. In English language learning speaking ability involves verbal and non-verbal aspects to express ideas, thoughts, and feelings in English. Speaking ability is one of the important skills in the communication process,

especially in the context of second or foreign language learning. Research on EFL students' speaking problems in Indonesia reveals several common issues. students face problems with vocabulary, pronunciation, grammar, anxiety, and native language interference when speaking English (Rullu & Daburan, 2020) Common speaking problems include pronunciation, lack of vocabulary, and low self-confidence, which they try to address through more practice and using language learning apps (Fachrunnisa & Nuraeni, 2022). The most common problems for EFL students in speaking are linguistic issues like lack of grammar, vocabulary, and pronunciation, as well as psychological issues like lack of confidence and nervousness (Riadil, 2020). Psychological factors such as anxiety, embarrassment, lack of self-confidence, and nervousness also hinder speaking performance (St. Marhana Rullu & Hamia Daburan, 2020; Ikrar Genidal Riadil, 2020).

However, this speaking ability is very important as it helps students to express their thoughts and ideas in English effectively and confidently. Students are expected to master English speaking skills that enable them to communicate well in formal and informal contexts. success in speaking ability is influenced by various factors including the learning methods used, the environment, and regular

practice. According to Harmer (2007), speaking involves several components, including pronunciation, grammar, vocabulary, and interaction skills. These speaking skills are not only related to students' ability to express ideas and opinions, but also their ability to understand and respond to others' speech. This skill is indispensable in academic and professional contexts because speaking ability shows how well a person understands and uses language in real life.

2. Component of English Speaking Ability

In speaking English, there are several key components that are important to master in order to communicate effectively, improving these components in a balanced way will help improve speaking skills significantly. according to (Anisah & Hamid B, 2023) The main components for improving English speaking skills are vocabulary, comprehension, fluency, pronunciation, and grammar, with vocabulary being the most developed aspect.

1. **Vocabulary:** Vocabulary is the range of words a speaker knows and can use in conversation. It is foundational to expressing ideas clearly and precisely. vocabulary knowledge is essential for fluency and accuracy in speaking, as it allows speakers to choose words that fit the context and audience. In English speaking, vocabulary proficiency is particularly important for achieving a natural and authentic tone.

2. Comprehension: Comprehension in speaking involves not only the speaker's ability to understand their conversation partner but also to respond appropriately. This component requires listening skills, as speakers must decode and interpret incoming information. comprehension is essential for meaningful interaction, as it ensures that the conversation progresses logically and that both speakers are aligned in understanding.
3. Fluency: Fluency refers to the ability to speak smoothly without unnecessary pauses or hesitation. It is often associated with the speed and rhythm of speech. that fluency is a key indicator of language proficiency, as it reflects a speaker's comfort and confidence in using the language. Fluency is developed through practice and exposure to real-life communication scenarios, allowing speakers to respond spontaneously and maintain natural conversation.
4. Pronunciation: Pronunciation affects how easily the listener understands the speaker. Pronunciation includes not only correct pronunciation, but also the right rhythm and intonation to convey the message effectively. Learning pronunciation is very important for English learners because mistakes in pronunciation can cause significant miscommunication. In addition,

good pronunciation helps to increase the speaker's confidence in using English.

5. Grammar: Grammar is the structural aspect of language that organizes words into coherent sentences. Proper grammar enables speakers to convey precise meanings and avoid ambiguity. grammar plays a significant role in effective communication, as it helps maintain clarity and coherence in speech. Errors in grammar can disrupt the flow of conversation and affect a speaker's credibility.

3. Factors Affecting English Speaking Ability

1. Internal Factors

Internal factors are factors that come from within the individual, which can significantly affect one's English speaking ability. Affective factors such as self-esteem, anxiety and motivation play an important role in language acquisition.(Kiruthiga & Christopher, 2022).

a. Motivation

Motivation is the drive within students to achieve goals in learning English. Strong motivation can encourage students to practice and improve their speaking skills. Motivation can be “intrinsic” (a drive that arises from within the student, e.g. the desire to master English for a future career or personal satisfaction) or “extrinsic” (a drive from outside, e.g.

good grades, recognition from others, or other incentives). Highly motivated students tend to speak more actively and try new things in English, which ultimately improves their speaking ability.

b. Self-esteem

Self-esteem refers to how one assesses, values and accepts oneself. It includes an individual's beliefs about his or her abilities, worth and value. Healthy self-esteem makes a person more confident, risk-taking, and able to face challenges, whereas low self-esteem can lead to feelings of helplessness or fear of failure. therefore When correcting errors in speaking, teachers should consider the fact that it does not affect their learners' confidence and self-esteem levels. Students with strong self-efficacy are more likely to learn than those with low self-efficacy. Learners believe in their own ability to work hard and acquire certain speech patterns.

c. Anxiety

Anxiety is an emotional response that includes feelings of tension, worry, and fear towards certain situations, especially those perceived as threatening or stressful. Anxiety in language learning usually refers to the fear and nervousness people feel when they have to speak in a language they don't know. The fear of losing their identity makes them more anxious, and they even

fail to show their level of competence in English. Language acquisition and anxiety are inversely proportional: When nervousness decreases, language acquisition increases; conversely, when anxiety increases, language acquisition decreases. Moreover, anxiety undermines academic performance, self-esteem, the ability to speak and write well, and a positive self-image.

2. External Factors

External factors are conditions outside the student that affect English speaking ability, such as the environment factors, learning methods, and learning media, Environmental factors.

a. Environment factors

The main factor influencing English proficiency of Indonesian university students is the environment. Environmental factors are factors that determine a person's English proficiency. (Lubis et al., 2024). An environment that supports students to speak English as a language of daily communication will be able to improve the student's English language skills. For example, when a student uses English in the family environment, the family must also provide a positive response in order to improve the student's own English language skills.

b. Learning methods

Learning methods are ways or approaches are ways or approaches that teachers use to deliver subject matter and facilitate the student learning process, with the aim of achieving effective learning. In-depth knowledge of learning methods helps teachers to improve learning effectiveness and guide learners to achieve educational goals optimally (Zuhdiah et al., 2024). In addition, teachers who support interactive teaching methods can increase students' motivation and provide more opportunities for students to practice speaking in English.

c. Availability of Learning Media

Learning media such as audio, video, and digital platforms, including podcasts, are tools that can help expose students to authentic English usage. By listening to native speakers or practicing speaking through these media, students can develop their speaking skills, especially in terms of pronunciation and vocabulary. The availability of learning media also allows students to practice speaking independently outside the classroom. The use of modern learning media, such as interactive video, mobile apps, and online platforms, can enhance student engagement and holistic language skill

development in English language education.(Aries Denta Putra et al., 2023).

B. Concept of Podcast

1. Definition of podcast

A podcast is a form of digital media consisting of a series of audio or video episodes that can be downloaded or streamed. The format first appeared in the early 2000s and has since grown rapidly, becoming one of the popular ways to deliver information and entertainment. The term “podcast” comes from a combination of two words, namely “iPod” (an Apple product popular in the early days of podcasting) and “broadcast”. Although the term was originally associated with iPods, podcasts can now be accessed on a variety of devices such as cell phones, tablets, computers, and other devices that support podcasting applications. podcasts are digital media that can be distributed over the internet by subscription that allows users to download and listen to audio or video content.and addition podcasts have the ability to effectively deliver content to listeners, allowing for intimate and focused interaction with the audience. Podcasts have emerged as a significant and growing medium in the digital age, offering diverse content across genres and styles (Clifton et al., 2020). Podcasts can cover a wide range of topics, from news, education, technology, health, to entertainment. One

of the main attractions of podcasts is their flexibility; listeners can access content anytime and anywhere, whether they are on the move, traveling, or relaxing at home.

Over time, these advantages possessed by podcats are considered effective as a medium in language learning, especially English, because it offers a variety of authentic and relevant audio materials. In language education, podcasts serve as authentic materials for improving speaking skills by exposing learners to native speakers' pronunciations and speech patterns (Alfa, 2020). By using podcasts, students can listen to English spoken by native speakers or fluent speakers, giving them the opportunity to understand various accents, intonations and language styles. podcasts can be used to improve English language skills, especially in the aspects of listening, speaking, vocabulary and grammar. in addition, podcasts have an advantage over other learning media because of their flexible nature, allowing students to listen anytime and anywhere as needed. Podcasts are considered an effective and efficient alternative to traditional distance learning methods, providing creative and engaging content that can be accessed anytime and anywhere (Sudarmoyo, 2020). podcasts are a very effective tool for learning foreign languages, including English. Podcasts are usually presented in a conversational format, where one or more

speakers discuss a particular topic. This gives a more personalized and interactive feel compared to traditional media such as radio or television. The use of authentic materials in podcasts exposes learners to native speakers' accents and dialects, aiding in language acquisition (Rahman & Azwan, 2022). In addition, many podcasts invite special guests, which can provide new and interesting perspectives for listeners. With the variety of content available, listeners can choose podcasts that suit their interests and needs. Moreover, podcasts offer a novel learning experience that motivates second language learners to improve their language skills across listening, speaking, reading, and writing (Amalia, 2021).

They have gained popularity in Indonesia, particularly among students in urban areas, as a tool for accessing subject-specific information and supporting independent learning (Norhayati & Jayanti, 2020; R. Rafiza & Irwansyah, 2020). According to (Indahsari, 2020) Podcasts are a potential option as a support for English language learning and allow teachers to incorporate technology in teaching. Audio and video educational podcasts enhance learners' understanding and further discussion, increase students' motivation to learn, improve teaching effectiveness. Some examples of podcast channels commonly used to improve students' speaking skills are

Miss Honey, which focuses on grammar and vocabulary, Bahasa sederhana dan santai (Simple and Casual Language), with topics about everyday life suitable for beginners. BBC Learning English Structured material, British native speakers. Programs on grammar, vocabulary, pronunciation, and news in English. Learning English (VOA) features slow speech by American native speakers, suitable for beginners, with transcripts available and discussions on current topics. Espresso English Podcast offers brief and practical discussions, focusing on one topic per episode, with tips for everyday conversation. TED Talks covers inspirational and educational topics with diverse accents, transcripts available, suitable for academic and professional vocabulary. Finally, Kampung Inggris LC. This podcast is created and hosted by Kampung Inggris tutors in Pare, Indonesia. The content is diverse—ranging from everyday vocabulary, slang phrases, to TOEFL preparation tips. Everything is delivered in easy-to-understand language, suitable for beginners or those who want to learn casually.

2. Podcast Characteristics

podcasts have several characteristics, namely:

a. Audio-Based

Podcasts are typically presented in audio format, allowing listeners to focus on their listening skills and

naturally practice language comprehension without visual distractions. This is especially beneficial for improving listening comprehension and mastering accents.

b. Flexible and Portable

Podcasts can be accessed anytime and anywhere through various devices, such as smartphones, laptops, or tablets. This allows learners to study independently according to their own schedule, whether they are commuting, exercising, or relaxing.

c. Subscription and On-Demand

Listeners can subscribe to specific podcasts and automatically receive the latest episodes. This model makes it easier for users to stay up-to-date with new content without manually searching for it.

d. Diverse Topics and Formats

Podcasts come in a variety of topics and formats, such as interviews, monologues, panel discussions, or storytelling. This diversity allows listeners to choose content that suits their interests and learning needs, whether it's everyday vocabulary, idiomatic expressions, or formal communication strategies.

e. Community and Interactivity

Although podcasts are primarily one-way communication, many podcasters engage with listeners

through social media, discussion forums, or Q&A sessions. This creates opportunities for interaction, sharing experiences, and expanding language knowledge collaboratively.

3. Types of Podcasts

Some types of podcast content include:

a. Interview Podcasts

In this format, the host interviews different guests in each episode, exploring their experiences, expertise, or perspectives on specific topics. This is great for learning conversational dynamics and diverse speech patterns.

b. Solo (Monologue) Podcasts

A single host speaks directly to the audience, sharing personal insights, storytelling, or educational content. These podcasts can help listeners with language structure and vocabulary.

c. Conversational (Co-hosted) Podcasts

Two or more hosts engage in a casual conversation, often discussing current events, specific topics, or personal stories. This type helps learners understand natural, spontaneous dialogues.

d. Storytelling Podcasts

These podcasts focus on telling fictional or non-fictional stories, often with sound effects and voice acting to

enhance the experience. They're excellent for improving listening comprehension and narrative understanding.

e. Educational Podcasts

Designed to teach a particular subject, these podcasts break down complex concepts into digestible explanations. For English learners, language-learning podcasts can boost grammar, vocabulary, and pronunciation.

f. News and Informational Podcasts

These provide regular updates on news, culture, or niche topics. Listening to them helps learners build knowledge of current events and practice listening to formal or journalistic language.

4. Podcasts in Improving English Speaking Ability

Here are some of the ways podcasts contribute towards English learning, especially in speaking ability:

a. Vocabulary Enrichment and Everyday Language Usage

Podcasts give students direct exposure to vocabulary used in everyday conversational contexts. Through podcasts, students can learn how words and phrases are used in conversation, making it easier for them to understand their meaning in a broader context. Podcasts that focus on certain topics also provide specific vocabulary related to those topics, for example in technology, business, or culture.

b. Understanding Intonation and Pronunciation

Listening to podcasts delivered by native speakers helps students learn how to pronounce and intonate in English. Intonation is an important aspect of speaking as it can change the meaning of a sentence, depending on how the tone of voice is used. By listening to different accents and ways of speaking, students can learn variations in intonation, which helps them to sound more natural when speaking in English.

c. Practice Speaking Through Imitation

Podcasts give students the opportunity to mimic the way native speakers speak. This is a technique often referred to as shadowing, where students listen to a conversation and then try to imitate the intonation, pronunciation, and expressions used by the native speaker. By doing this imitation, students can practice their speaking skills and increase their confidence in communicating.

d. Improving Listening ability as a Support for Speaking

Speaking and listening ability in language learning are closely related. Podcasts provide an opportunity for students to practice their listening skills, which is an important step in improving speaking skills. By listening to podcasts, students are exposed to a variety of sentence structures and language patterns used in everyday

conversation, so they are better prepared to apply them in speaking.

e. Improving Cultural Understanding of English

Podcasts not only present the English language, but also the culture associated with it. Many podcasts cover topics related to daily life, culture, or current events in English-speaking countries. By understanding the cultural context behind the language, students can understand how to express themselves appropriately in certain situations. This is very important in improving culturally appropriate speaking ability.

5. Advantages And Disadvantages Of Podcasts As Learning Media

Advantages of podcast learning media:

1. Improve listening and pronunciation skills

Podcasts provide exposure to native or semi-native speakers that help learners improve pronunciation and intonation, to practice speaking skills and enrich vocabulary, especially in language learning.

2. Flexible and accessible

Can be listened to anytime and anywhere through smartphones, laptops, or other devices, allowing students to learn independently without being tied to class schedules.

3. Increase learning motivation

Podcasts often use colloquial language that is relevant to real life, podcast topics that are interesting and match students' interests can make them more excited about learning, besides that students can repeat certain parts to understand the contents of the podcast.

4. Improve focus and comfort

Podcast learning makes students more focused and comfortable in learning because it is not supervised by a lecturer which makes it feel freer, less pressured and confident.

Disadvantages of podcast learning media:

1. Lack of direct interaction

Podcasts are one-way, so students cannot directly ask questions or discuss with the speaker.

2. Difficulty understanding accents or speaking speed

Some students may have difficulty following a podcast with a certain accent or speaking speed that is too fast.

3. Not all students like audio methods

Students' learning styles vary. For students who prefer visuals or kinesthetics, it can be difficult to convey concepts that require visualization or hands-on practice and podcasts can feel boring.

4. Inequality in access to technology

Not all students have adequate devices or internet connections to access podcasts consistently.

C. Student Perception

1. Definition of Student Perception

Perception refers to when the brain organizes the information it receives from nerve impulses, and then begins the process of translation and interpretation. It is an important process that helps us rationalize or understand information associated with a physical stimulus. Perception is the process by which individuals interpret the stimulus received through their senses, forming an understanding and meaning of the surrounding environment. This process involves organizing and interpreting sensory information to make sense of the external world. Perception is the process by which individuals select, organize, and interpret information received from the environment into a meaningful understanding (Hakim et al., 2021).

In educational contexts, Students' perception of learning is an important factor that reflects their learning experience in a higher education environment. Students' perceptions in the learning process reflect how they understand, assess and respond to learning activities that take place in a higher education environment. This perception is not only influenced by material content and teaching methods, but also by contextual factors such as

learning media, interaction with lecturers, technology readiness, and students' psychosocial conditions. In the digital era, especially post-Covid-19 pandemic, many studies show that students have begun to develop new perceptions of learning systems, especially online. noted that most students feel that online learning provides flexibility of time and place, but on the other hand they also face challenges in the form of limited interaction and difficulty maintaining learning concentration(Ningsih, 2020). In this context, technology is not only a medium for delivering material, but also a variable that shapes student perceptions of learning effectiveness.

On the other hand, socio-emotional factors such as interactions with lecturers also play an important role in shaping students' positive perceptions. (Rahmawati & Putri, 2020) showed that students' perceptions of online learning are strongly influenced by lecturers' interpersonal communication, including clarity in delivering instructions and the ability to provide constructive feedback. This research emphasizes the importance of lecturers' role as facilitators who not only deliver materials, but also create supportive pedagogical relationships. In addition, the blended learning approach is also considered more effective in answering students' doubts about fully online learning. (Astuti & Febrian, 2019) reported that the combination of

face-to-face and e-learning creates positive perceptions as it provides opportunities for students to clarify their understanding while accessing materials independently.

Overall, students' perception of learning is dynamic and influenced by various dimensions, ranging from learning methods and media, quality of interaction, to technology readiness. To improve the quality of learning in higher education, it is important for lecturers and educational institutions to understand how students interpret their learning experiences. Positive perceptions will encourage motivation, engagement and better learning outcomes, while negative perceptions can lead to academic alienation and decreased performance. Therefore, continuously evaluating and adjusting learning approaches is a strategic step in ensuring the effectiveness of higher education in this digital era.

2. Process of Forming Perceptions

According to (Robbins, 2005, p. 134), perception is the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. In the context of university students, perception plays a crucial role in how they understand and respond to their learning experiences. This perceptual process can be explained in several stages as follows:

1. Receiving Stimuli from the Learning Environment

Students first receive various stimuli from their learning environment, such as explanations from lecturers, learning materials, the use of media like podcasts, and interactions with peers. These stimuli are received through the senses and form the initial basis of perception.

2. Information Selection

Not all stimuli received are processed in depth. Students will select information based on their previous experiences, personal interests, and level of attention. Information that is considered relevant or interesting is more likely to be processed further.

3. Interpretation

After selection, students interpret the chosen stimuli subjectively. This interpretation is strongly influenced by their background, knowledge, expectations, and emotional state. For example, the use of podcasts may be interpreted as a fun learning method or a confusing one, depending on each individual's experience.

4. Reaction or Response

The final result of the perceptual process is the students' reaction or response, which can take the form of positive or negative attitudes toward learning,

level of learning motivation, and their evaluation of the effectiveness of the learning method used, including the use of podcasts.

3. Factors Affecting Student Perception

several things that can affect student perceptions in learning.

1. Quality of Interaction with Lecturers

Positive lecturer-student interactions strengthen motivation, confidence and perceptions of learning effectiveness. Lecturers who are responsive, supportive, and able to build two-way communication tend to encourage students' positive perceptions of learning materials and experiences.

2. Relevance of Materials to the Real World

Students tend to appreciate and understand material that is directly connected to practical applications in the real world. This relevance increases cognitive engagement and perceptions of the value of learning.

3. Technology Used

The use of educational technology (e.g. LMS, AR/VR, and mobile learning) greatly influences the perception of learning convenience and effectiveness, especially in online systems.

4. Classroom Environment or Online Platform

A comfortable, interactive and supportive physical or digital environment can create a pleasant learning experience and build positive perceptions.

5. Individual Learning Style

Students' learning preferences (visual, auditory, kinesthetic, reflective, etc.) play a role in assessing learning methods. The mismatch of learning styles with teaching methods may decrease their perception of lecture effectiveness.

D. Previous Study

1. Research by (Rosyidah et al., 2021)

In an article titled “*English Department Students’ Experience and Opinions on the Use of Podcast for Learning English Independently*”. Explored the experiences and opinions of English majors towards the independent use of podcasts. The results showed that students found podcasts useful for improving listening skills and enriching vocabulary. However, This study only focuses on students' experiences and opinions regarding the use of podcasts for self-directed learning, without specifically examining how podcasts can improve English speaking skills. In addition, this study has not explored how podcasts are used in classroom interactions or formal learning strategies and The novelty of this research lies in the exploration of students' personal experiences in using podcasts autonomously,

which provides insight into learner autonomy through digital media.

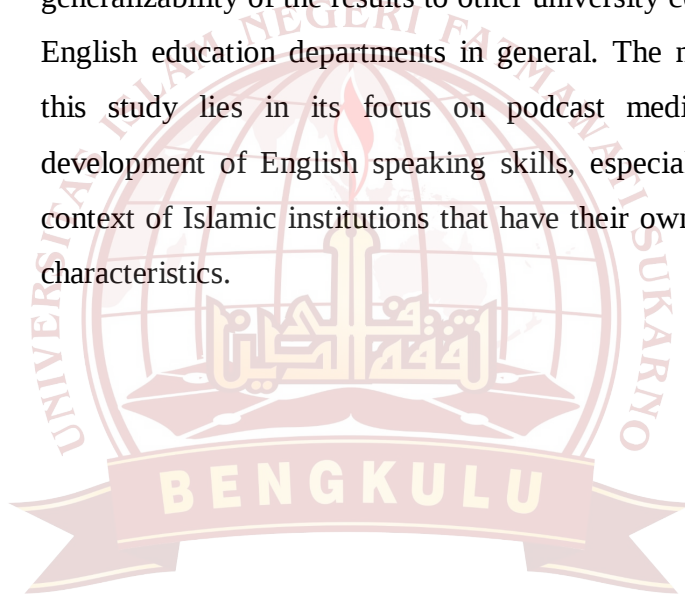
2. Research by (Aprianto, 2024)

Through his research entitled “*EFL Students’ Attitudes towards the Use of Podcasts as a Language Learning Medium to Increase Learning Interest*”. examined EFL students' attitudes towards podcasts as a medium to increase interest in learning. He found that the majority of students showed a positive attitude because podcasts were considered interesting, flexible, and easily accessible. but has not explained how podcasts impact on specific skills such as speaking, and has not examined the strategic aspects of using podcasts in the context of active English language learning. The novelty of this research is in measuring EFL students' attitudes towards podcasts as an interesting and motivating medium in English language learning, especially in the context of increasing learning motivation.

3. Research by (Humairoh et al., 2024)

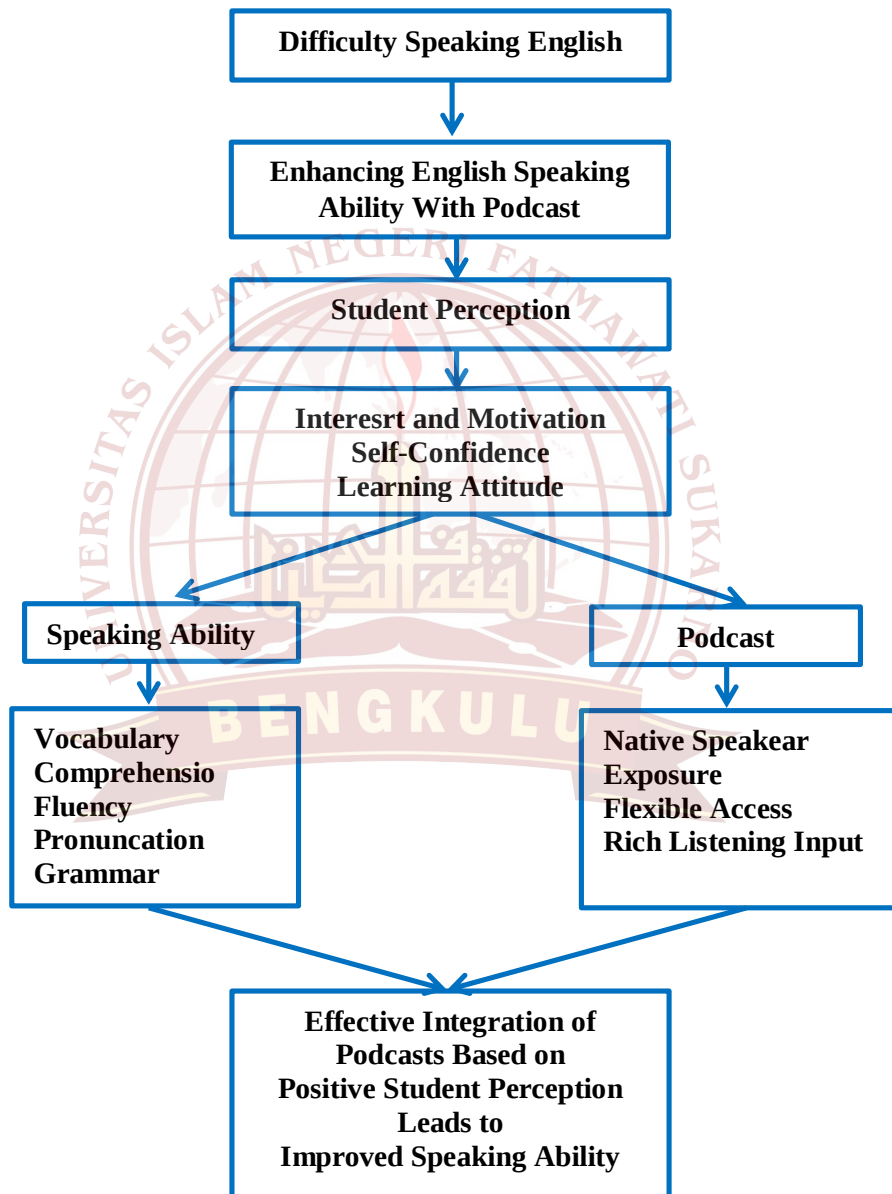
Further research with the title “*Students Perception Toward Podcast Media In Learning English Speaking Skills At Zainul Hasan Genggong Islamic University.*” This study directly highlights students' perceptions towards the use of podcasts in learning English speaking skills. This research shows that students have a positive perception of podcasts

as they help in pronunciation, speaking fluency, and vocabulary comprehension. Despite the focus on speaking skills, the study was limited to perceptions without providing an in-depth analysis of the effectiveness of podcasts as a strategy to improve speaking skills. The study was also limited to one Islamic university, which limits the generalizability of the results to other university contexts or English education departments in general. The novelty of this study lies in its focus on podcast media in the development of English speaking skills, especially in the context of Islamic institutions that have their own learning characteristics.



E. Conceptual Framework

2.1 Conceptual Framework



The use of podcasts as a learning medium provides direct exposure to authentic English from native speakers, as well as flexible access and rich input. This creates more natural and enjoyable learning opportunities for students.

However, the effectiveness of podcasts is highly dependent on students' perceptions of their use. If students have positive perceptions - such as feeling motivated, confident and having a good learning attitude - they will be more active in using podcasts in their learning process. When students use podcasts consistently and with high motivation, it can improve various aspects of speaking ability such as vocabulary, fluency, pronunciation, comprehension, and grammar. In other words, podcasts provide language input, perceptions influence the reception and use of that input, and the end result is improved speaking. Thus, podcasts, students' perceptions, and speaking ability have a mutually influential relationship. Podcasts provide a learning medium, perceptions determine how effectively it is used, and the results are reflected in students' speaking ability.