CHAPTER II
LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

Everyone knows that a language is a tool of communication. Communication will occur between two or more persons, generally, one as a speaker and another as an interlocutor. Speaking skill is one of the skill we use in English. Speaking has an important role as a means of daily communication. Speaking the change of knowledge, information, idea, opinion, or feeling that should be a concept and following from what they want to say. Speaking is an interactive process of communication used to express the ideas from the speaker to the listener. Speaking is the ability to speak fluently and presupposes knowledge of language features and the ability to process information and language at the same time (Harmer, 2007).

Speaking is a daily oral activity in which people exchange information and meaning with one another. Speaking is a method of presenting an object to be reached and expressing feelings through verbal phrases. In daily life, one must have the ability to communicate with others and build interaction. (Pelenkahu, 2017). Speaking is more than just a process of creating, obtaining, interpreting, and evaluating information; it also involves several complex procedures since it involves the setting and condition of speaking, such as the subject of the speech, the speakers' knowledge, and so on, the condition of the speakers' environment, and the purpose of speaking based on Florez, 1999 as cited in (Pratiwi & Prihatin, 2021).

2. Aspect of Speaking Skill

Several aspects of speech are engaged in the speaking process that occurs during the interaction. According to Duong (2014, p. 86), commonly thought of the most important aspects of speaking are grammar, fluency, accuracy, vocabulary, and pronunciation.

a. Vocabulary

Vocabulary is a term that has different meanings depending on the function. To avoid misunderstanding in communication, a term expresses the content of ideas. It is also useful for defining things, activities, and thoughts. Many words will make it easier to convey our thoughts, feelings, and ideas in both written and spoken form. According to Horby (1989, p. 289), an acceptable language is made up of a number of vocabulary. Mastering vocabulary would define someone's capability in understanding language.

b. Grammar

This is similar to rigid rules in oral and written form. Brown (2000, p. 36) mentions that grammar is a system of rules governing the conventional arrangement and relationship of words in the sentence. Furthermore, Al-Mekhlafi and Nagaratnam (2011, p. 71) write that grammar is a set of rules that specifies a language's structure, and it can also be used to combine units of a language. Combining necessary units of language help a speaker or a writer in developing any ideas in their mind, and it makes it so much easier to construct communication in the form of spoken or written communications.

c. Pronunciation

This is the process of correctly pronouncing a certain word. Pronunciation should be acceptable in all situations, including speaking. Referring to Nation and Newton (2009, p. 76), pronunciation is an individual sound that involves good articulation, and it has features of sound such as aspiration, voicing, voice setting, intonation, and stress. Pronunciation is very important in speaking since it gives a hint as to

what is being said. If the speaker pronounces the word incorrectly, the interlocutor will misunderstand the meaning. As a result, pronunciation is the process of producing an acceptable and unambiguous lexical word in a language.

d. Fluency

It entails understanding how he or she delivers thoughts without utilizing filler words ("um" and "ah") while conversing with the other. Fluency, according to Yingjie (2014, p. 58), is the capacity to speak at an effective speed, speak smoothly, and create the correct word without having to think too much. Excellent fluency, in this scenario, will boost confidence in expressing ideas while also improving communication skills. To be recognized as a fluent speaker, we must possess the following characteristics, as provided by Thornbury (2005, p. 8): Pauses can be long, but they aren't frequent, and they allow for a meaningful transition point.

e. Accuracy

According to Kusnierek (2015, p. 78), accuracy refers to an understanding of words, right in structures, syntax, and better in catching the meaning of messages of language without part of mistakes, and it does not cause hesitation in interaction. Obviously, good accuracy creates an impression of how he/she delivers the message to the other.

B. Public Speaking Skill

1. Definition of Public Speaking Skill

Public speaking is a way of speaking in front of a large audience, that focuses on how to use various speaking strategies to transmit information or ideas that the audience is interested to hear. This is very important to pay attention to the audience. Public speaking must follow the structure very well because it must adjust to the time allowed. In addition, listeners or audiences also cannot provide comments or questions outside the allowed time (Danandjaja, 2011: 108).

2. Types of Public Speaking Skill

According to Hughes (2002) the type of public speaking are as follows:

a. Informative Public Speaking

Informative public speaking is a speech or presentation that aims to convey information. Examples: business presentations, product/service introductions, lecturers giving material, speaking on radio and television, and speaking at business forums.

b. Persuasive Public Speaking

Persuasive public speaking is a conversation that seeks to influence or convince the audience to do or not do something. This type of public speaking can also be used to promote products or services. Examples: political speeches, campaigns, product reviews.

c. Entertaining Public Speaking

This type of public speaking is deliberately designed to entertain. In this type of public speaking, the speaker tries to build an atmosphere of excitement. For example public speaking at dinners, birthdays, engagements, family reunions, and weddings, including and especially "stand-up comedy".

d. Technical Public Speaking

Technical public speaking almost always involves visual aids or handouts (printed material). Public speaking is indeed informative, but the information is very technical. Examples: presentations of findings from an expert, presentations on the use of new tools, and online learning methods.

e. Short Public Speaking

Short public speaking in general is an expression of gratitude, conveying a welcome, acceptance or release, or giving a welcome. If you are giving a welcoming speech, it should be as concise as possible, because there is a keynote speaker. Based on the explanation above, the researcher focused on public speaking informative as the score indicator of this research.

C. Podcast as Learning Media

    1. Definition of Podcast as Learning Media

In this global era, being able to speak English is essential for people to communicate with the global community (Samad and Fitriani, 2016). To help non-native speakers to learn to speak this language, there are many kinds of technologies invented. There are tons of technologies invented, and one of those which provides material for language learning is called the podcast. The podcast, uploading audio or video file to the internet, has emerged as a source in the academic field, and it provides many kinds of material for learning. The podcast is a recorded audio/video file uploaded to a website, so the website users can download it freely and listen to it later time. Besides, Rosell-Aguilar and Fernando (2015, p. 38) claim, that a podcast is similar to a public library that delivers any materials or resources needed straight to user's devices. Users can download it freely without any registration and no fees are required. They can choose a kind of discussion topic that was provided when they want to know something. Obviously, Rosell-Aguilar and Fernando (2015, p. 32) wrote "The podcast was a convenient and easy to use format." As was previously stated, the podcast is surely easy to access, it would be attractive, and it motivates the students in learning.

According to Sze (2006: 115), a number of researchers have found that podcasting can be beneficial to language learning. Teachers can simply give authentic instructional resources using podcasts as an alternative. Aside from that, podcast media has a positive impact on students by bringing them closer to the target language and influencing their attitudes and motivation. Teachers can help students develop self-confidence and have exciting learning circumstances by employing podcasts medium. This confidence may grow as a result of their ability to grasp the theory of a topic as a result of repeated listening and oral performance (Samad, 2016). This comprehension gives individuals the impression that learning is fun and

interesting. This study assumes that podcast media helps students improve their speaking skills.

2. **Students Response**

    One of the fundamental aspects of the soul, the response, could be viewed as a memory image of an observation that has ended and is now only an impression. Response can be viewed as the outcome or impression of an observation. Response in this context refers to observations regarding the topic, occurrences discovered through information conclusion, and message interpretation. According to Susanto (1999) Response is a reaction, it means acceptance or rejection, and indifferent attitude to what is conveyed by the communicator in his message. Opinion and attitude are two types of response, with opinion being an overt reaction to an issue conveyed by words, either spoken or written. While attitude is transformed into a personal, emotional response. Harvey and Smith in Ahmadi defined response as a form of readiness in determining good attitude in positive or negative toward object or situation. Therefore, it is obvious that students' responses are social reactions that they have when they are stimulated by a particular situation. It could have a favorable or unfavorable reaction. Students' responses focus mostly on fostering successful learning, raising achievement levels, encouraging positive attitudes, and fostering a feeling of community among all students.

    According to Rosenberg and Hovland (1960) as cited in Azwar (2012), there are three components of attitudes that is called tripartite model, namely:

    a. Cognitive.

        This component can be identified by the representation of what does someone beliefs or thought toward something (Azwar, 2012). The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs.

b. Affective

Affective which is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

c. Conative (behavior).

It refers to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

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The second component is affective, it is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what individual belief of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

The last component is conative or behavior. It refers to someone tendency to act in a particular manner that is tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

The Factors of Response: an individual's response can occur if the causal factor is met. In the initial process, the individual not only responds to the stimulus caused by the circumstances around him. Not all stimuli get

an individual response, because individuals do the appropriate stimulus and withdraw. Hence then the individual besides dependent on the stimulus also depends on each country itself. Factors that will get individual stimuli are two factors:

a. Internal factors are the factors that exist in the individual human being. It consists of two elements: spiritual and physical. Then someone who responds to something from the stimulus still affects one of the elements alone and they stand the result of a different response of intensity in the individual that responds or will differ the response between the person and the other person. Physical or physiological elements include the existence, integrity, and workings of sensory devices, nerves and specific parts of the brain. Spiritual and physiological elements of existence, feeling, reason, fantasy, mental, mind, and motivation.

b. External factors are factors that exist in the environment. It's the intensity factor and the type of stimulant or people call it by the stimulus factor. According to Bimo Walgito (1996) the psychic factors associated with the object because of the stimulus, and the stimulus will be about the sensing device.

3. Advantages and Disadvantages of Podcast

All forms of technological progress must be created to bring certain benefits for both users and parties involved in making it. Including the presence of this podcast which certainly has considerable benefits. One of the main advantages of podcasts is that these audio files can be listened to anytime and anywhere. All you have to do is download the podcasts you want to listen to, or use a third-party service that offers one container to hold multiple podcasts. Podcasts are not only in the form of audio but also in the form of videos that can be accessed on YouTube.

The benefits of podcasts are also very good in the learning process. According to (Samad, Ahmad & Diana, 2017: 97) can improve English language skills because students are more intense and focused on listening to the material they need. After that, they can also practice it. The use of

podcasts also has a positive impact on increasing students' online learning motivation (Bolliger, Supawan & Christine, 2010: 714). Students find it easy to get learning material and can repeat it again. The ease of obtaining material and satisfying results make students have higher motivation when using podcasts as a medium for online learning. In some of these studies, it can be concluded that apart from being able to improve learning outcomes, podcasts can also increase students' learning motivation and practical skills. Meanwhile, in this study, the research team focused on seeing the effectiveness of podcasts on learning outcomes and interest in learning.

Despite the many advantages, podcasts also have disadvantages. In learning outcomes, it is proven that it can increase from the moderate to a good category, it's just that interest in learning is in the same category, which is moderate and tends to decrease in points. Linear with the results of field trials, which showed that when the media was tested on individual groups and small groups the results increased, but when given to large groups the response decreased compared to the previous trial. It can be seen that the larger the group, the greater the variation in responses and interest in a learning media. According to Hurlock (1999) is explained as a source of motivation that encourages people to do what they want when they are free to choose, bringing satisfaction which is a person's need. The stronger the need, the stronger the interest persists. Besides, interest is a temporary pleasure. If pleasure exists, it is likely that the intensity and motivation that accompanies it persists in the person.

D. Previous Related Study

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows:

The first study was conducted by Pabebang (2020) entitled "Enhancing Students' Speaking Skill Using Podcast: An Experimental Study". Given the fact that learning nowadays mainly employs the use of technology, many

studies have attempted to document the effectiveness of technology on language learning achievement. To continue the scholarship, the present study was designed to investigate EFL learners' speaking achievement after learning using podcasts. Data were collected through interviews and Liker's scale questionnaire. The result of the data found was analyzed by using SPSS Application. The results of the research showed that the students' speaking performance after giving treatment was significantly improved. This study was designed to reveal the effectiveness of podcasts in increasing students' English speaking skills. Based on the analysis, it is found that the post-test score is higher than the pre-test, indicating that podcasts can improve students' speaking skills. The present study implicates the findings into several parties. First, English teachers should consider the time allocation for the treatments using podcasts. Given the effectiveness of podcasts, English teachers should also provide meaningful materials for the students.

The second research was conducted by Bustari et al. (2017) entitled "The Use of Podcasts in Improving Students' Speaking Skill". The podcast is a digital recording that contains recorded programs from television, radio, and interviews. Many researchers have discussed about the podcast as an alternative teaching media to support students in developing their speaking skills. This research article aims at finding out if there is a significant improvement in students' speaking skills by using this Podcast. Class XI IS3 was chosen as the sample of this study with a total of 30 students. This pre-experimental study employs pre-test and post-test. These tests are provided in the form of oral tests. The data from these tests were then calculated by using statistical formulas. The result showed that the post-test score was higher than the pre-test. The finding showed that there was a significant improvement in the students' speaking skills performance after undertaking treatments. The difference between this study and this previous related study is the method that use to collect the data. The previous related study use the pre-experimental method and this study use the quasi-experimental.

The third research was conducted by Indahsari (2020) entitled "Using podcast for EFL students in language learning". One of the popular products of technology created to support language learning is podcasts. As a digital recording, podcasts can be used to support English language learning, specifically on the listening skill. This study reviews the effects of using podcasts in supporting language learning. The aim of this study is to introduce podcasts as a tool for developing language skill. Podcast as a tool has the power to motivate students in learning English. The result of this study showed that podcasts can increase language ability, especially listening skill. Furthermore, the podcast can motivate students in learning a language. Teachers are recommended to use the podcast as an interesting technological tool to support language learning for Indonesian students.

By Rahmawati & Sianturi (2021) is entitled "Audio Podcast-based Learning Media in Improving Students' Listening Comprehension and Pronunciation". The study is about improving the students listening skill and pronunciation by using podcast as one of material sources taken from the internet. The objectives of this study are to identify some steps that are going to be implemented in teaching listening and speaking using podcast to improve the students' listening skill and their pronunciation of English Department students of Dian Nusantara University, and to analyze the effectiveness of using podcast in their learning. The researchers apply the concept of ADDIE (Analysis, Design, Development, Implementation, and Evaluation) paradigm in this study because it is more effective and systematic and supported new learning models. The result is then analyzed using descriptive statistics to know the difference of scores before and after the tests. The students' ability to pronounce words has improved. The majority of the pre-test pronunciation errors are no longer present in the post-test. Furthermore, the use of podcasts as a learning medium received positive responses in the student survey. Students are encouraged to improve their listening skills because podcasts appeal to them as a learning medium.

The last research by Yoestara & Puteri (2019) is entitled "PODCAST: An alternative way to improve EFL students' listening and speaking performance". This study aims to view the impacts of using podcast in improving listening and speaking performance. As there is a trend of using ICT in language teaching growth, the researchers intend to discuss about the media that can be used in enhancing students' ability in listening skill and speaking performance. The researchers collected the information related to the topic of this article from several sources such as books, journal articles, and previous studies. From these sources, it can be concluded that podcast can bring many benefits in teaching listening and speaking for EFL learners.

The previous studies above have similarities and differences with this research. Their similarities mostly describe the implementation of Podcast and Speaking skills. In addition, several previous studies that became the subject were students and school students. Meanwhile, in this research, the researcher will focus on discussing and researching the implementation of podcasts for informative speaking skills. The subjects in this study are the A and B Morning Class of second semester students of English Education in IKIP PGRI Pontianak in the academic year of 2021/2022.