

**THE EFFECT OF APPLYING PODCAST AS MEDIA ON
THE STUDENTS' ACHIEVEMENT IN SPEAKING**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

MUHAMMAD IHFAL
NPM. 1202050330



**FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2016

ABSTRACT

Muhammad Ihfal. 1202050330. "The Effect of Applying Podcast as Media on the Students' Achievement in Speaking". Skripsi. English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2016.

The objective of this research is to find out the effect of applying Podcast as media on the students' achievement in speaking. This research has been conducted at SMK Swasta Pelita Hamparan Perak Jl. Emplasmen Bulu Cina Kec. Hamparan Perak of academic year 2016/2017. The population were 66 students and the sample of this research were 32 students. This research was descriptive quantitative research and conducted by the experimental research design, so the students' score were experimented by applying Podcast as media in this research in order to know their speaking achievement. The instrument of this research was oral test. From this research, it was showed that the application of Podcast as media increase the students' achievement in speaking, which was proven by the result of the test $t_{counted} > t_{table}$ ($18.53 > 2.04$). So, the applying of Podcast as media had a significant effect on the students' speaking achievement. In other words, the students who were taught by applying Podcast as media got better achievement from pre test to post test. It meant that alternative hypothesis was accepted or Podcast as media gave significant effect on the students' achievement in speaking.

AKNOWLEDGEMENTS



Assalamu'alaikum Wr. Wb

In the name of Allah the most gracious and the most merciful. Firstly, the researcher would like to deliver her thanks to Allah swt who has blessed him to write this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the uncivilized era to the civilized era as we have today.

This research was entitled “The Effect of Applying Podcast as Media on the Students’ Achievement in Speaking”. In doing this research, there were so many troubles faced by researcher, and without much help from people it was impossible for him to finish the research, especially his beloved parents, Hubbul Haitani, S Pd and Maisarah Sahiban. Million words never be enough to express their endless love, care, attention, prayer, encouragement they have given to the researcher.

One of the requirements to fulfill before finishing studies at English Department of FKIP UMSU is to write a study. In writing this research, the researcher has found some difficulties dealing with summarizing and also the achievement of students. The researcher has spent much time to accomplish it. The researcher has asked some experts to get some ideas to help him carry out the writing of the researcher report. So, the researcher would like to extend his sincere gratitude to some people who have given her guidance, comments during the preparations of this research. They are mentioned below:

1. Dr. Agussani, M.AP, Rector of University of Muhammadiyah Sumatera Utara.
2. Elfrianto, S.Pd, M.Pd., The Dean of FKIP UMSU who has given her recommendation to carry out this research.
3. Mandra Saragih, S.Pd., M.Hum and Firman Ginting, S.Pd., M.Hum The Head and Secretary of English Education Program in Faculty of Teacher’s Training and Education

University of Muhammadiyah Sumatera Utara for their encouragement in completing this research.

4. Mandra Saragih, S.Pd., M.Hum, his supervisor for the suggestions, ideas, advice, and guidance in writing this report.
5. Halimah Tussa'diah, SS., MA his lovely homeroom lecturer for the suggestions, ideas, advice, and guidance in writing this report.
6. All lecturers for valuable thoughts in English teaching during his academic year at UMSU.
7. Her beloved sisters Umi Khairani Haita, S Pd., Wahyuni Haita, S Pd., and Zulva Nazwani Haita who have given supports and motivation in finishing his study at FKIP UMSU.
8. His Best Friends Nia Sintia Simatupang, S.Pd., Liza Juzzaini, S.Pd., Yutika Sari, S.Pd., Khairul Anwar, S.Pd., Ninda Claudia, S.Pd., Rizky F. Elsa, S.Pd., Ratna Oktaviani, S.Pd., Windy Wiwanda, S.Pd., and Marissa Nasution, S.Pd., who have given supports and motivation in finishing his study at FKIP UMSU.

Finally, words are never enough to express, her thankfulness only praise be to Allah Swt, the lord of the world, for the blessing and the guidance. The researcher hoped that this research will be useful to everyone, particularly for the researcher and for the reader in general. Finally, the researcher realized that this research was far from being perfect. It was a pleasure for him to receive constructive criticism and suggestions from everyone who read this. May Allah grant our wishes, Amin.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Medan, October 2016

The Researcher

MUHAMMAD IHFAL

1202050330

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a way to deliver ideas from one people to other people. In our life, language is the primary instrument. By language, people can communicate to express their ideas or other expressions. Language is used as an effective communication in social activities. People cannot build interaction with others without using language. For various purposes and reasons, someone uses language both spoken and written to convey their feeling and opinions.

The teaching and studying of English is intended to master the four language skills, such as listening, speaking, reading and writing. These four skills are the most important element to know basic of English. So the students as a generation of this country that are expected can increase the quality of learning English in order they are able to understand International language.

As one of the four language skills; speaking, is the most frequently used in daily activities. Speaking is used to deliver ideas, opinions, arguments or thoughts to other people orally. As oral communication, speaking skill shows how well a speaker in arranging word by word become utterances to express his or her thought and listeners can understand it. Speaking is one of the skills that the students have to master, but the fact there are many students are not interested in learning English, one of the reasons is it is difficult to understand. According to Richard (1990), there are some reasons causing English learner poor in speaking skill. They are curriculum which do not emphasize on speaking skill, teachers have limited English proficiency, class conditions do not favor oral activities, the

English learners have limited opportunities to practice their skill outside, and examination system does not emphasize on oral skill.

Based on the researcher's observation at SMK Swasta Pelita Jln. Emplasmen Bulu Cina Kec. Hamparan perak, most of students were low in in speaking. This was emphasized by their mark list on introducing topic in which there were only some students who passed the standart of KKM and the researcher's also made an interview the english teacher. For the first grade of vocational high school, the students could not introduce themselves.

The situation above is based on the condition the teaching and learning process which cause many hindrances like teacher who do not use media to attract the students to learn. Media is very important in studying language. They only learn from hand book. So the students felt bored because they only focused on that book without any references to attract their passion to learn English and also to increase their new vocabularies out of that book.

In Information and Technology (IT) era, there are some media that can be aid for students to learn beside book. One of them is Podcast. Podcast is a digital media that consists of audio and video. It can be played anywhere and anytime we want. According to Sloan (2005), Podcast is an innovative way of broadcasting through the internet and can be used for transferring digital audio content automatically to mobile phone. Stanley (2006) states that students can use Podcast as a supplement to their textbook materials. So Podcast is one of media that can be a source for students in learning.

The aim of this research is to increase the students' achievement in speaking and to change the students' mindset that there are many sources besides book to learn. Based on the explanation above the researcher would like to take the research about "The Effect of Applying Podcast as Media on the Students' Achievement in Speaking". Hopefully it can increase the students'speaking.

B. The Identification of the Problem

The problems of this research are identified as follows:

1. The students are not interested in learning speaking
2. The students feel bored because they only focus on their book without any references
3. The students are not able to introduce themselves even in simple words
4. The teacher do not use media

C. The Scope and Limitation

The scope of this research is about speaking. The researcher limits this research only about introducing yourself by applying Podcast as media to the X grade of SMK Swasta Pelita Jl. Emplasmen Bulu Cina Kec. Hamparan Perak.

D. The Formulation of the Problem

The problems of this research is formulated as follow:

1. Is there any significant effect of applying Podcast as media on the students' achievement in speaking?

E. The Objective of the Research

The objective of this research is:

1. To find out the effect of applying Podcast as media on the students' achievement in speaking

F. The Significances of the Research

This research is expected to be useful and relevant to:

- 1. Theoretical**

Theoretically the research will give valuable information to develop speaking skill by applying easier and interesting media which can help teacher in providing various sources of media and information.

2. Practical

1. The teacher, it can be used to increase and carry out some other methods for teaching speaking,
2. The students, to increase their speaking ability by applying Podcast as media,
3. The readers or other researchers to provide additional knowledge.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This research deals with theories that will support the concept. In this case, theoretical framework will give some clear concept which are applied in this reasearch. It is intended to define the boundary of this research. Everyone believes that using specific media is one of many good ways to increase students' achievement because a specific media will make the students interested in learning a subject.

1. Effect

Brown (2001:15) stated that effect is a result or product of the course or agency. It is consequence resulting from observation or external impressions. It means that the result existence is caused by multiple factor conducting in a given situation. Effect is a result or product of the cause or agency. Definition about effect consequence is a result from observation or external impression of means that the result existence is caused by multiple factors conditioning in a given situation.

The effect can be defined as changing of ability of students who have treated by using certain technique of teaching. Teaching treatment in language is related to change of getting something to cognitive system. The result of effect in teaching is to improve the students' achievement. The improvement in which is achieved by students are realized in the score list and reflected in teaching and learning process.

2. Students' Achievement

Based on the taxonomy bloom, there are the aspects of learning achievement: affective, cognitive, and psychomotor that can be connected to the purpose of learning causes the three domains influence the students' point of view towards the material taught. Cognitive consists of knowledge, understanding, application, analysis, synthetic and evaluation; it means that students must have existing knowledge in their memories. Affective is the changing of behavior that affects someone lies to do something, and psychomotor is a skill to do something, ready to do it based on physic and emotion, self control and become a habit; students can write an essay by themselves. To know the students' achievement, the teachers do some tests to the students. Then, from the tests, the teacher can measure students' progress or achievement.

An achievement is a process of increasing and developing knowledge and skills. In achieving the knowledge and skills, it will give grade level, usually through planned instruction, such as training. Test score are usually used in educational system to determine the achievement of students' knowledge and skills.

Based on explanation above, it can be concluded that students' achievement is the successfulness of the students in finishing or gaining something that they have already learned in some educational experiences and the teachers from their score can measure it.

3. Description of Media

1. Media

Media are the means for transferring or delivering messages. Li-Ling Kuo stated that a medium is called the educational medium when the medium transfers message for teaching (Li-Ling. 1996). He adds that the use of media is important and it is impossible to coordinate teaching with learning without using media (Li- Ling. 1996). Media are flexible because they can be used for all level of students and in all subjects. Teaching media also can encourage

students to take more responsibility for and control over their own learning, engage in joint planning of the syllabus, and take longer-term perspectives on their own learning (Masterman. 1999). Since media give many advantages, a teacher should consider a medium to be used in teaching- learning process.

According to Suyanto (2007:102) there are three kinds of media:

- 1) Visual media is a media that can be seen and touch by students. Examples: picture, photo, card, real objet, map, flashcards.
- 2) Audio media is media that contain recorded text to listen. Examples: radio and cassette recorder.
- 3) Audio visual media is media that can be seen, touched and listen and listened. Examples: television, film, movie.

2. The Importance of Media

Suyanto (2007:101) says that media is useful for:

- 1) Help learning language more simple
- 2) Decrease the use of mother tounge
- 3) Increase the students' motivation
- 4) Give a brief explanation about a new concept
- 5) Make the teaching and learning process interesting and enjoyable
- 6) Improve English learning quality

Arsyad (2000:22) states that the media can give the positive impact to the students and the teacher in teaching learning process. They are:

- 1) Telling the lesson become more full-fledged. Each student can take the same message although the teacher explain the lesson with different way. So that the using of media can reduce multi interpretation.
- 2) The teaching-learning process becomes more interesting.
- 3) The time of teaching can be cut down.
- 4) If the media can be communicated well and clear, it can improve the quality of the students studying.
- 5) It can imorove students' positive in studying.
- 6) The teachers can reduce the activity of explaining or to tell the lesson repeatedly.

So, it can be concluded that the importance of media are helping teaching learning process, giving motivation, improve students' positive in studying and make the communication in teaching learning process more well and clear.

4. Description of Podcast

4.1 Podcast

According to Sloan (2005), podcasting is an innovative way of broadcasting through the Internet and can be used for transferring digital audio content automatically to mobile phones. Gromik (2008) claims that podcasting can provide learners with "access to resources which are authentic, free and otherwise not available" in non-English speaking contexts. Scholars have offered some reasons for including podcasts in language learning classrooms (Blaisdell, 2006; Chinnery, 2006; Clark & Walsh, 2004; Laing, Wootton & Irons, 2006, Manning, 2005; Meng, 2005, Sloan, 2005). They include:

1. Podcasting is possible anytime and anywhere. Students can save their time, money and energy by downloading and listening to the podcasts at their convenience.
2. Personalization is an option that podcasting can provide for learners to match their learning styles and strategies. McRae (2010) defines personalized learning as assessing

and addressing individual learners' strengths based on their specific needs and learning styles.

3. Podcasting can provide pedagogic advantages when used as complementary to 'E-learning'.
4. Probably one of the most important pedagogic characteristics presented by the podcasts is enabling learning through listening. Rosell-Aguilar (2013) argues that listening to the podcasts can facilitate learning by providing comprehensible input through meaningful and engaging activities.
5. Podcasting makes learning easier, faster and more attractive to the learners.

Podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. Although audio programs have existed on the Web for a few years already, what makes podcasting unique is its capacity for "subscription": through an RSS (Really Simple Syndication) feed, listeners can "subscribe" to their favorite podcasts. Their computer will then receive "alerts" when new episodes have been posted. Podcatcher software programs, such as iTunes, will even download the latest episodes automatically once the program is opened. In other words, instead of having to visit individual Websites regularly for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer.

4.2 Types of Podcasts

Podcasts available on the Web fall broadly into two types: "radio podcasts" and "independent podcasts". Radio podcasts are existing radio programs turned into podcasts, such as those produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). "Independent podcasts" are Web-based podcasts produced by

individuals and organizations. It is the second type of podcast which has huge potential for ELT because these can be tailor-made to suit the needs of different learners. They can be created by learners themselves with utmost ease, thanks to the advent in recent years of the MP3 sound file format, and of free and user-friendly sound recording and editing software such as *Audacity*, and to MP3 players and increasingly the iPod becoming an electronic gadget owned by every teenager.

4.3 Podcast Applications in Foreign Language Classrooms

According to Yoshida (2013), in most EFL contexts where learners of English have very few chances to use the foreign language outside of the classroom, providing them with real and authentic opportunities to practice speaking skills can be a valuable undertaking. Before the beginning of the twenty-first century, CALL was believed to have very limited applications in teaching speaking skills to the learners of English (James, 1996). Ahmad, Cornett, Rogers and Sussex (1985) argued that "The type of activities which are clearly not suited to CALL at present are those which require spoken production". However, from the beginning of the twenty first century into the present era, due to an increase in the ownership of mobile phones and the spread of internet connectivity, new ways of dealing with this issue have been proposed. One of these new strategies is considered to be podcasting. Indeed, many authors believe that podcasting can have significant effects on learners' speaking and listening skills (Pun, 2006; Stanley, 2006). For example, McQuillan (2006) pointed out several tasks that concentrate on oral production, such as using audio diaries, interviewing native speakers, and holding talk shows where learners "can record themselves and classmates for a classroom assignment and provide speech samples to the teacher for assessment". In addition, Tavales and Skevoulis (2006) suggested that learners can possibly record themselves or native speakers and then engage in listening practice as they focus on

pronunciation, grammar use, or intonation. Also, podcasting can improve learners' self-studying skills by providing them with the opportunities to create and publish materials for a real audience (Stanley, 2006). Despite the benefits and advantages of including podcasting within teaching programs, as Chan, Chi, Chin and Lin (2011) argue, there is a scant literature on pedagogical designs of language learning podcasts, especially in the area of speaking skills. Accordingly, this study investigated a way of incorporating podcasting within the EFL classroom. For this purpose, 60 EFL upper-intermediate learners were recruited from an English language institute in Iran. These learners were randomly assigned into two experimental groups and one control group. The purpose of this study was to compare the effects of student-made podcasts and web-based podcasts on the EFL learners' speaking skills. It was hypothesized that the learners who produce their own podcasts will outperform those who download the podcasts from the web in their speaking skills.

A podcast is an ongoing digital audio programme that releases regular 'episodes' that listeners subscribe to via a feed. To make a podcast, the teacher will need recording equipment, microphones, editing software, a host site, and a way of distributing your podcast (usually via an RSS feed). Podcasting helps students develop a wide variety of skills, including technical, social, communication, intellectual, and project management. Podcast can take on a variety of formats. Be sure to think carefully about the format that best suits the class's podcasting aims. Podcasting projects are usually long-term and fairly complicated. The teacher and students will need to conceptualise and develop a format for the podcast; conduct research and interviews; write scripts; record, compile, and edit the podcast; and publish the podcast on the internet.

Podcasting projects are normally large and ongoing, and provide the perfect opportunity for the teachers to teach students a wide variety of skills, including:

1. *Technical skills.* Students learn how to record, edit, and distribute digital audio

2. *Project management skills.* This includes developing a project goal; creating an overall plan; and scheduling time for research, technical production, interviews, recording, editing, publication, and legal 'clearance'
3. *Social skills.* Podcasting involves a good deal of teamwork and collaboration if the project is to be successful.
4. *Communication skills.* Students learn how best to get their point across to a listening audience
5. *Intellectual skills.* Putting together a coherent, focused digital audio show challenges students to create an engaging experience for listeners.

4.4. The Procedure of Podcast

According to Shamburg, C. stated (2009) that there are five steps in the procedure of the Podcast. After the topic is decided, the steps are:

- a. First, the teacher will play the video, but before playing the video the teacher will instruct the students to take their note book out and instruct them to watch and listen to the video.
- b. Second, writing ideas that appear when enjoying the video or after that, the teacher will guide the students to write ideas as many as they have when they are enjoying the video or after enjoying the video.
- c. Third, the teacher will guide the students to classify the ideas that they have written.
- d. Fourth, the teacher will guide the students to arrange the outline of introduction.
- e. Fifth, the teacher gives the students an opportunity to speak about introducing themselves based on the outline that they have arranged before.

4.5. The Advantages of Podcast

The advantages of use the Podcast as media in learning process as follows:

1. It is entertaining and motivates the students in speaking English
2. The students can be more self -confident to speak
3. The students can speak well like the character in the video

Although individuals can make Podcast on their own, educational podcsting can be highly effective in promoting collaborative, socially constructivist learning environments where students build and share knowlegde and opinion. Podcasting also provides exceptional opportunities for peer learning, not least because creating this form of social media invariably throws up technical hitches, especially in the early days of learning how to create, edit and publish digital audio. Students must work together to identify and solve problems through processes of analysis and negotiation.

4.6. The Disadvantages of Podcast

The disadvantages of use the Podcast as media in learning process as follows:

- a. The using of Podcast is not effective enough to the students that have low skill in listening.
- b. The Podcast is difficult to be applied to the students that prefer to be passive.
- c. Podcast needs tool to play it.

5. Speaking

Fultcher (2003:23) states that speaking is a process of communication between the speaker and listener. Speaking is the productive skill in the oral mode. It is like other skills which is more complicated than it seems at first and in values more than just pronouncing words. Speaking skill should be practiced by speaking and expression drills or stated by thinking and feeling orally where lexical and semantic system is orderly used by intonation.

Richards and Renandya (2002:204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. The speaker must have ability to know what expression which is used to describe or explain something. It is necessary to use acceptable form in correct language. The form included grammar, vocabulary, pronunciation, intonation, and fluency.

The explanations above tell us that speaking skill should be habitually practiced in order that the students can speak well. Speaking is the ability of language skill such develops in the childhood beginning with the listening skill. Speaking and vocabulary has relationship, which a child required through reading and listening activities they conclude statement above, to increase students' speaking ability they should be habitually practiced in their daily life.

There are three kinds of speaking situations below:

1. Interactive
2. Partial interactive
3. None interactive

The aim of speaking is communication and that does not require perfect language, then it makes sense to encourage quantity in your classroom. Break the silence and get the students communicate with whatever language they can use, correct or not, and selectively address errors that block communication. Speaking is fundamental to human communication.

Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary) : using the right words in the right order with the correct pronunciation.

2. Functions (transaction and interaction) : knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) : understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Brown (2004:271) describes six categories of speaking skill areas. These six categories are as follows:

- a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

- b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It is usually places students do the task in pairs (group work). For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information form chart, etc.

- c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

- d. Transactional (dialogue)

It is carried out more for the purpose of conveying or maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

e. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and story-telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language function that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

5.1 Strategies for Helping Students to Speak

Burns and Joyce (1997 : 134 - 135) suggest for students who are reluctant to speak in class:

- a. Give students time familiarize themselves with the classroom and with formal learning and acknowledge that a silent period of adjustment may be necessary.
- b. Introduce students to speaking activities through structured and guided practice that will provide them success and increase their confidence.
- c. Provide opportunities to practise speaking through small group or pair work.
- d. Rather than requiring students to speak individually in front of the whole class.

Teacher can know the effectiveness of language teaching after observing and evaluation five factors above. While Harmer (1991: 10) stated that “there are two indicators or components of language teaching success”. It can be seen in the output of the language teaching and learning. Firstly, in practice output and the second is communication output.

Practice output is when students are asked to use new items of language in different contexts.

According to Brown (2003:172-173), there are several aspects that indicate students' achievement in speaking such as the following:

a. Fluency

This refers to how good the students are in keeping talking at the right speed and how good they are connecting their ideas together. There are many factors that influenced the fluency of the speaker, he may not concentrate on the sound to the message.

b. Vocabulary

The word vocabulary is used to indicate that they are list of words, which should be understood in order to communicate well. It means whole stock of words used by a nation, by any set of persons or by an individual.

c. Grammatical Range and Accuracy

This refers to how many structures the students have and how well they use them. Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that should be followed.

d. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicative effect of the students' pronunciation, there is evaluation how much strain it causes on a listener, and how noticeable their accent is, although an accent itself is not to be able to produce the phonological features of speech.

e. Comprehension

This refers to how good the students understand the meaning of something. The word 'comprehension' refers to the ability to make sense of something or understand something. It can also be defined as the art of comprehending or perceiving. Comprehension also describes information or knowledge that is acquired through

understanding. When the speaker says something, they must understand about information or message that they say.

5.2 Indicator of Teaching Speaking Effective

The indicators of teaching speaking effective are seen firstly in the learning outcome. It is if the ultimate objective of the language teaching is effective language learning (Stern, 1983 : 338). Furthermore the explain that there are five factors as main roles in language learning and support to language teaching effective as bellow:

- a. Social context including sociolinguistics, sociocultural, and socio- economic factors.
- b. Learning characteristic including age, cognitive, and personality characteristic,
- c. Learning process including strategies, method, and mental operation.
- d. Learning condition including objectives, content, procedures, materials, and evaluation.
- e. Learning outcome including proficiency or competence

B. Conceptual Framework

Speaking is one of the most important skill besides listening, reading and writing. In teaching speaking the teacher can use various methods among other things by using Podcast, in Podcast the researcher tries to understand all about what the author says. This media supposes to build the students to be able to introduce themselves in English.

This research is basically an experimental research which is carried out by having certain experiment on the use of Podcast in teaching speaking. After the researcher sees the different result of the students' achievement in speaking ability in course of study interpreted as the students' readiness does conduct an action to get maximal result how to make or build a good speaking by using Podcast.

C. Hypothesis

Ha : There is a significant effect of Podcast as media on the students' achievement in speaking

Ho : There is not a significant effect of Podcast as media on the students' achievement in speaking

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMK Swasta Pelita Jln. Emplasmen Bulu Cina Kec. Hamparan Perak of the academic year 2016/2017. This location was chosen because the students in that school have a problem in speaking especially about introducing yourself. It was hoped that Podcast as media will help the students in speaking.

B. Population and Sample

1. Population

Arikunto (2006: 130) states that the population is the whole subject of research. A population is a set or collection of all elements possessing one or more attributes of interest. The population of this research was taken from the first year students of SMK Swasta Pelita Jln. Emplasmen Bulu Cina Kec. Hamparan Perak of the academic year 2016/2017. There were two parallel classes. They were X - 1 and X - 2. There were 32 students in X - 1 and 34 students in X - 2. So the total of population was 66 students. The population was shown in the following table:

Table 3.1
Population of the Research

No.	Classes	Population
1	X - 1	32
2	X - 2	34
Total		66

2. Sample

Arikunto (2011:109) states that sample is certain number of the whole population of object obtained of available on the field. Purposive sampling technique was used for the technique of sampling. Sudjana (2005:168) says, “The purposive sampling is a technique of which is done based on a certain consideration”. As the need of this research, the sample was taken from class X – 1, the reason for choosing this class in this research because in doing previous observation, the students in this class had difficulties in speaking. The following was in the table of sample:

Table 3.2
The Sample of the Research

No.	Classes	Sample
1	X – 1	32
Total		32

C. Research Design

This study was conducted by using an experimental method with one group, experiment class. It was intended to test and prove the hypothesis by giving a treatment to the sample. One group pre test – post test was a research design where one group of participants was pre tested on the dependent variable and then is administered post tested after the treatment condition has been administered. It showed whether Podcast as media had effect on the students’ achievement in speaking.

Table 3.3
Research Design

Pre-Test	Treatment	Post-Test
T1	Podcast as Media	T2

Where:

T1 : Pre-Test

T2 : Post-Test

D. The Instrument of Collecting Data

Finochiano and Sako (1984 : 223-228) state that there are four components to evaluate the test. So, in scoring the test, the researcher used four components. The components were described in detail in the following stages below:

Table 3.4

The Four Components to Evaluate Speaking Achievement

1. Vocabulary

19 – 25	Very good: rarely has trouble
13 – 18	Good: sometimes uses inappropriate term about language.
7 – 12	Fair: frequent uses wrong words speech limited to simple vocabulary
1 – 6	Unsatisfactory: very limited vocabulary and make the comprehension quiet difficult.

2. Accuracy

19 – 25	Very good: Few noticeable error.
13 – 18	Good: occasionally grammatically errors which do not obscure meaning.
7 – 12	Fair: error of the basic structure, meaning accasionally obscure by grammatical errors
1 – 6	Unsatisfactory: usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure

3. Pronunciation

19 – 25	Very good: understandable
---------	---------------------------

13 – 18	Good: few noticeable errors
7 – 12	Fair: error of the basic pronunciation
1 – 6	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties.

4. Fluency

19 – 25	Very good: understandable.
13 – 18	Good: speech is generally natural
7 – 12	Fair: some define stumbling but manage to rephrase and continue
1 – 6	Unsatisfactory: speed of the speech and length of utterances are far below normal, long, pauses, utterances left unfinished.

The data of the study was collected by asking the students to write self-introduction and present it in front of the class orally. It was given to the students in order to know their pronunciation, fluency, accuracy and vocabulary in English. The test was given to students that aims to collect the data in supporting the students mastery in speaking.

The procedure in administrating the test and was compiled the scores from the steps below:

1. Pre- Test

Pre test is the test which was given before treatment process began. The test was aimed to find out the students' speaking skill by applying Podcast as media. The students were asked to write an introduction composition and present it in front of the class. The result of the test was compared to find out the effect of Podcast as media in speaking.

2. Treatment

The treatment was given to the students. The experiment group, students will be taught by using Podcast as media. The process of the treatment was designed as follows:

Table 3.5
The Teacher's and Students' Activities in Experimental Group

Teacher's Activity	Students' Activity
a. Teacher explained about introducing yourself	a. The students listened to the teacher
b. Playing the videos. In this step, the teacher played videos but before playing the videos the teacher instructed the students to take their note book out and instructed them to watch to the videos. The teacher played the videos for twice. The teacher also asked the students to follow the pronunciation of the videos.	b. The students watched the video carefully and followed the pronunciation of the videos.
c. Writing ideas that appeared when enjoying the videos or after that. In this step, the teacher guided the students to write ideas as many as they have when they were enjoying the videos.	c. The students wrote ideas as many as they have.
d. Classifying the ideas. In this step, the teacher guided the students to classify the ideas that they had written.	d. The students classified the ideas that they had written
e. Arranging the points to introduce themselves. After classifying the ideas, the teacher guided the students to arrange their own words.	e. The students arranged the points to introduce themselves.

Teacher's Activity	Students' Activity
f. Giving the students an opportunity to speak about introducing themselves based on the points that they had arranged previously in 8 sentences.	f. The students spoke about introducing themselves based on the points that they had arranged before.

Table 3.5 presents the steps that were applied in giving treatment to the experimental group. In this teaching procedure, the experimental group used Podcast as media.

3. Post-Test

The post-test was administrated after the treatment. The post-test was conducted to measure the competence of the students. Then, find out the differences in mean scores of experimental group. It was also used to find out the students' achievement in speaking after the treatment.

E. The Technique of Collecting Data

In collecting the data, the researcher compiled the scores from the steps below:

1. The test was given to experiment group. In the first meeting was to collect the pre-test scores, and the test was a written and oral test.
2. In the last meeting was by using Podcast as media in experimental group. The researcher made the same test again to this class to collect the post-test scores, and the test was a written and oral test.
3. Listing the score of pre test and post test into the table for the experimental group.

F. The Technique of Analyzing Data

In this research, descriptive quantitative technique was applied to analyze the data, and the steps were:

1. Measuring the different scores between pre-test and post-test of experimental group.
2. After collecting the data from the test, the data was analyzed by applying formula as the following (Sugiyono, 2013: 197)
 - a. Finding out the correlation

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Note :

r_{xy} = the correlation between pre test and post test

n = number of sample

$\sum x$ = total score of post test

$\sum Y$ = total score of pre test

$\sum XY$ = total summary of pre test and post test

- b. Determining T – test significance based on paired sample T test.

$$t = \frac{\bar{Y} - \bar{X}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Note :

t = significance of effect

\bar{X} = the mean of X

\bar{Y} = the mean of Y

S_1^2 = variance of X

S_2^2 = variance of Y

S_1 = standard deviation of X

S_2 = standard deviation of Y

r = the correlation

n = number of sample

Statistical Hypothesis

Ha : There was a significant effect of applying Podcast as Media on the students' achievement in speaking.

Ho : There was not a significant effect of applying Podcast as Media on the students' achievement in speaking.

CHAPTER IV
DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving a speaking test to the students. This research was conducted at SMK Swasta Pelita Jln. Emplasmen Bulu Cina Kec. Hamparan Perak. The technique of sampling was by using purposive sampling. The data of this research was the score of pre-test and post-test.

Table 4.1
The Score of Pre Test

No	Students' Initial	pre test				
		vocabulary	accuracy	Pronunciation	Fluency	X
1	AM	15	18	14	12	59
2	AJ	16	18	14	12	60
3	AF	18	18	14	12	62
4	AS	18	16	12	12	58
5	ASP	15	20	12	10	57
6	ANP	20	22	15	12	69
7	AP	21	22	15	15	73
8	ASY	20	20	16	12	68
9	ASA	18	20	17	12	67
10	ASAP	18	18	14	12	62
11	APR	22	20	16	12	70
12	AHP	20	22	16	13	71
13	AMA	15	15	18	15	63
14	BAP	15	18	14	14	61
15	BS	20	21	18	15	74
16	BP	18	20	16	16	70
17	CK	18	20	17	14	69
18	DK	20	20	16	14	70
19	DA	22	22	15	12	71
20	DW	18	20	16	14	68
21	DFS	18	20	14	10	62
22	DAP	18	18	15	12	63
23	DP	20	23 ³²	15	12	70
24	ES	16	14	12	12	54
25	EFA	20	20	15	14	69

No	Students' Initial	pre test				
		vocabulary	accuracy	Pronunciation	Fluency	X
26	EI	20	21	15	12	68
27	FAN	22	20	15	12	69
28	FAA	18	22	14	14	68
29	FI	18	20	12	10	60
30	HER	15	20	10	12	57
31	HUD	20	20	16	14	70
32	IFA	20	20	16	15	71
Total						2103

The data in the Table 4.1 showed the result of pre-test in experimental group. Based on the table above, it could be seen that the highest score of vocabulary was 22 and the lowest score was 15. The highest score of accuracy was 23 and the lowest score was 14. The highest score of pronunciation was 18 and the lowest score was 10. The highest score of fluency was 16 and the lowest score was 10 .

Table 4.2
The Score of Post Test

No	Students' Initial	post test				
		vocabulary	Accuracy	Pronunciation	Fluency	Y
1	AM	20	20	17	14	71
2	AJ	22	21	18	15	76
3	AF	20	22	16	14	72
4	AS	20	20	17	14	71
5	ASP	18	20	18	15	71
6	ANP	23	23	18	17	81
7	AP	22	23	18	15	78
8	ASY	20	21	18	16	75
9	ASA	20	23	19	16	78
10	ASAP	22	20	18	15	75
11	APR	22	24	19	18	83
12	AHP	22	23	18	16	79
13	AMA	20	20	18	16	74
14	BAP	20	21	18	16	75
15	BS	22	23	21	18	84
16	BP	20	22	18	16	76
17	CK	22	21	20	17	80
18	DK	21	21	18	16	76

No	Students' Initial	post test				
		vocabulary	Accuracy	Pronunciation	Fluency	Y
19	DA	22	23	18	16	79
20	DW	20	22	18	15	75
21	DFS	22	22	18	16	78
22	DAP	21	20	18	16	75
23	DP	22	23	19	17	81
24	ES	18	21	17	14	70
25	EFA	22	21	19	16	78
26	EI	23	23	18	15	79
27	FAN	22	20	17	15	74
28	FAA	20	22	18	14	74
29	FI	20	21	18	16	75
30	HER	18	21	17	14	70
31	HUD	22	23	19	17	81
32	IFA	22	23	20	18	83
Total						2447

The data in the Table 4.2 showed the result of post-test in experimental group. Based on the table above, it can be seen that the highest score of vocabulary was 23 and the lowest score was 18. The highest score of accuracy was 23 and the lowest score was 20. The highest score of pronunciation was 21 and the lowest score was 16. The highest score of fluency was 18 and the lowest score was 14.

B. Data Analysis

1. The Correlation (r_{xy})

The correlation (r_{xy}) was aimed to elaborate the correlation between pre test and post test of the sample. In calculating the correlation, the work table were as the following :

Table 4.3
The Work Table of Correlation

No	Students' Initial	X	Y	X ²	Y ²	X _Y
1	AM	59	71	3481	5041	4189
2	AJ	60	76	3600	5776	4560

No	Students' Initial	X	Y	X ²	Y ²	X _Y
3	AF	62	72	3844	5184	4464
4	AS	58	71	3364	5041	4118
5	ASP	57	71	3249	5041	4047
6	ANP	69	81	4761	6561	5589
7	AP	73	78	5329	6084	5694
8	ASY	68	75	4624	5625	5100
9	ASA	67	78	4489	6084	5226
10	ASAP	62	75	3844	5625	4650
11	APR	70	83	4900	6889	5810
12	AHP	71	79	5041	6241	5609
13	AMA	63	74	3969	5476	4662
14	BAP	61	75	3721	5625	4575
15	BS	74	84	5476	7056	6216
16	BP	70	76	4900	5776	5320
17	CK	69	80	4761	6400	5520
18	DK	70	76	4900	5776	5320
19	DA	71	79	5041	6241	5609
20	DW	68	75	4624	5625	5100
21	DFS	62	78	3844	6084	4836
22	DAP	63	75	3969	5625	4725
23	DP	70	81	4900	6561	5670
24	ES	54	70	2916	4900	3780
25	EFA	69	78	4761	6084	5382
26	EI	68	79	4624	6241	5372
27	FAN	69	74	4761	5476	5106
28	FAA	68	74	4624	5476	5032
29	FI	60	75	3600	5625	4500
30	HER	57	70	3249	4900	3990
31	HUD	70	81	4900	6561	5670
32	IFA	71	83	5041	6889	5893
∑	-	2103	2447	139109	187589	161334

No	Students' Initial	X	Y	X ²	Y ²	X _Y
-	-	($\sum X$) ² = 4422609	($\sum Y$) ² = 5987809	-	-	-

Known :

$$\sum X = 2103$$

$$\sum Y = 2447$$

$$\sum X^2 = 139109$$

$$\sum Y^2 = 187589$$

$$(\sum X)^2 = 4422609$$

$$(\sum Y)^2 = 5987809$$

$$\sum XY = 161334$$

$$n = 32$$

$$\bar{X} = 65.72$$

$$\bar{Y} = 76.47$$

Table 4.4
Statistics (calculated by SPSS)

		X	Y
N	Valid	32	32
	Missing	0	0
Mean		65.7188	76.4688
Median		68.0000	76.0000
Mode		70.00	75.00
Std. Deviation		5.38956	3.89362
Variance		29.047	15.160
Minimum		54.00	70.00
Maximum		74.00	84.00
Sum		2103.00	2447.00

So,

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{32(161334) - (2103)(2447)}{\sqrt{\{(32)(139107) - (2103)^2\} \{(32)(187589) - (2447)^2\}}}$$

$$r_{xy} = \frac{5162699 - 5146041}{\sqrt{\{(4451424) - (4422609)\} \{(6002848) - (5987809)\}}}$$

$$r_{xy} = \frac{16658}{\sqrt{\{(28815)\} \{(15039)\}}}$$

$$r_{xy} = \frac{16658}{\sqrt{433348785}}$$

$$r_{xy} = \frac{16658}{20817}$$

$$r_{xy} = 0.8$$

2. Test of Significance

The test of significance was aimed to know the significance of the research between pre test and post test to the bound variable. The calculation test of significance was as following :

$$t = \frac{\bar{Y} - \bar{X}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

$$t = \frac{76.47 - 65.72}{\sqrt{\frac{29.04}{32} + \frac{15.16}{32} - 2(0.8) \left(\frac{5.39}{\sqrt{32}} \right) \left(\frac{3.89}{\sqrt{32}} \right)}}$$

$$t = \frac{10.75}{\sqrt{\frac{44.2}{32} - 1.6 \left(\frac{5.39}{5.65} \right) \left(\frac{3.89}{5.65} \right)}}$$

$$t = \frac{10.75}{\sqrt{1.38 - 1.6(0.95)(0.68)}}$$

$$t = \frac{10.75}{\sqrt{1.38 - 1.04}}$$

$$t = \frac{10.75}{\sqrt{0.34}}$$

$$t = \frac{10.75}{0.58}$$

$$t = 18.53$$

C. Testing Hypothesis

1. The effect of applying Podcast as media on the students' achievement in speaking

The hypothesis stated in the previous chapter was :

$H_a : P \neq 0$: There is a significant effect of applying Podcast as Media on the students' achievement in speaking.

$H_o : P = 0$: There is not a significant effect of applying Podcast as Media on the students' achievement in speaking.

The formula of determining the hypothesis :

If $t_{\text{observe}} > t_{\text{table}}$: the hypothesis is acceptable

If $t_{\text{observe}} < t_{\text{table}}$: the hypothesis is rejected

In order to know the effect of applying Podcast as media on the students' achievement in speaking, the t_{observe} should be compared to the t_{table} which significance effect to the $\alpha = 0.05$, and the degree of freedom (df) of $n - 1 = 32 - 1 = 31$.

Based on the calculating test of significance, it was found that $t_{\text{observe}} = 18.53$, while by $dk = (n - 1) = 31$, with the significance rate $\alpha = 0.05$, ($t_{\text{table}} = t_{(\alpha; dk)} = t_{(0.05; 31)}$) is 2.04. So, the value of t_{observe} compare to the t_{table} , $t_{\text{observe}} > t_{\text{table}}$ ($18.53 > 2.04$). as the criteria of accepted and rejected hypothesis, so H_0 was rejected and H_a was accepted. So, it could be concluded that there is significant effect of applying Podcast as media on the students' achievement in speaking.

D. Finding and Discussion

By consulting to the data and the analyzing of the data, it was clearly concluded that there was a significant effect of applying Podcast as media on the students' achievement in speaking. It was showed from the differences of mean score of pre test and post test which showed that in experimental class, the students' score of post test increased after applying Podcast as media in comparing to the pre test.

Based on the test of hypothesis, the value of $t_{\text{observe}} > t_{\text{table}}$ ($18.53 > 2.04$). It meant that there was a significant effect of applying Podcast as media on the students' achievement in speaking.

The finding shows that Podcast can effect students' speaking skill. This research gives evidence that from the score of pre test, Podcast affects the students' cognition in speaking skill and the result of it, they got better score on post test. It is caused that from Podcast, the students can listen what the native speakers say and see their nonverbal language.

Podcast is not new thing in education. Podcast as media for learning speaking is one of the best idea for everyone especially teachers in their classes. Beside improving students' speaking skill, Podcast also motivates students in the process of learning. Other studies have shown that the use of technologies and different media in teaching languages have extensive advantages on the improvement of teaching and learning grammar, vocabulary, reading, writing, pronunciation, listening and speaking skills (Levy, 2009).

Further, the results of this research are also in line with Facer et al.'s (2009) research, as they found using podcasts can improve learners' speaking skills. The researcher found significant effect after applying Podcast to students and it is seen on their score of post test. There are some limitations in this research that need to be considered for further research. First of all, Podcasting was something new for the students in the context of this research.

Newness gave students some type of anxiety and that seemed to lead some learners in experimental group to be reluctant to undergo treatment. The other point is that the students who participated in this study came from the same geographical background and were studying in the same class. Furthermore, the results of this research showed a statistically significant difference of score between pre test and post test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of this research after the data were analyzed can be described as follow :

1. There is a significant effect of applying Podcast as media on the students' achievement in speaking, which is proven by the result of the test $t_{counted} > t_{table}$ ($18.53 > 2.04$). In other words, the students who are taught by applying Podcast as media got better achievement from pre test to post test.

B. Suggestion

The suggestions of this research can be drawn as follows :

1. The English teachers should find a suitable media to teach the students, especially in teaching speaking. One of the medias is Podcast.
2. In learning speaking, to practice speaking English is very important because without practicing, the students will be easy to forget what they have learnt.

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APPENDIX

Post Test (experimental group)

TEST ITEM

Speaking test

Name :

Class : X – 1

Question : Would you like to introduce yourself?

1.

2.

3.

4.

5.

6.

7.

8.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Swasta Pelita Hambaran Perak
Mata Pelajaran : Bahasa Inggris
Kelas/semester : X / 1 (satu)
Materi Pokok : Teks Lisan Dan Tulis Sederhana untuk Memaparkan Dan Menanyakan Jati Diri, serta Responnya
Alokasi Waktu : 2 JP X 45 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

Indikator:

1.1.1 Melaksanakan kegiatan dengan bersungguh-sungguh selama proses pembelajaran sebaagai wujud rasa bersyukur dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. (cetak tebal fokus afektif hari ini)

Indikator:

2.2.1 Melaksanakan perilaku percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.2.2 Menyelesaikan tugas berdasarkan pekerjaan sendiri.

2.2.3 Melaksanakan tugas secara bertanggung jawab.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya.

Indikator:

3.1.1 Menyatakan ungkapan yang digunakan untuk memaparkan jati diri dan orang lain.

3.1.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks pemaparan jati diri dan orang lain.

3.1.3 Mendemonstrasikan pemaparan jati diri dan orang lain dalam situasi formal dan informal situation

3.1.4 Menganalisis ungkapan memaparan jati diri dan memperkenalkan orang lain.

C. Tujuan Pembelajaran

Setelah proses mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasi, peserta didik dapat:

- 1 Menyatakan pemaparan jati diri melalui kegiatan *introduce yourself* secara percaya diri.
- 2 Mendemonstrasikan pemaparan jati diri.
- 3 Menganalisis ungkapan memaparan jati.
- 4 Menyusun teks sederhana untuk memaparkan, menanyakan, dan merespon pemaparan jati diri dalam bentuk short dialog serta short conversation secara percaya diri.

D. Materi Pembelajaran

Fungsi Sosial : Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.

Struktur Teks :

Hi, my name is Nia Sintia

I am 21 years old.

I am a English teacher.

I am still single.

I live at Jalan Bambu No. 13 Medan Timur

My hobby is reading some books.

In my spare time, I usually go to library.

I have 2 brothers and 1 sister.

Unsur Kebahasaan:

- Kosakata: nama status hubungan keluarga, kekerabatan, teman, tetangga nama profesi pekerjaan, hobi.
- Kata tanya *Who? Which? How? Dst.*
- Kata kerja dalam simple present tense.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan.

E. Metode Pembelajaran

1. Lecturing
2. Discussion

F. Media, Alat, dan Sumber Pembelajaran

1. Media : gambar, video, ppt, *loadspeaker*.
2. Alat : laptop, *whiteboard*, Proyektor.
3. Sumber pembelajaran:
 - Bahasa Inggris SMA Kelas X (Buku Teks Wajib K-13)

- *Get Along with English for Vocational Grade X Novice Level page 8.*
- *Youtube.com*
- Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (15 menit)

- 1) Guru memberi salam (*greeting*); dan mengajak peserta didik untuk berdoa bersama
- 2) Guru memeriksa kehadiran peserta didik;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

Apersepsi: Guru mengenalkan topik baru tentang *Introducing Yourself*

Kegiatan inti (60 menit)

- 1) Guru menjelaskan tentang *introducing yourself*.
 - 2) Guru memutar video sambil menjelaskan menggunakan proyektor.
 - 3) Peserta didik mendengarkan penjelasan guru.
 - 4) Peserta didik mencatat poin yang disampaikan oleh guru dan video.
-
- 1) Guru membimbing siswa untuk membuat ide-ide.
 - 2) Peserta didik membuat ide-ide dalam *introducing yourself*.
-
- 1) Guru membimbing siswa untuk mengklasifikasikan ide-ide.
 - 2) Peserta didik menyimpulkan cara poin-poin yang perlu dijelaskan ketika memperkenalkan jati diri
 - 3) Peserta didik mengumpulkan informasi cara menuliskan di buku catatan.
-
- 1) Peserta didik mempraktekkan memperkenalkan diri.
 - 2) Guru mengajak peserta didik berdiskusi tentang *introducing yourself*.

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik dan guru berdoa dan mengucapkan salam penutup.

H. Penilaian

1. Pengetahuan

- a. Teknik Penilaian : Tes Tertulis dan Tes Lisan
- b. Bentuk Instrumen : *completion* (soal-soal *be / have*)
- c. Kisi-kisi :

No.	Indikator	Butir Instrumen
1.	Disajikan dalam bentuk soal rumpang dan diisi menggunakan <i>be / have</i> .	Lampiran be+have

d. Instrumen: *soal terlampir*

e. Pedoman penskoran: berdasarkan komponen Speaking

No	Name	Components				Total Score
		Vocabulary	Accuracy	Pronunciation	Fluency	
1.						
2.						
3.						
4.						
5.						

Note:

Final Score =

Penugasan

Make a short description to introduce yourself.

Mengetahui
Guru Bidang Studi

Hamparan Perak,

2016

Peneliti

UMI KHAIRANI HAITA, S Pd.

MUHAMMAD IHFAL

