IMPROVING STUDENTS` SPEAKING SKILL
THROUGH PODCASTING GUIDED INTERVIEW
AT NINTH GRADE OF MTs SUMBER PAYUNG SUMENEP
IN ACADEMIC YEAR 2021/2022

THESIS

Presented to

State Islamic University of Kiai Haji Achmad Siddiq Jember in particial
fulfillment of the requirements for Bachelor Degree (S. Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training

By:

Moh. Luddin
NIM. T20186066

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
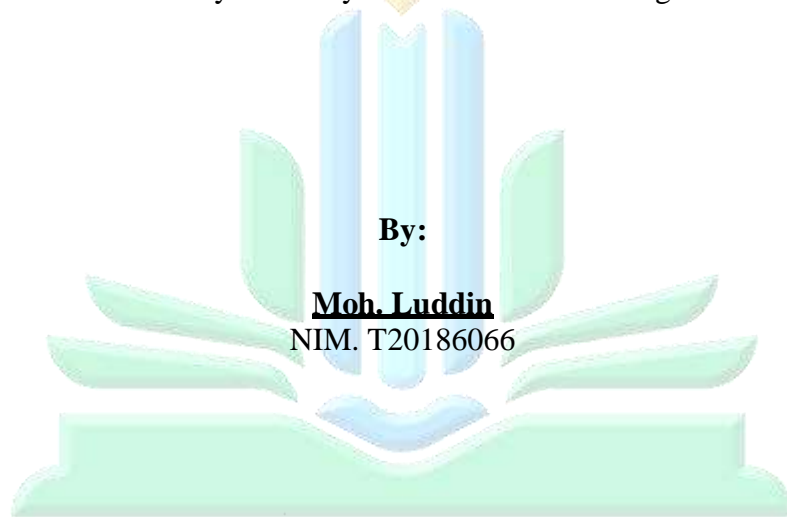## OF KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2022

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Approval by Advisor

Dr. Khoiriyah, M. Pd
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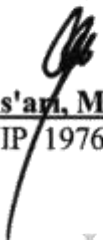# IN ACADEMIC YEAR 2021/2022

THESIS

It has been examined and approved by the board of examiners in partial
fulfillments of the requirements for the bachelor degree of education {S.Pd}
Education and Teacher Training Faculty
English Education Department

Day   : Tuesday
Date   : October, 11th 2022

The Board of Examiners

Chairman   **Secretary**

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MOTTO

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: Allah will raise those who have believed in him among you and those who were given knowledge by degrees and Allah is acquantied with what you do. (QS. Al-Mujadalah: 11)*
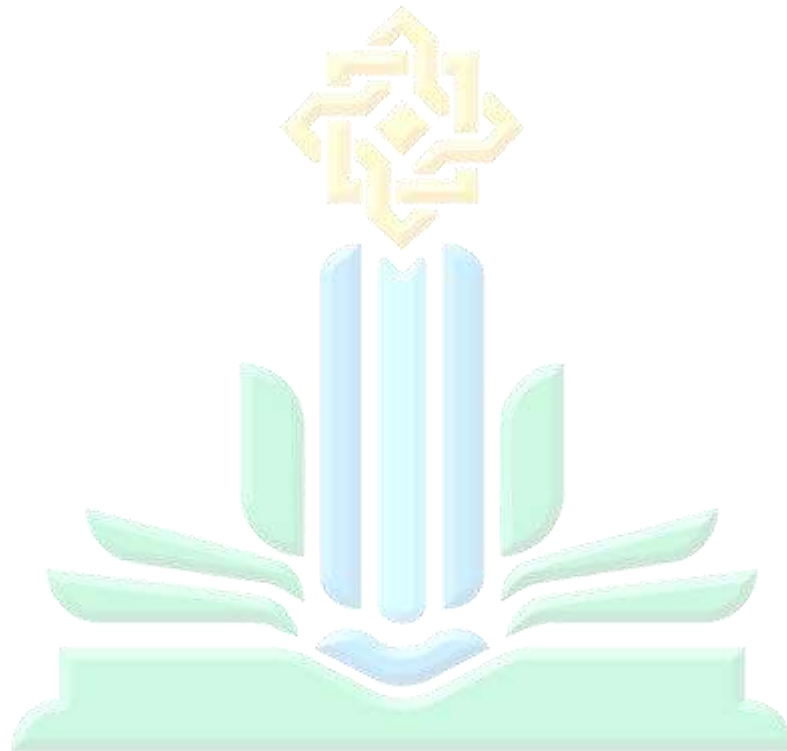
*Abdul Aziz and Abdur Rauf, *Al-Qur`an Hafalan Mudah Al-Hufaz* , *terj* (Cordoba, 2020)

DEDICATION

I proudly dedicate this thesis to:

1. My beloved Parents, Ach. Syafiuddin and Hamimah, my sister Ulfatun Ni`mah who always give me the best prayers and my family who always encourage me to do the best in my studying.

2. My classmates of English Department (Emergency class), the big family of English Association UIN KHAS Jember and the other friends who have accompanied me in the process of becoming a better person.
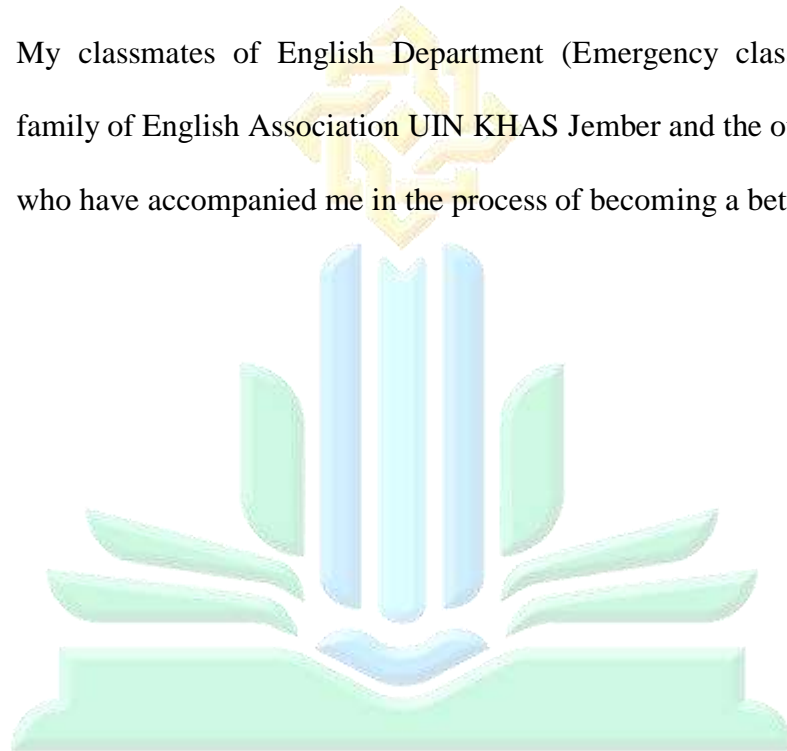
ACKNOWLEDGEMENT

Alhamdulillahi Rabbil 'Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KHAS Jember. The undergraduate thesis entitled "Improving Students` Speaking Skill Through Podcasting Guided Interview At Ninth Grade of Mts Sumber Payung Sumenep In Academic Year 2021/2022".

I also fully aware that the undergraduate thesis could never finished without helpingfrom others during the process of writing. Therefore, in this occasion the writer express appreciation to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of UIN KHAS Jember who has given opportunity to study in this institute.

2. Prof. Dr. Hj. Mukni'ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.

3. Mr. As'ari, M.Pd.I as the Head of English Department who has motivated me to study English.

4. Dr. Rif`an Humaidi, M. Pd.I, as the head of Islamic Studies and Language Education program.

5. Mom. Khoiriyah, M.Pd as my advisor who always give me encouragement and suggestion in the process of writing this thesis.

6. Mr. Sholeh as my collaborator who helps me to finish my research in MTs Sumber Payung.

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8. The Headmaster and teachers of MTs Sumber Payung Sumenep who allowed me to do my research

9. My beloved students of MTs Sumber Payung Sumenep who helped me to accomplish the process of research.

10. All my friends (Kiky, Qorina, Ihsan, Herman, Syuker, and Zuhil) for sharing, caring, helping, and supporting me to complete this research.

I wish Allah SWT gives His blessing to all of you. However, the writer is aware that this undergraduate thesis is far from being perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchesr who need it.

Sumenep, 2022

The Researcher.

Moh. Luddin
NIM. T20186066

ABSTRACT

Moh. Luddin, 2022. *Improving Students` Speaking Skill Through Podcasting Guided Interview at Ninth Grade of MTs Sumber Payung Sumenep in Academic Year 2021/2022.*

Key Words: Speaking skill, podcasting, guided interview

This research was about improving students' speaking skill through podcasting guided interview at the IX grade U Pi (Unggulan Putri) of MTs Sumber Payung Sumenep. This study was done based on the problems found in English speaking skill at the ninth grade of MTs Sumber Payung Sumenep. Based on the data of preliminary study, it was found that the pre-test score was 66% with 41, 6 as the average score, that was a very low score. There were 10 students from 24 students passed the test. From those scores, it is noticed that most of those students entered the next grade of the English class with very limited speaking skill caused by some reasons, such as having less ability in speaking comprehension, having less level of confidence, and having less level of courage. Hence, the researcher decided to improve student's speaking skill by using podcasting guided interview.

This research was conducted at class IX U Pi of MTs Sumber Payung Sumenep. This research was classified as Classroom Action Research (CAR) of Kemmish and Taggart which consist of four procedures, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted one cycle. The cycle applied on Mei 2022 which consisted of four meetings, three meetings to implement the action and one meeting to student's speaking test. To collect the data, the researcher used the student's speaking test pre-test and post test, observation, interview, and document review. The test was used to find out the improvement of students' speaking skill after implementing the action.

In addition, after implementing the action, the result of the implementation of podcasting guided interview indicated that there were improvements of student's speaking ability. It was proven by the data showed that 100% of students had passed the criteria of success with 122 as the average score. The research would success if there was 70% of students could pass the test score that was 65 based on the agreement of the researcher and the collaborator.

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CHAPTER I

INTRODUCTION

This chapter presents five aspects; they are Research Background, Research Problem, Research Objectives, the significance of the research, and definition of key terms.

A. Background of Research

In recent years, teaching speaking has become an important communications skill as one of 21st century skills because speaking is an activity which has an important role in the process of language learning. Through speaking, the students are able to sharp their creative thinking in sharing ideas and thoughts.[2] There are many ways to teach and improve communication skill today; one of the most popular strategies in teaching speaking is communication using digital media and the benefit of the technology. Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinion, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as "speakers` of" that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Indonesia Curriculum states that the objective of English is to make the students use English performatively, functionally, and epistemically.[3] There are 2 skills

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[2] Roviqur Riziqien Alfa, "Using Podcasting as Authentic Materials To Develop Students` Speaking Skill", *Jounal of English Language and Language Teaching (JELLT)*, 4, 1 (2020): 66.
[3] Harisna Hikmah, Wahyu Nugroho, and Ulul Azmi "Improving Aliyah Students` Speaking Skill by Using Podcasting", *Jurnal Ilmu Pendidikan,* 3, 6 (2021): 5057.

that have to be developed in learning English. Those are productive skills and responsive skills. Productive skills consist of speaking and writing, while responsive skills consist of listening and reading. As Sreena and Ilankumaran state, productive skills refer to the ability for students to speak and write. They have to be able to create a product, oral or written.

Students needed to learn communication skills in order to fulfill their ambitions, desires, and goals.in this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. So speaking is the most important skill among all the four language skills in order to communicate well in this global world.[4] Brown and Yule said, "*Speaking is the skill that the students would be judged upon most in real life situations*". Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Thus skill playes an important role in communication.

Speaking skill is one of the English language skills that should be improved. It cannot be denied that speaking skill is really essential. The success of communication can be proven from the way people speak. Allah says in the Holy Qur`an al-Baqarah verse 83:

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[4] Parupalli Srinivas Rao, "The Importance of Speaking Skills In English Classroom", *Alford Council of International English & Literature Journal (ACIELJ)*, 2, 2 (2019): 6.

وَإِذْ أَخَذْنَا مِيثَٰقَ بَنِىٓ إِسْرَٰٓءِيلَ لَا تَعْبُدُونَ إِلَّا ٱللَّهَ وَبِٱلْوَٰلِدَيْنِ إِحْسَانًا وَذِى

ٱلْقُرْبَىٰ وَٱلْيَتَٰمَىٰ وَٱلْمَسَٰكِينِ وَقُولُواْ لِلنَّاسِ حُسْنًا وَأَقِيمُواْ ٱلصَّلَوٰةَ وَءَاتُواْ

ٱلزَّكَوٰةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنكُمْ وَأَنتُم مُّعْرِضُونَ ﴿٨٣﴾

> Meaning: And (remember) when We took the promise from the children of Israel, "don't worship other than Allah, and be kind to parents, relatives, orphans, and the poor. And speak kind words to people, pray and pay zakat." But then you turned away (deny), except a small part of you, and you (still being) dissident.[5]

According to the verse above we can understand from the sentence *"And speak kind words to people"*, that we should speak with good words. Of course we can apply it in the context of learning, especially speaking. We can speak well and fluently by learning how to improve our speaking skills by paying attention to pronunciation, fluency, and accuracy in speaking. These all aspects can be regarded as measurement of how a person can speak well.

Communication skill became an essential aspect in this present day. People should develop their speaking skills since communication skills are as important in 21st century skills. Communication skill includes sharing thoughts, questions, idea and solutions. Besides, effective listening, delivering oral presentations, and communication using digital media, engaging in conversations and discussion, communicating in diverse environments are the ways to improve communication skills. However, it is rarely discussed how technological tool such as podcasting is employed in teaching speaking.

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[5] Kementrian Agama, *Al-Qur`an,* (Semarang, PT. Karya Toha, 2016), 2 :83

One of technological tools to enhance student`s speaking skill is podcasting as a model of strategy in practicing speaking. Podcasting is assumed as an alternative technological tool that can be implemented by teachers as useful input in class for activities like discussions and questions and answers. There are many models provided in podcasting such as report, conversation, discussion, and interview.[6] In this research, all of the podcasting models above will be covered in the form of podcasting guided interviews to improve students` speaking skill.

The use of ICT in this research becomes the choice. It is more attractive and challenging and authentic content that will engage the students in the learning process. In this teaching model a strategy is needed, which is able to attract the students to be involved in teaching and learning process, as well as giving them chances to have more to practice speaking and helping them to enrich their knowledge about English pronunciation and intonation to be fluently, and correctly in speaking.

According to Amin, ICT provides motivation to learn because it can be used to provide challenging and authentic content that will engage the students in the learning process. The modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of strategy in teaching speaking to integrate modern technologies to upgrade the level of English teaching. In addition ICT also offers a new experiences in teaching speaking not only in the classroom, but

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[6] Roviqur Riziqien Alfa, "Using Podcasting as Authentic Materials To Develop Students` Speaking Skill", *Jounal of English Language and Language Teaching (JELLT)*, 4, 1 (2020): 65.

also teachers be aware of the benefits and challenges when applying ICT). Learning technology is very important and becoming normalized in ELT class. Besides, it will also make the English teacher more aware of their self-directing learning when teaching using technology.

As stated in the goverment regulation about the use of technology in the learning, written in the 1945 constitution on article 28B paragraph (1) that:

> *Every person has the right to develop himself through fulfilling his basic needs, has the right to get education and benefit from science and technology, art and culture in order to improve the quality of his life for the welfare of mankind.*
> *(Setiap orang berhak mengembangkan diri melalui pemenuhan kebutuhan dasarnya, berhak mendapatkan pendidikan dan mendapatkan manfaat dari ilmu pengetahuan dan teknologi, seni dan budaya demi meningkatkan kualitas hidupnya demi kesejahteraaan ummat manusia).*[7]

The previous study related to teaching speaking by using podcasting it focuses on the use of podcastings by making a recording video about students` experiences and telling a story in the form of recount text. The result of the study showed that podcastings motivated them to improve their speaking competency and build up their self-confidence in speaking. Another previous study it focuses on applying a podcasting application named Anchor for the learning activities in two classes of Senior High School. They are the twelfth science female class for the control group and twelfth social students of the female class as the experimental class. The result of the study Podcasting is effective in improving the students' speaking skills. Besides, it was also found

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[7] Republik Indonesia, *Undang-Undang Dasar 1945,* Pasal 28B, Ayat (1).

that the students had a positive perspective on the use of Podcasting in the English teaching and learning process.

Then a previous study which focused in enhancing students` speaking achievement by implementing podcasting with the experimental research into two different classes, the result of data analysis in the research showed that implementing podcastings had a significant effect on the eleventh grade students' speaking achievement. Due to the fact that some studies above have already declared that podcasting as an alternative media to be applied in improving students` speaking skill, because it has many advantages in teaching speaking. However, the researchers above did not use the strategy as teaching speaking, because podcasting is only a media. It should be accompanied by a strategy, because it is considered that a strategy can improve students` speaking skill. For this reason my study would like to focus on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.

Based on the preliminary study of the ninth grade students of MTs Sumber Payung in academic year 2021-2022, the researcher found 3 main problems that the students had in speaking. First, students could not speak English fluently when they were asked to talk about their daily activities. They are confused and need time to prepare what they are going to say while asking for some words. Second, the students could not pronounce the English words correctly, they often confused how to pronounce some words in the sentences.

Third, the students were not confident to speak in English, they were shy and nervous to practice speaking English in the classroom.

According to some students who have been interviewed, they need time to prepare what they are going to speak, even if it is connected with learning material being taught. They said that speaking English is so difficult to practice, and they are afraid of making a mistake in speaking. It is caused by the limitation of vocabulary that they have. The students only have a short time to practice speaking. Besides, the students feel unmotivated to improve their speaking because of the teaching method which is not really interesting. By those problems above, it doesn't give a significant improvement for students to improve their speaking skill. English teacher at ninth grade of MTs Sumber Payung states that most of the students at ninth grade faced difficulties in mastering the speaking because they lack of vocabulary, lack of pronunciation, and being unconfident to speak in the classroom.

Based on the preliminary study, the researcher also found out some problems dealing with teaching speaking. The English teacher of MTs Sumber Payung still uses conventional teaching, such as memorization of dialogues or repetition of some materials based on the textbook (LKS). Therefore the students only learn the material from the textbook and teachers` explanation which is not really totally enough to improve students` speaking skill in this school. Due to the facts, it really needs an appropriate strategy to be applied to solve the student problems in learning speaking.

For those reasons, the researcher felt very interested in conducting a Classroom Action Research (CAR), at the ninth grade of MTs Sumber Payung in academic year 2021/2022. The researcher proposed this research entitled "*Improving Students` Speaking Skill through Podcasting Guided Interview at Ninth Grade of Mts Sumber Payung Sumenep in Academic Year 2021/2022*".

B. Research Question

Based on the background of the research above, the researcher determined the research question as below:

1. How can podcasting be employed in teaching speaking ?
2. How do podcasting guided interview improve students` speaking skill at the ninth grade of MTs Sumber Payung Sumenep in academic year 2021/2022 ?"

C. Scope of The Research

In this research, the researcher focused on how podcasting guided interview improved students' speaking skill. This study was limited to one class in ninth grade of MTs Sumber Payung Sumenep in the academic year 2021/2022. Offline learning would be conducted by utilizing a technology that would be accompanied by a strategy in the form of podcasting guided interview. The researcher focused on improving students' speaking in terms of pronunciation, accuracy, and fluency through guided interview, leading question, and question and answer.

D. Research Objective

Based on the problem of the research, the objectives of this research are:

1. To know how podcasting can be employed in teaching speaking.

2. To know how podcasting improve students` speaking skill by using podcasting guided interview. as an alternative strategy in improving students' speaking skill at ninth grade of MTs Sumber Payung Sumenep in academic year 2021-2022.

E. Research Significances

The significances of this research divided into theoretical significance and practical significance, as follows:

1. Theoretical Significance

This research is expected to contribute ideas as strategy which is literally easy to be implemented as an alternative strategy in improving students speaking skill through podcasting. The result of this research will have a different view in teaching and learning strategy in this fully digital era. Students are facilitated to have a chance and more time to practice speaking and helping them to enrich their knowledge about learning English.

2. Practical Significance

   a. For teacher

      Enrich a strategy and a variety of teaching as an alternative strategy to be implemented in the learning process.

b. For students

Improve students' speaking skill and utilize the use of technology and give new experiences in practicing speaking.

c. For the researcher

Get additional experience in implementing podcasting guided interviews as an alternative strategy in improving students' speaking skill.

d. For the other researchers

The result of this study can be a reference in conducting a similar research with this research.

F. Definition of Key Term

There are three terms which are provided to define this research:

1. Podcasting

Podcasting is an uploading audio or video file to the internet, and it provides many kinds of material for learning. Podcasting is a downloadable audio or video file from the internet. Podcastings are usually played on electronic devices such as mobile phones, laptops, tablets or mp3 players. This research used podcasting video in the form of guided interview activities with the students. The researcher asked to students about the material has been taught, and the result of podcasting video uploaded into youtube platform. The steps in implementing podcasting guided interview are preparing an equipment of podcasting, providing a question and answer guidance for guided interview activities,

giving an example of video podcasting, discussing a topic material deviding the class into some groups and editing and uploading the result into youtube.

2. Speaking skill

    Speaking skill is a skill where the students do an oral practice in which someone employs a language and expresses their ideas, feeling, and thought in communication. It is one of the language skills that need to be acquired by the learners in order they can communicate with others. Furthermore, speaking is an activity which has an important role in the process of language learning in the classroom. The activity of speaking skill in this research is using question and answer exchange which is guided by the interviewer or researcher. The researcher asks to the student with a question that had been arranged before.

3. Guided interview

    Guided interview is an interview which is conducted with direction and guidance by the interviewer. In the context of teaching speaking in the classroom, a guided interview is an interview which is conducted by the teacher to the students while giving guided questions or a kind of question and answer activity that is related to the learning material to improve students` speaking skill.

CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents a review of related literature, it consists of the previous research and the theoretical framework.

A. Previous Research

There are some previous studies which are related to podcasting in teaching speaking. As follows:

1. Alya Rahandi`s entitled "The Effect of Using Podcasting in Students' Speaking Skill at The Second Grade of Nursing in Baiturrahim Vocational School Jambi". Published in 2020.[8]

   In this research the researcher conducted an experimental research on students' speaking skill through podcasting media. This research is conducted at the second grade Nursing at Baiturrahim Jambi Vocational High School, which the total is 25 students in the class. This research aimed to find out whether there is an effect or not in teaching English using podcastings in students' speaking skill, especially in fluency and pronunciation. In this research, the researcher used pretest and posttest and record as the technique of collecting data. The researcher prepared the podcastings about procedure text, after that giving pretest, treatment, and posttest to students. The findings of this research showed that there is an effect on student`s speaking skill after studying with the podcasting as a media in teaching and learning process.

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[8] Alya Rahandi, *"The Effect of Using Podcasting in Students' Speaking Skill At The Second Grade of Nursing in Baiturrahim Vocational School Jambi"* (Thesis, State Islamic University Sulthan Thaha Saifuddin Jambi, 2020).

The similarities of this research are implementing Podcasting media in classroom learning and focused to improve students` speaking skill. The differences are this research conducted a Classroom Action Research (CAR), and the previous research conducted an Experimental Research. The previous research the researcher conducted only focused on the podcasting as the main media in improving students` speaking skill. While this research is focused on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.

2. A. S. Dianithi`s entitled "The Use of Podcasting To Improve The Speaking Competency of Tenth Grade Students of SMA Negeri Amlapura in Academic Year 2015/2016". Published in 2017.[9]

In this research the researcher conducted a Classroom Action Research (CAR) conducted in two cycles on students' speaking competency through podcasting media. This research is conducted at the tenth grade of SMAN 1 Amlapura, of which the total is 30 students in the class. The objective of this research was to improve students` speaking competence by using podcastings in teaching and learning. In this research, the researcher used qualitative and quantitative as the technique of collecting data. The finding of the study proves that podcastings could improve English speaking competency of X SMAN 1 Amlapura. The result of the study also showed

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[9] A. S. Dianithi "The Use of Podcasting To Improve The Speaking Competency of The Tenth Grade Students of SMA Negeri 1 Amlapura in Academic Year 2015/2016 ", *Journal of Education Action Research*, 1, 1 (5, 2017): 30-39

that podcasting motivated them to improve their speaking competency and build up their self-confidence in speaking.

The similarities of this research is implementing Podcasting media in classroom learning with Classroom Action Research (CAR) design, and focused to improve students` speaking skill. The difference is the previous research the researcher conducted his research only focused on the podcasting as the main media in improving students` speaking skill. While this research is focused on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.

3. Safira Rizky Amanda GP`s entitled "Enhancing Students' Speaking Skill Through Podcasting: A Quasi- Experimental Study Of The X Grade Students' Conversation At SMAN 1 Comal". Published in 2020.[10]

This research is conducted at the tenth grade SMAN 1 Comal, which is 72 students which were divided into two classes. In this research the researcher conducted a Quasi-Experimental research with the pre-test and post-test design. The objective of this study was to determine whether there was any significant difference in learning achievement of speaking skill between the students who were taught by using podcasting and those who were taught by using textbook. It was conducted into two sample classes with the experimental group and the control group class. The findings of this research showed that there was a significant difference effect on the students' speaking skill between those who were taught by

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[10] Safira Rizky Amanda GP, "*Enhancing Students' Speaking Skill Through Podcasting: A Quasi-Experimental Study Of The X Grade Students' Conversation At Sma N 1 Comal*" (Thesis, Universitas Negeri Malang, 2020).

using podcasting and those who were not taught by using podcasting with the result of the mean score of the students who were taught by using podcasting (74.02) was higher than those who were taught by textbook (72.33).

The similarities of this research are implementing Podcasting media in classroom learning and focused to improve students` speaking skill. The differences are this research conducted a Classroom Action Research (CAR), and the previous research conducted an Experimental Research. The previous research the researcher conducted his research only focused on the podcasting as the main media in improving students` speaking skill. While this research is focused on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.

4. Putri Purnama Sari`s entitled "The Effect of Using Podcasting on Students` Speaking Skill At The Second Grade of Students` Junior High School". Published in 2019.[11]

This research used a Quasi-Experimental research with the pre-test and post-test design that is conducted at the second grade of SMP 30 Muaro Jambi. The sample was 46 students which were devided into two classes. This research aimed to find out the effect of podcastings on students` speaking skill at the second grade of SMP 30 Muaro Jambi. The students were divided into two groups, 23 students for the experimental group and

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[11] Putri Purnama Sari, *"The Effect of Using Podcasting on Students` Speaking Skill At The Second Grade of Students` Junior High School"* (Thesis, State Islamic University Sulthan Thaha Saifuddin Jambi, 2019).

23 students for the control group. The result of this study indicated that using podcastings in teaching speaking has a significant effect and significant differences in speaking skill. Podcasting gives positive impact towards students' speaking skill achievement. There is a significant effect and differences of students' speaking skill after being taught through Podcasting.

The similarities of this research are implementing Podcasting media in classroom learning and focused to improve students` speaking skill. The differences are this research conducted a Classroom Action Research (CAR), and the previous research conducted an Experimental Research. The previous research the researcher conducted only focused on the podcasting in the form of audio to improve students` speaking skill. While this research is focused on podcasting media in the form of recording video.

5. Muchammad Nur Wachid`s entitled "The effectiveness of Teaching Speaking Skills By Using Online Podcasting Video at Islamic Junior High School 3 Malang". Published in 2021.[12]

In this research the researcher conducted an experimental research and a Quantitative method approach. The study was conducted at the eighth grade of Islamic Junior High School 3 Malang, with a total of 24 students in two classes of experimental group and control group design. The aim of this study is to determine whether online Podcasting Video gives a

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[12] Muchammad Nur Wachid, "*The effectiveness of Teaching Speaking Skills By Using Online Podcasting Video at Islamic Junior High School 3 Malang*" (Thesis, State Islamic University Maulana Malik Ibrahim Malang, 2021).

significant impact on students' speaking skills. The treatment used in this study is Online Podcasting Video. The researcher conducted a Podcasting role play with the students and used a non-parametric test; Mann Whitney U-Test was used to determine the deviation between the means of the Experimental group and Control group obtained from both groups by comparing their oral-test scores. The findings of this research showed that teaching speaking by using Online Podcasting Video gives more effective impact than the conventional method. Teaching speaking using Online Podcasting Video is effective to enhance speaking skills for the students.

The similarities of this research are implementing Podcasting media in classroom learning and focused to improve students` speaking skill. This research conducted a Classroom Action Research (CAR), and the previous research conducted a Quasi-Experimental Research. This research was conducted by offline classroom meeting, and the previous research was conducted by online classroom meeting via Whatsapp group.

Table 2.1
The Similarities and the Differences Between
Previous Research and This Research

NO	Title of The Research	The Similarities	The Differences
1	2	3	4
1.	Thesis written by Alya Rahandi, "The Effect of Using Podcasting in Students' Speaking Skill at The Second Grade of Nursing in Baiturrahim Vocational School Jambi". Published in 2020"	The previous research and this research focus on: a. Implementing Podcasting media b. Focused on students` speaking skill	a. This research conducted a Classroom Action Research (CAR), and the previous research conducted an Experimental Research b. The previous

NO	Title of The Research	The Similarities	The Differences
1	2	3	4
			research the researcher conducted only focused on the podcasting as the main media in improving students` speaking skill. While this research is focused on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.
2.	Journal written by A. S. Dianithi, "The Use of Podcasting To Improve The Speaking Competency of Tenth Grade Students of SMA Negeri Amlapura in Academic Year 2015/2016"	The previous research and this research focus on: a. Implementing Podcasting media on students` speaking skill. b. Use A Classroom Action Research (CAR)	The previous research the researcher conducted only focused on the podcasting as the main media in improving students` speaking skill. While this research is focused on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.
3.	Thesis written by, Safira Rizky Amanda GP "Enhancing Students' Speaking Skill Through Podcasting: A Quasi-Experimental Study Of The X Grade Students' Conversation At	The previous research and this research focus on: a. Implementing Podcasting media b. Focused on students` speaking skill	a. This research conducted a Classroom Action Research (CAR), and the previous research conducted a Quasi-Experimental

NO	Title of The Research	The Similarities	The Differences
1	2	3	4
	SMAN 1 Comal"		Research b. The previous research the researcher conducted his research only focused on the podcasting as the main media in improving students` speaking skill. While this research is focused on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.
4.	Thesis written by Putri Purnama Sari, "The Effect of Using Podcasting on Students` Speaking Skill At The Second Grade of Students` Junior High School"	The previous research and this research focus on: a. Implementing Podcasting media b. Focused on students` speaking skill	a. This research conducted a Classroom Action Research (CAR), and the previous research conducted a Quasi-Experimental Research b. The previous research the researcher conducted only focused on the podcasting in the form of audio to improve students` speaking skill. While this research is focused on podcasting

NO	Title of The Research	The Similarities	The Differences
1	2	3	4
			media in the form of recording video
5.	Thesis written by Muchammad Nur Wachid, "The effectiveness of Teaching Speaking Skills By Using Online Podcasting Video at Islamic Junior High School 3 Malang"	The previous research and this research focus on: a. Implementing Podcasting media b. Focused on students` speaking skill	a. This research conducted a Classroom Action Research (CAR), and the previous research conducted a Quasi-Experimental Research. b. This research will conduct offline classroom meeting, and the previous research was conducted by online classroom meeting via Whatsapp group.

The research gap in this research was that the previous research did not mention about the strategy in conducting the podcasting as a media to improve students` speaking skill. The previous researcher only focused on the podcasting as the main media without accompanied by a strategy in improving students` speaking skill. Besides, they also provided any topics of learning material in conducting the podcasting with any media platform available. Such as Anchor application and audio or video podcasting on Youtube. Meanwhile, this research not only focused on the podcasting as the main media, but also uses a strategy in conducting the podcasting with the learning activities such as guided interviews about the learning material being taught in the classroom.

The researcher will conduct the podcasting with the learning activities of guided interview by recording video.

B. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking Skill

Speaking skill is an important skill that must be mastered by the students in this global era to teach them how to communicate in the global society. Speaking is a productive skill which the speaker produces and uses the language by expressing a sequence of ideas. It is the most emphasized in the foreign language. Speaking involves sound to express meanings to make interaction occur. This means that speaking is an interactive process of communication that connects ideas between speaker and interlocutor with a certain purpose.[13] Speaking is a crucial part of second language learning and teaching. The goal of teaching speaking should improve students` communicative skills, because only in this way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.[14]

According to Sari (2019), speaking skills are an interactive process of communication that connects speakers and listeners to share

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[13] Anne Burns and Jack C. Richards, *Learning English as a Second Language* (UK: Cambridge University Press, 2018), 204.

[14] Agus Mustajib, "Improving Students` speaking ability by Using Mind Mapping and Guided Questions at Fourth Semester of English Education Study Program at Islamic University of Indragiri Tembilahan", *English Journal of Indragiri (EJI)*, 1, 1 (2017): 4.

ideas and information.[15] As the expert said about the purpose and the importance of speaking skills, the students are strongly recommended to learn it. From the definitions explained above, it can be concluded that speaking is the ability to express our ideas, feelings, and opinions orally in the conversation between speaker and listener. People who are speaking English well are people who can use English to communicate in their daily life. Therefore, the students must be in preparation to face the wider community.

b. Aspects of Speaking

During the speaking process in interaction of teaching and learning, the teacher must consider several features of speaking. Duong, states commonly thought of the most important aspects of speaking is grammar, fluency, accuracy, vocabulary, and pronunciation.[16]

1) Vocabulary

Vocabulary is a word which has its meaning in every function. A word expresses the content of ideas to avoid confusion in communication. It plays a useful role to define any objects, actions, ideas as well. Mastering vocabulary would define someone`s capability in understanding language.

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[15] Putri Purnama Sari, *"The Effect of Using Podcasting on Students` Speaking Skill At The Second Grade of Students` Junior High School"* (Thesis, State Islamic University Sulthan Thaha Saifuddin Jambi, 2019).

[16] Duong T. M, "An Investigation into Effects of Role-Play in an EFL Speaking Course", *Global Journal of Foreign Language Teaching*, 4, 2 (2014): 81-91.

2) Grammar

Grammar is similar to rigid rules in oral and written form. Grammar is a system of rules governing the conventional arrangement and relationship of words in the sentence. Moreover, Al-Mekhlafi and Nagaratnam, state that grammar is a set of rules that determines the structure of a language, and it could be the way to combine units of a language.[17] Combining necessary units of language helps a speaker or a writer in expanding any ideas in their mind, and it makes a person a lot easier to build communication in expressing messages in spoken or written language.

3) Pronunciation

Pronunciation is the process of pronouncing a particular word in a proper manner. Where pronunciation should be acceptable is a necessary aspect in speaking as well. Referring to Nation and Newton, pronunciation is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voicesetting, intonation, and stress. Pronunciation plays a great role in speaking, and it gives a hint toward what is being said. The interlocutor will misunderstand the meaning whether the speaker pronounces the wrong pronunciation. Therefore, pronunciation is how to generate an acceptable and an unambiguous lexical word in language.

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[17] Al-Mekhlafi, Nagaratnam, "Difficulties in Teaching and Learning Grammar in an EFL Context" *International Journal of Instruction*, 4, 2 (2011): 69-92.

4) Fluency

Fluency means knowing about how he/she expresses ideas without using words ("um" and "ah") while talking to the other person. Yingjie, mentions that fluency is the capability to speak at an effective speed and to speak smoothly and to produce the right word without thinking too much.[18] In this case, excellent fluency will create better confidence in expressing ideas and it improves communication skill as well. To be classified as a fluent speaker, we might well fulfill these features as presented by Thornbury as follows, pauses may be long but not often, and pauses allow at the meaningful transition point.

5) Accuracy

Accuracy is defined as the ability of how the language is produced by noticing the correct use of the rules system. In other words, accuracy makes use of correct tenses, verb forms, collocations, and other things. Accuracy activities involve a language construction to ensure that the language is appropriately accurate. These activities include grammar exercises, gap fills, drilling, or noticing activities. Mostly, these activities are controlled by the teacher and they follow some stages in a lesson. There are no different answers for these activities since there is just a right or wrong answer.

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[18] Yingjie Y, "The Development of Speaking Fluency: the 4/3/2 Technique for the EFL Learners in Chine", *International Journal of Research Studies in Language Learning*, 3, 4 (2011): 55- 70.

c. **Types of Speaking Performance**

Classroom speaking performance has some types which have been mentioned by Brown in his book. The types of speaking performance are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monolog).[19]

1) Imitative

This type includes the ability to practice intonation and that is just imitating a word, phrase or sentence. Pronunciation is the important thing for this type.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

This type of short replies to the teacher or student initiated question or comments. Responsive type includes interaction and test comprehension, but at some limited levels of very short conversation. At least it includes greeting, small talk, simple requests, and comments.

4) Transactional (dialogue)

Transactional language, carried out conveying or exchanging specific information, is an extended form of responsive language.

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[19] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language pedagogy second edition* (San Fransisco: Longman, 2001), 271.

5) Interpersonal (dialogue)

This type of speaking performance is carried out more to maintain social relationships than for the transmission of facts and information.

6) Extensive (monolog)

Finally, the students at intermediate to advanced levels are called on give extended monologs in the form of oral reports, summaries, or perhaps short speech. In this type the students can practice conversation or speech.

d. **Teaching Speaking**

Generally, the basic aim of learning the second language is to develop and master the speaking skill, and carry out on spontaneous conversation fluently in the target language because mainly the success in the foreign language is appeared through the speaking ability more than the other language skills. As stated in the Indonesia curriculum, teaching and learning process is expected to enable the students to communicate in English both in spoken and written forms in daily life contexts.[20] It means that the objective of teaching English in Indonesia is to focus on communication. Moreover, when we talk about English as a foreign language.

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[20] Departemen Pendidikan Nasional (Depdiknas), Republik Indonesia Nomor 278, 2006.

According to Luoma,[21] Teaching speaking is a hard task for EFL teachers due to its complex and difficult nature, therefore, developing the speaking skill takes a long time. Strong efforts and abilities from the side of the teacher and the learner as well, in order to enhance the students' speaking proficiency. We believe that teaching speaking skill in EFL classrooms is a matter of time that learners spend in practice. Therefore, speaking practice is the most essential factor for learners to improve their speaking ability in different situations by using the target language.

There are some types of speaking activities which provide the learners with a great opportunity to practice and use the language inside the classroom. Furthermore, they create a motivational atmosphere that supports the learners and encourages them to boost their speaking abilities. Role-plays, free discussions, debates, conversations, and problem solving are among the most common speaking activities in EFL classrooms.

1) Role Play

It is one of the most famous speaking activities in EFL classrooms. Role play is the performance tasks by the learners in which they select a significant issue and perform it in front of their classmates. Usually, students choose the subject of the role play according to the messages that they want to convey, or to the

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[21] Sari Louma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), 1.

goals that they aim to reach by the end of the play. Role play is considered as a funny and motivated activity for learners and a basic element for developing their ''oral production'' because acting requires practice by the use of language. In addition, it is a good technique to provide interaction in the classroom among the learners. All in all, role play is an important speaking activity for the learners.

2) Debate and Free Discussion

This activity is considered the basis of spontaneous interaction among learners. Debates and free discussions activities require the learners to discuss and debate upon specific topics, by being totally free to speak, express themselves, sharing experiences with peers, and agree or disagree. Buck claims that free discussion involves putting two or more people together and asking them to have a discussion on a particular topic in which they talk from their own experience on topics which they have sufficient knowledge about in order to lead to a successful interactive atmosphere among learners. Debates and free discussions may develop many aspects of communication because learners can listen, speak, understand and answer at the same time by using the target language.

3) Problem Solving

Problem solving is a collaborative activity among the learners in which they attempt to gather information about the problem and understand it in order to find solutions for the given problem. Problem solving tasks give more interaction rather than debating or free discussion tasks because the nature of the activity requires the students to become more interactive to suggest solutions, give reasons, accept ideas, change or refuse opinions for the problem.

4) Conversation

It is the learners' formal interaction in the classroom which is based on different conversational topics. Through this activity learners are asked to give their opinions and share their experiences according to the topic being taught.

e. **Difficulties of Speaking**

Generally, EFL learners could face a lot of speaking problems which mislead their communicative achievements towards the target of language. Lack of practice, lack of self confidence and the fear of making mistakes, and mother tongue use, are the most common speaking difficulties in learning speaking.

1) Lack of Practice

Many EFL learners have the academic knowledge of the foreign language but unfortunately they do not have the ability to

speak appropriately. The main reason behind this problem is due to the learners' poor speaking practice inside the classroom because teachers usually focus on teaching the foreign language as a matter of giving learners sufficient input, including rules and theories of the language rather than teaching them how to use the language successfully in the classroom or in other situations.

2) Lack of Self Confidence

There are many students who are still unconfident to speak. They are unconfident, shy, nervous, and worry practicing speaking in the classroom because they are afraid to be laughed by the other students and make some mistakes in speaking. On the other hand, the students are still forced by the teacher to step forward in practicing their speaking skill in the classroom.

3) Mother Tongue Use

In EFL classrooms, usually students always use words from their native language because of their lack of the vocabulary of the target language, or because they feel more comfortable and less stressed when they use their native language. Consequently, learners will not be able to develop their language abilities, if they keep on being influenced by the use of their mother tongue. That's why, teachers should give strict instructions to the students not to use their native language inside the classroom, and try to learn the most used vocabularies of the

target language that help them to interact and practice their speaking freely.

4) The Fear of Making Mistake

One of the psychological problems that students always suffer from. The fear of making mistakes are among the most common psychological problems that lead the students to hesitate or even refuse to intervene in the classroom discussions, because of their lack of self-confidence and fear of being criticized by other students or corrected by the teacher. Teachers' role in this case is to encourage students to speak freely without paying a big attention to their mistakes, also they should build the students' self-confidence by motivating them to do their best.

f. **Modern Technologies in Developing Speaking Skill**

In the fast developing 21st century various innovative technologies are being introduced to teach English in the classrooms. Technologies help and encourage the playfulness of learners and involve them in different ways of learning. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given.[22] In such a condition, teachers have a responsibility to prepare the students to be able to speak English. And utilization technology nowadays is increasingly

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[22] Maryam Bahadorfar, Reza Omidvar "Technology in Teaching Speaking Skill", *Acme International Journal of Multidisciplinary Research,* 2, 4 (4, 2014): 11.

important to motivate the students to be more interesting and they can't be bored in learning speaking.

Modern technologies available for teachers in teaching speaking today are:

1) Communication lab

2) Speech Recognition Software

3) Internet

4) TELL (Technology Enhanced Language Learning)

5) Podcasting

6) Quick Link Pen

7) Quicktionary

From the modern technologies above, the researcher would like to conduct this research with podcasting in teaching speaking. This research will be focused on podcasting media incorporating technology in the form of podcasting learning activities, such as guided interviews.

2. **Podcasting**

a. **Definition of Podcasting**

Podcasting actually consists of two terms, *pod* means Apple Ipod, and *cast* for broadcast. A podcasting is really just a series of audio or video recordings.[23] Hasan & Hoon, define Podcasting as a series of combination of both audio and video recording uploaded to

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[23] Colin Gray, *How To Podcasting A Simple Guide: Everything You Need to Reach Your Audience* (Dundee: Wild Trails Media Publishing, 2014), 12.

the website, so the website users can download it freely and listen or watch it later. The podcasting file can be streamed or played on any device such as smartphones, laptops, and computers.

The Oxford English Dictionary, defines a podcasting as a digital recording of a radio broadcast or similar programme, made available on the internet for downloading in a portable media player, handphone, computer, MP3, etc.[24] A podcasting is an interactive media that can be applied in the classroom in developing listening and speaking skills. Podcasting is means of publishing audio and video content on the web as a series of episodes with a common theme.

According to Phillips, podcastings is a useful tool for developing speaking skills in language acquisition settings, particularly within the context of the emerging Mobile Assisted Language Learning (MALL)[25]. The podcasting has become so popular these days. The reason behind it is because this media is very close to young people. The podcastings offer extensive informal language that young people like. It is not limited by restrictions imposed by media policy. This revolution happens due to an important underlying idea which shows that integrating podcastings in the language teaching learning process helps the students to improve some crucial skills such as researching, writing, speaking effectively,

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[24] Victoria Bull, *Oxford Learner`s Pocket Dictionary Fourth Edition* (Oxford: Oxford University Press, 2008), 339.
[25] Birgit Phillips "Student-Produced Podcastings in Language Learning-Exploring Student Perceptions of Podcasting Activities", *IAFOR Journal of Education,* 5, 3 (2017): 158.

solving problems, managing time, grabbing attention, and improving their vocabulary. Nowadays, Podcastings have been used by many teachers to increase the students` listening and speaking skills. The audio or video on Podcastings help the learner familiarize with the target of language. Teachers can use them as useful input in class for activities like discussions, guided interviews, and questions and answers.

Podcasting is one of the most exciting and wonderfully disruptive technologies to emerge in recent history. Tristan Louis drafted the initial concept of what would evolve into podcasting in October of 2000. The concept proposed the theoretical framework for altering the RSS (Really Simple Syndication) specification to distribute data files. Dave Winer, an author of the RSS format, established the technical specifications for a new element named "enclosure" that would pass the URL of a media file to a RSS aggregator for download. Adam Curry assisted develop and promote the medium, creating the first podcasting, the daily source code in August. Curry, along with Ron Bloom, started the company PodShow, devoted to helping people learn how to podcasting, publish podcastings, and find podcastings to enjoy.[26]

Podcasting is exciting because anybody can get involved, express themselves, exchange ideas, or pitch their products. Whatever

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[26] Nabil Lachi, "Improving Students` Speaking Using Podcastings As Classroom Activity" (Dissertation, University of Biskra, 2015), 29.

interests people have, there is a place for them in podcasting. Podcasting is disruptive because, like any worthwhile new technology, podcasting breaks all the rules.[27] The Podcasting has many contents or materials from the native speaker that can be selected and downloaded based on students' interests or the instructions of the teacher. Furthermore, students have an opportunity to listen or to record a video or an audio in their podcastings. Podcastings allow the students and teachers to share some information with others at any moment even in the classroom learning about the material being learned. Thus, using podcastings not only give additional practice in listening skill but also can increase students' speaking skill.

b. **Characteristics of Podcasting**

The characteristics of podcasting are :

1) A one time production.

2) a serial production where new "episodes" are produced daily, weekly, or monthly.

3) downloaded automatically when the author or "podcastinger" uploads new content.

4) listened to whenever and wherever.

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[27] Michael W. Geoghegan and Dan Klass, *Podcasting Solution: The Complete Guide To Audio and Video Podcasting 2ND Edition* (New York: An Apress Company , 2007), 1.

c. Types of Podcasting

There are three types of podcastings, they are audio, video, and enhanced.[28] These categories refer to the type of media file contained in the podcasting. Each type of these has its own special qualities, requirements, and benefits. Here are some of the characteristics and differences between the three types above.

1) Audio Podcasting

Audio podcasting contain sound only. These are like radio. They are generally in mp3 format. They can be made on both PCs and Macs and can be played using an mp3 player. This is a popular form of podcasting as they are relatively easy to make and the resulting files are generally small.

2) Video Podcasting

Video podcastings contain sound and imagery, such as moving and still pictures. These are like TV. Generally, they are large file sizes. When making them, you need to be careful with compression technologies as choosing the wrong format may make it impossible for the file to be played on both Macs and PCs.

3) Enhanced Podcasting

Enhanced podcastings are an extended version of audio podcastings capable of displaying additional information such as still images, weblinks and chapter markers. The commonest

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[28] Gilly Salmon et al, *How to Create Podcastings for Education* (New York: McGraw-Hill Ecuation Press , 2008), 3.

educational form is a Powerpoint or Keynote presentation with an audio track. The main advantages of these types of podcastings are their small file size compared with video and that they can be chaptered. Enhanced podcastings enable the audience to jump directly to a slide they wish to view in the podcasting.

d. Practicalities of Podcasting

There are three kinds of practicalities in implementing podcastings to improve students` speaking skill. They are:

1) Personal Podcasting

The personal podcasting is a recording made by a person on a given topic. This kind of podcastings is often incorporated within personal blogs, and their language is informal, oriented toward an online community with a similar interest such as health care, cuisine jokes, etc.

2) Educational Podcasting

The educational podcasting is usually for beginners or intermediate-level learners. These programs are created by both individuals and organizations to teach self-motivated learners. In the educational podcasting, teachers can create any kind of podcasting such as audio or video podcasting which is related to the topic material being taught in the class. The podcastings are often organized like curriculum programs to support the learning process.

3) News Podcasting

The format of the news podcasting follows the structure of the news. This type of podcasting is characterized by its authenticity. Furthermore, the unlimited variety of topics dealt with increases the possibilities for language learning utilities.

e. **Advantages and Disadvantages of Podcasting**

There are some advantages and disadvantages in using podcastings in the classroom learning.

1) Advantages of Podcasting

Podcasting offers language teachers and students a wide range of possibilities for extra speaking practice both outside and inside of the classroom. Moreover, podcastings enable students to practice speaking in a self-directed manner and at their own pace. They can increase the kinds of English language speaking practice materials available for the students to use in a variety of ways. Furthermore, podcastings provide increased connectivity among different elements of the course, and they give the language teacher a wealth of materials for teaching speaking skills. It is thought that podcasting is particularly beneficial for English learners as it provides a means for students to get access to 'authentic' speaking (speaker) sources about any topic they are interested in. Teachers can take advantage of podcastings as a basis for comprehension exercises. On the other hand, podcastings

are easy to reach. In other words, you can easily reach your students.

2) Disadvantages of Podcasting

Podcasting can be used by teachers as a means to send or receive information from students. Nonetheless, a disadvantage to this form of information is that the Web is so vast and anyone from anywhere can publish files. It is very time consuming for larger files. And It is also estimated that it takes 45 minutes to produce an 8 minute podcasting. Another disadvantage of podcasting is editing and uploading files. Large files will demand not only a broadband connection, but also a connection that is fast enough.

Furthermore, podcastings provide many models of speaking performance such as interviews, dialogue, conversation and report. Additionally, the growth of the English Language Teaching(ELT) podcasting, has provided a variety of content as well which assists either teacher or student to improve speaking skill in the teaching and learning process.[29] Man-Man SZE, shows the content types in podcasting as follows:

1) Comprehensive

It refers to a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary.

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[29] Roviqur Riziqien Alfa, "Using Podcasting as Authentic Materials To Develop Students` Speaking Skill", *Jounal of English Language and Language Teaching (JELLT)*, 4, 1 (2020): 69.

2) Whole lessons

The podcasting quoted above, for example, makes use of a news story in each episode. The text of the news story is provided, and is accompanied by the audio file. There is then a lesson plan accompanied with worksheet materials. In effect, these are ready-made lessons based on podcastings which teachers can use in the classroom directly.

3) Vocabulary, idioms, etc

This is a popular type of podcasting, probably because it is easy to be created. In this kind of podcasting, the host chooses some vocabulary items and explains their usage.

4) Conversation with a script

These podcastings contain conversations between native speakers. To help less proficient learners, each episode is accompanied by the script, for learners to refer to while listening to the conversation.

5) Jokes

These are podcastings containing jokes. Because they usually play on language, they encourage careful listening by the learner.

6) Stories

These are usually stories read aloud. They may or may not be followed by listening comprehension questions.

7) Poetry

These are podcastings containing the great poems of the past. One can listen to the declamation and read the poem.

From these above content types, it will assist teachers to choose the appropriate model for teaching student's speaking skill. Content which is accompanied by the transcript and various exercises will be more helpful in the learning process in EFL. Hence, teachers can provide the materials from the podcasting based on the goal of teaching speaking.

f. A Model of Podcasting

Table 2.2
10 Factors Podcasting Development Model

No.	Factors	Options
1.	Pedagogical rationale	- Limitations of study in teaching complex and difficult topics - Limitations of conventional approaches in teaching use of software tools - Limitations of conventional feedback approaches - Issues faced by first-time online learners - Issues faced by distance learners Developing competency in: • collaborative skills • active learning skills • presentation skills • essay writing skills • reflective skills • research skills • articulation and communication skills. - Improving the usefulness and attractiveness of teaching and learning resources
2.	Medium	Audio podcastings, Audio vision podcastings

3.	Convergence	Integrated with other media such as a VLE Stand-alone
4.	Authors and contributors to podcastings	Subject or module lecturer, University teachers, Other university staff, Fellow students, Senior students, Other stakeholders (experts or local community)
5.	Structure of podcasting	- Single-session podcastings - Multiple sessions (weekly, fortnightly or monthly podcastings) - Targeted podcastings for specific sessions, such as assessments or exams
6.	Reusability	Temporary or reusable podcastings
7.	Length	Short or long (less or more than 10 minutes) podcastings
8.	Style	Formal, informal, and style of presentation: monolog, dialogue, interview or other
9.	Framework	Signposting, navigating, planning
10.	Access system	Via VLE, A feeder service (RSS)

g. **Steps to Implement Podcasting in the Classroom**

In implementing podcastings as a model in classroom activity, not only the teacher but also the students must be well-prepared. The teaching and learning process in the classroom will be managed based on the instructional planning of the use of podcasting. In this research, the researcher will conduct the podcasting with the learning activities in the form of guided interviews by recording video. So the steps in implementing this research, as follows:

1) Preparing an equipment of podcasting

Prepare any equipment before implementing a podcasting must be prepared well to support the activity in teaching speaking. Adapted from Gray (2014)[30] an equipments must be prepared are:

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[30] Colin Gray, *How To Podcasting A Simple Guide: Everything You Need to Reach Your Audience* (Dundee: Wild Trails Media Publishing, 2014), 30-39.

a) Digital recording device (Laptop or Smartphone)

b) Webcam medium resolution

c) Microphones (Clip on mic mini, clip on mic bando)

d) Splitter U/Y 2 in 1

e) Jack 6 way ports male to 5 female splitter audio Aux

f) Standing on tripod

g) Ring light for lighting

h) Editor software (Kine master, Cup Cut)

i) YouTube account

j) Mini sound speaker

k) Projector

l) Internet connection

2) Teacher provides a question and answer guidance

   Teacher provides a question and answer guidance about a learning material before applying the strategy by using podcasting guided interview. A question and answer guidance will be used in students speaking practice by using podcasting guided interview and also students speaking pre-test and post test in the last step of action.

3) Teacher gives the students an example of video podcasting

   Before they produce or speak in the podcasting, they can listen and watch the video podcasting first to learn how to native speakers speak English. Teacher can make an example of a video

podcasting by himself in the form of a guided interview in English.While they watch the video podcasting, students can follow or repeat the native speakers' pronunciation, intonation, accuracy, etc. So students could know how to speak well.

4) Discussing the material topic today

Before the teacher conducts podcasting in teaching speaking, the teacher may discuss the material topic that will be taught in the class, then the teacher may provide authentic materials to teach the student's speaking skill. It can be adapted from the material in the students worksheet (LKS).

5) Dividing the class into some groups

After discussing the material topic with the teacher, the class may be divided into some groups to implement the podcasting in the learning activities. They will be managed to learn about the material being taught with the podcasting learning activities in the form of guided interviews, such as leading question and question and answer (Q&A). When the first group has a turn to show guided interview activities, other group will be the facilitator in preparing all needs to conduct the podcasting. Such as preparing all equipment needed and recording a video. In addition, the activity of creating podcastings in a small group work could also help less confident students to feel more prepared and supported, as they will collaboratively work together to rehearse the talk before they

publish it.[31] This activity will further result in the increase in students' motivation as well as the improvement in students' speaking skill, particularly for less confident students.

6) Editing and Uploading to Youtube

After the video is finished, the teacher may edit the result to be a good quality video podcasting then upload it into a yutube account with the transcription provided by the teacher. Teacher directs the students to watch and listen to other students' videos and provides comments.

3. Guided Interview

a. Definition of Guided Interview

Guided interview is an interview which is conducted with direction and guidance by the interviewer. In the context of teaching speaking in the classroom, a guided interview is an interview which is conducted by the teacher to the students while giving guided questions or a kind of question and answer activity that is related to the learning material to improve students` speaking skill.

Guided interview means dialogue and question and answer exchanges, students are presented with a model of guided interview that highlights a specific aspect or an authentic material in the learning activities about any topics of learning in the classroom. This

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[31] Wai Meng Chan et al, "Students` Perceptions of and Attitudes towards Podcasting-Based Learning-A Comparison of Two Language Podcasting Projects", *Eletronic Jounal of Foreign Language Teaching*, 8, 1 (2011): 312-335.

activity is expected to help students in building motivation, self-confidence, and more independence in practicing their speaking. It is expected to develop their speaking skill.

Guided interviews can be a learning model that can be developed in the classroom by combining the benefits of technology that supports learning activities, one of which is learning media through podcastings. It can be combined with guided interviews according to the topic of students` lesson in the class. The implementation of guided interview as a learning model to look, assess, and develop students` speaking skill.

b. **Types of Guided Interview**

There are two types of guided interview to be implemented with the podcasting activities in the classroom. they are

1) Leading Question

Leading question is the type of question that is usually asked by the interviewer in an interview where the interviewer directs respondent`s answer according to what the interviewer wants. In the context of teaching speaking, the role of the interviewer is a teacher. The teacher can conduct guided interview in implementing podcastings with the leading questions related to the learning material, so that teacher can get the answers that are expected to develop students` speaking skill.

2) Question and Answer

Question and answer is an activity that is usually done in an interview activity to get an answer and understanding related to the topic being discussed. The aim of question and answer in guided interview with podcasting media to assess and develop students` speaking skill. Question and answer activities can be done by adapting the topic of the lesson being taught by the teacher.

This research focuses to improve students` speaking skill by using a media incorporating technology which is accompanied by a strategy of guided interview learning activities. The researcher conducts this research with the design of podcasting video and guided interview with a questions related to the learning material. The students practice their speaking in front of the class by answering a questions given by the researcher. The goal of this strategy to improve the students` speaking skill by using ICT media.

CHAPTER III

RESEARCH METHOD

A. Research Method

This research used a Classroom Action Research (CAR). The researcher collaborated with an English teacher to conduct Classroom Action Research by Implementing Podcasting Guided interview to improve students' speaking skill. There are three words in CAR, which are classroom, action, and research. Research is an activity to investigate an object using a certain methodology to gain data or information which is beneficial to improve the quality of anything, interesting, and important by the researcher. Action is a planned acitivity to gain a certain goal. Classroom is defined as a group of students at a certain time and certain teaching from similar teachers. Classroom here defined not only room space, but also defined as a group of students in the learning process.

According to Burns in Bangun, Classroom Action Research is a part of a broad movement that has been going in education. It is related to the ideas of reflective practice and the teacher as the researcher.[32] In this research, the researcher uses a research design model action research by Kemmis and Taggart. There are four components in one cycle for conducting classroom action research. They are planning, action, observation, and reflection. Arikunto also states that classroom action research was one of the types

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[32] Betty Kasita Bangun, "Improving Students` Speaking Skill by Using Show and Tell Method: A Classsroom Action Research", *International Journal of Language Teaching and Education (IJoLTe)*, 6, 2 (3, 2018), 43.

investigation that has characteristic reflective practice, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.[33]

Due to some definitions above, it can be concluded that Classroom Action Research is a method that focused on the effectiveness of strategy implementation in the form of spiral process for students` improvement by using specific teaching technique, and it also useful for teachers to improves their professionalism in as well as pay more attention to the reflection of the activities when they are giving actions to students. Hence, the researcher used CAR as a method of this research to improve students` speaking skill through Podcasting media accompanied by Guided Interview strategy at the ninth grade students of MTs Sumber Payung in academic year 2021/2022.

B. Location, Time, and Research Subject

This study conducted a Classroom Action Research (CAR), at the ninth grade of MTs Sumber Payung in academic year 2021/2022 which is located at Jl. Raya Guluk-Guluk No. 63, west Bataal, Ganding, Sumenep East Java 69462. This study conducted in the second semester of the 2021/2022 academic year in mid-February. The subject of this research is ninth grade students of MTs Sumber Payung which consists of 32 female students.

C. Research Procedures

Procedures are an important component of the research, Systematic procedures are needed to give correct steps in doing the research. Classroom

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[33] Suharsimi Arikunto, *Penelitian Tindakan Kelas*. (Jakarta: PT Bumi Aksara, 2009): 104.

action research involves repeated cycles. It means there was continuity from one cycle to the next cycle. Each cycle includes plan, act (do), observe, and reflect. It is supported by Kemmis and McTaggart opinion who stated that there were four basic steps in the action research; planning, acting, observing, and reflecting.[34]

Action Research Design by Kemmis and McTaggart

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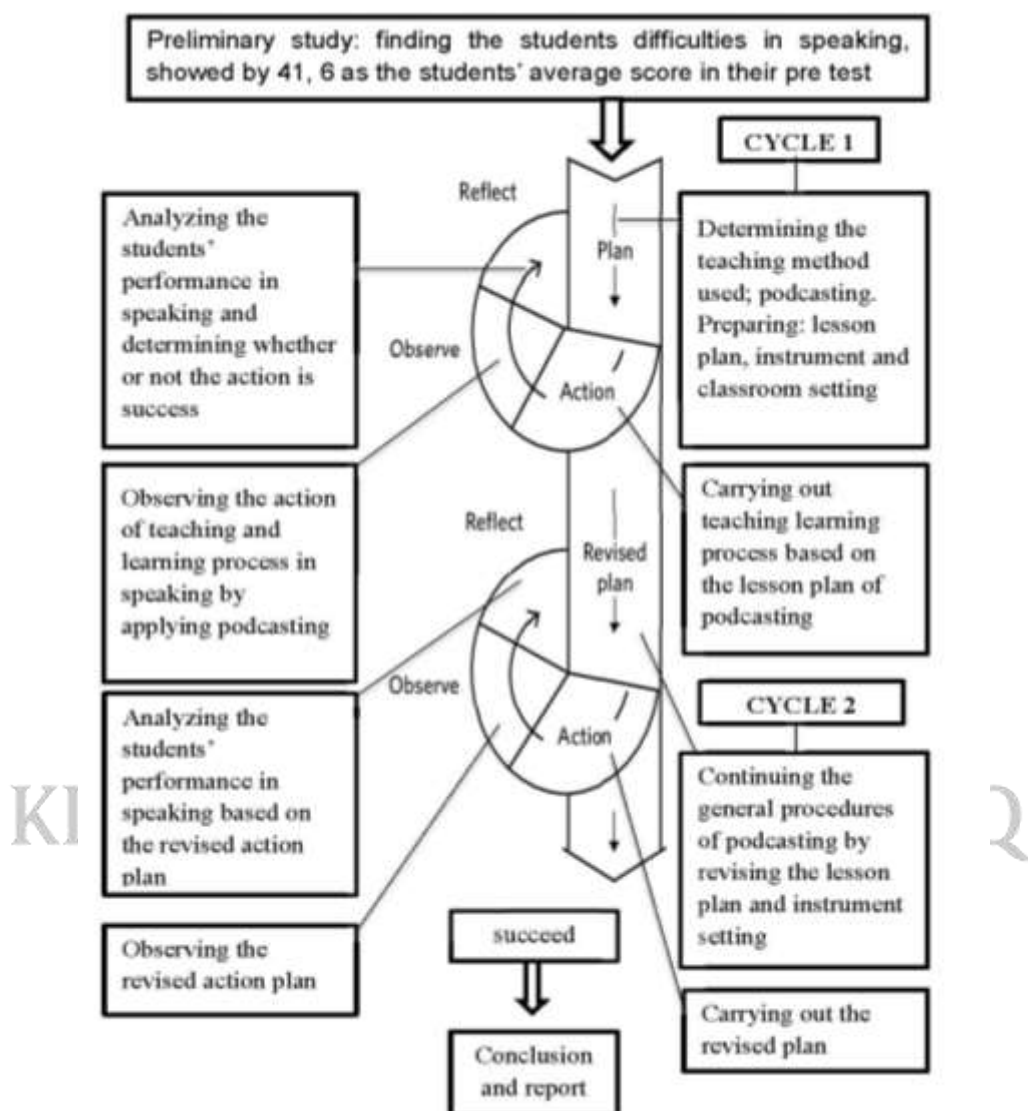
[34] Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, *The Action Research Planner: Doing Critical Participatory Action Research*. (Springer: Acid-free Paper, 2014): 18.

Due to the figure 3.1, the activities that will be done in a cycle are as follows:

1. Planning

    Planning refers to the proposed strategies to be developed and be used in the research. The researcher arranged the schedule of the research. In the planning, the researcher explained what, why, where, who, and how to concern the action. The researcher did consultation with English teacher to choose the appropriate material and topic related to the syllabus, made the lesson plan, speaking assessment, research schedule, and students` name and scoring to be used in cycle I. Besides, the researcher also made an observation note to evaluate students` speaking skill. Planning was arranged based on the reflective observation result, such as the teacher requires the early observation of class and students` situation. From this activity, the teacher got the general description about the problem in the class. Then, the researcher did the observation of the learning process in the classroom.

2. Acting

    Acting is when the teachers put the plan into action in order to collect information or data during the teaching and learning process. The researcher acted the scenario of the research while the English teacher became the observer. Before implementing the method, the researcher conducted a pre-test to know students' quality in speaking English. Podcasting media with a guided interview strategy was used by the

researcher in the scenario of the research. In the last cycle, the researcher gave a post test to measure students' speaking improvement before and after implementing Podcasting guided.

3. Observing

Observing refers to the observation of the phenomenon that occurred in the class. In observing, the data and the problem is gained through an observation sheet in every meeting. The aim of observation itself is to collect the data which become the indicators of success as an impact of the action that had been planned before. The researcher asked the students` response toward the implementation of Podcasting guided interview. The researcher also observed the students' speaking improvement during teaching and learning process in the classroom.

4. Reflecting

In this step, the researcher and the English teacher discussed the teaching and learning process which has been done by the researcher. If there was a weakness in the previous action, the researcher and observer would discuss the improvement in the next meeting. The researcher analyzed students' speaking improvement to make planning for further cycle and to know students' weakness in mastering speaking. The reflection result or conclusion was used as the source for the next action cycle.

The researcher did a reflection which was focused in reflective practice to analyze the improvement of students` speaking skill by using

podcasting media. The reflection would consist of six steps, which was adapted from the combination of reflective practice by Gibbs and Farrell model.[35] They were: description, feelings, evaluation, analysis, practice, and beyond practice. These all steps would be explained as follows:

a. Description

The first step the researcher described simply about what were happened in the classroom, that would be started when the researcher came to the class for the first time. On this step the researcher would not draw any conclusion. All the researcher was tried to do was set the scene and provided some context.

b. Feelings

The next was the researcher described the feelings he felt when he taught the students. The researcher simply stated what they were in the classroom teaching.

c. Evaluation

In the evaluation step the researcher evaluated the experience while he taught the students and determined what was went well and was not going so well, so those all could be improved and prepared what are going to try in next step of teaching time.

d. Analysis

The researcher analyzed what he thinks will help and hind the situation in the classroom teaching. Besides the researcher explored

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[35] Graham Gibbs, *Learning By Doing,* (Oxford: Creative Commons, 2013), 49-50.

some options including what academic provided and available to teach.

e. Practice

The researcher provided an upportunity to examine observable actions in the classroom. Farrell explained that a teacher`s practice is strongly connected and influenced by the first three levels of the reflective framework. By observing their own practice, teachers were able to test and compare the hidden aspects of teaching. It can help to develop the abilities to consciously reflect during a lesson (reflection-in-action), to reflect after a lesson (reflection-on-action), and to reflect prior to teaching (reflection-for-action).[36]

f. Beyond practice/critical reflection

The last step after observing a practice, the researcher encouraged to explore the sociolinguictic factors (moral, political, and social issues) that influence his practice inside and outside teaching context. The researcher engaged in a critical dialogue with a profession, helping him to develop awareness of the impact of his lessons on society and vice versa.

D. **Implementation of Research Cycle**

This research used a Classroom Action Research (CAR) which consists of one cycle in conducting the research. It was adapted from Action Research design by Kemmis & McTaggart. There are four components in one cycle for

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[36] Thomas S.C, Farrell and Melanie "Professional Development Through Reflective Practice: A Framework for TESOL Teachers", *Canadian Journal of Apllied Linguistics*, 24, 1 (2021), 4.

conducting classroom action research. They are planning, action, observation, and reflection. In each cycle, there would be an assesment to measure students' speaking improvement before and after implementing Podcasting guided interviews.

E. **Data Collection Technique**

In this research, the researcher collected data by using some techniques of collecting data, those are: Speaking test, observation checklist, interview, and document review.

1. Speaking Test

The researcher gave the test for measuring students' speaking skill by practicing the dialogue and doing question and answer (Q&A) with a guided interview design based on the topic learned. The test would be conducted in this research was oral pre-test and post-test. Pre-test conducted before Classroom Action Research Implemented, to know students' speaking ability and find students' weakness in speaking. Besides, Post-test conducted after conducting each cycle to know students' speaking improvement. The research analyzed students' speaking improvement through the scores of students from the pre-test up to post test. Both pre-test and post-test, students had to perform their speaking in front of the class according to the topic learned. The material of post-test was done based on the topic in each cycle. The students should show a discussion with a leading question and Q&A design in group, then performed it in front of class. The researcher and teacher gave the scores

to student speaking performance according to scoring rubric of speaking. The scoring criteria of the students` speaking ability could be seen on the following table:[37]

Table 3.1
Speaking scoring rubric

Rated Qualities	Score	Behavioral Statements
Pronunciation	5	Equivalent to and fully accepted by educated native speaker
	4	Errors in pronunciation are quite rare
	3	Errors never interfere with the understanding and rarely disturb the native speaker
	2	Accent is in intelligible though often quite faulty
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Fluency	5	Easy and effective communication, uses long turns
	4	Effective communication in short turns
	3	Gets ideas across, but hesitantly and briefly
	2	Very hesitant and brief utterances, sometimes difficult to understand
	1	Little or no communication
Accuracy	5	Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent
	4	Good range of vocabulary, occasional grammar slips, slight foreign accent
	3	Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent
	2	Poor vocabulary, mistake in basic grammar, may have very strong foreign accent
	1	Little or no language produced
Maximum total score = 15		
(Total score) X (15) = (Final Score)		
Ex : 9 X 15 = 135		

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[37] Penny Ur, *A Course in English Language Teaching*, (New York: Cambridge University Press, 2012), 180.

Table 3.2
Speaking scoring rubric

Interval	Qualification
80 – 100	Excellent
70 – 79	Good
60 – 69	Moderate
50 – 59	Poor
< 49	Very poor

2. Observation Checklist

    Observation checklist is a form of table that consists of actions applied by researcher to watch the object carefully in order to notice the atmosphere at the class. The function of observation in a research is to monitor the condition of class and student and to know students` difficulties with material and methods that would be used during the teaching learning process. Therefore, in conducting observation, the researcher used the observation checklist to make it more systematic, containing a list of activities or happenings which might happen during the research. Teacher and observer collaborated to observe students in teaching and learning process in the classroom. The researcher observed the teaching and learning process from opening until closing of teaching activities Then, the researcher also observed what was going on in the classroom. The main focus of observation for students activities through the process as below:

    a. Preparation

    b. Implementation of PGI (Podcasting Guided Interview)

    c. Students` attitude during lesson

    d. Closing Activity

3. Interview

In this research, the researcher used guideline interviews to collect the data. The interview would be very beneficial to gather the data of both teacher and students to know their experience in teaching and learning process before implementing Classroom Action Research. The interview conducted to know teacher' difficulties in teaching speaking and students' problems in mastering speaking skill. Interviews also conducted after conducting Classroom Action Research to know both teacher' and students' experience and response toward Classroom Action Research Implementation. Observer needed to prepare some questions to be asked to the English teacher as collaborator and students as the objective of the research.

4. Document Review

Document review was used to support and describe the data in the research. Document review could be in the form of all documents that are collected as data, such as students` worksheet, field notes, video of students performance, transcript of interview, and photographs during the process of the research. In other words, documentation in this research aims to prove the authenticity of the data. Besides, the document review also included lesson plan, observation notes, and students' score pre-test and post-test.

F. Technique of Data Analysis

The data analysis used in this research was the observation students'
activities during teaching and learning process and also the result of
interview before and after implementing Classroom Action Research. In
analyzing the data, the researcher tried to get the average of students'
speaking test score from pre-test before implementing Podcasting guided
interview and post-test result in one cycle. It would be used to know the
result of Podcasting guided interviews in improving students' speaking skill.
The formula as follows:[38]

$$\overline{X} = \frac{\Sigma x}{n}$$

$\overline{X}$: Mean

x : Total score of students

N : Number of students

Then, the writer tried to get the class percentages which pass the target
score of the minimum standard score (KKM). The KKM that must be attained
considering English speaking subjects was 65 (sixty five) which was adapted
from the agreement of the collaborator and the researcher. It used the formula:

$$P = \frac{F}{N} x\ 100\%$$

P   : the class percentage

F   : score achieved

N   : number of students

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[38] Sudjana, *Metoda Statiska,* (Bandung: PT. Tarsito, 2002), 67.

G. Data Validity

Validity was the most required for instrument of evaluation. It means that a test could be said valid if the test measures what it would be measured. It means that every test and data could be said valid if it could be proven. Validity should be determined by the purpose would be reached by using test. Therefore, validity refers to the result of an evaluation procedure that used by people who were intended. There were some types of validity such as content validity, face validity, construct validity, empirical validity and consequential validity. In this research, the researcher used content validity. Brown stated that a test actually samples the subject matter about which conclusions to be drawn, and if it required the test taker to perform the behavior that was being measured, it claimed content related evidence of validity, often popularly referred to as content validity. Simply, content validity was talk about the content of test. The test that would be given to the students must be made by people who expert or understand about the test and then the test should be suitable with the curriculum and the material.

H. Establishing a Criteria of Success

Indicator of success in this research was based on quantitatively and qualitatively indicator as follows description:

1. Quantitative indicator

Based on the agreement of the collaborator and the researcher, the passing grade (KKM = Kriteria Ketuntasan Minimal) test is 65. So, quantitatively at the end of the research, the research was being

successful if the percentage of the students who reached passing grade 65 (sixty five) score.

2. Qualitative Indicator

The qualitative indicator of students` success is when 70% of the students get actively involved during teaching and learning process by using Podcasting Guided Interview (PGI) strategy. This Classroom Action research would be stopped if the students had already reached the criterion of success but if the criterion of success unreached, the researcher would like to plan alternative action to be done in the next cycle.

I. Research Team

The research team consisted of two people, namely the student concerned as the (researcher), and the English teacher in the ninth grade of MTs Sumber Payung as collaborator/observer in providing feedback, suggestions, and assessments for the researcher in conducting his research in the school. The researcher collaborated the action of the research with the English teacher to optimize the strategy applied, and helped the English teacher in improving students` speaking skill based on the target of language teaching.

J. Schedule of The Research

In conducting this research, the researcher arranged the research schedule as follows:

Table 3.3
Research Schedule

No	Type of Activity	Week-						
		1	2	3	4	5	6	7
1	*Preparation*							
	a. Drafting the concept	✓						
	b. Arrange instrument		✓					
2	*Implementation*							
	a. Doing cycle 1							
	(Treatment I and Pre-test)			✓				
	(Treatment II)			✓				
	(Treatment III)				✓			
	(Post-test)				✓			
3	*Compile Report*							
	a. Complete the report					✓		
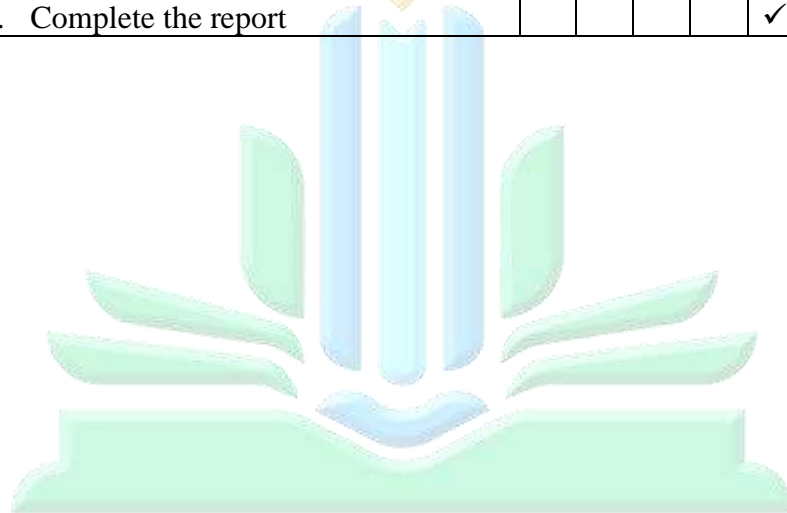
CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

This chapter presents the research finding and discussion based on the result of the analysis of collected data and data description.

A. RESEARCH FINDINGS

This research consists of the finding of the research. In this research, the researcher prepared one cycle and it consisted of four meetings. The findings of each meeting were below:

1. The first cycle

   a. Planning

   In this phase the researcher performed a preliminary study in MTs Sumber Payung Sumenep. After knowing the condition of the students based on the discussion with Mr. Sholeh as the collaborator, the researcher prepared media and materials. The researcher also prepared the lesson plan that had beed arranged with the collaborator. The media included selected appropriate material. The teaching and learning process was focused in oral presentation and speaking practice using Podcasting as a learning media, and a guided interview as the learning activities in the classroom. The researcher and the collaborator designed three meetings for teaching descriptive text using podcasting and one meeting for post test.

b. Acting

Acting phase is the implementation of the planning phase that had beed planned by the researcher and the researcher as well. The teacher acted as the teacher who did the action in teaching students at the ninth grade of MTs Sumber Payung Sumenep by using Podcasting as learning media. The activities in the class consisted of three activities they are setting induction, main activity, and closing activity. The setting induction included opening the teaching and learning process, such as greeting, praying, checking attendance list, giving motivation, and reviewing the last material. The main acivity was showing the podcasting guieded interview to the students and explain them how to use it in the learning activities, and performing their speaking in oral presentation by using podcasting guided interview. The closing activity was reviewing the lesson. Here, the description of the action that was implemented.

1) Finding of the first meeting

Picture 4.1 The Researcher explained the material

65

The illustration above showed that the first meeting was conducted on Tuesday, Mei 17th 2022 at 07.15 - 08.15 am. Before starting the class, the researcher made a planning or the action research based upon the problems faced by the students about speaking. In this case, the researcher determined to select the material, strategy, and media that would be used in the learning process. Based on the syllabus, there were some materials and present tense was chosen as the material to be delivered for the students. It discussed about some verbs and pattern of present tense with a verbal and nominal sentence.

Besides that, the researcher also prepared the criteria of success. This research would be successful if the number of students who reached the minimum score (65) are equal to higher than 70 %. After preparing all of the material, the researcher started the class by greeting, asking the students for praying together, checking students` attendance list and informing them what they were going to have in the meeting. The researcher started to explain the material by giving a material about descriptive text and giving an example of descriptive text by using Power Point Text (PPT). The text was about the public figure ex: Raffi Ahmad. Firstly the researcher explained them about what descriptive text is, the researcher asked them what is descriptive text actually, and some of them answered it correctly. The

researcher gived a clear expalanation about it than continued to the structure of descriptive text, which consist of two structures. They were identification and description, where it discussed about what kinds of descriptive text on the tex (describing people, a thing, or an animal). The students answered that the text about describing people. Description structure consist of an explanation about an adjective to describe a size, character, and color.

After explaining about the generic structure of descriptive text, the researcher explained about the linguistic elements of descriptive text which consist of present tense form, an adjective, and noun. Then, the researcher divided them in to five groups wich consist of five students of each group. The researcher gived each group with the difference text about the public figure, they are about a familiar public figure ex: Alwi Assegaf, Mr. Joko Widodo, Mr. Nadiem Makarim, and two female figures they were Najwa Shihab and Maudy Ayunda. After that the researcher told them to keep focusing on the text and asked them to analyze and find the linguistic elements on the text. There were four students who always be active in the classroom. Then, the researcher gived some example of questions related to descriptive text.

The next was introducing podcasting guided interview to the students. The researcher gived them an example of guided interview activities in the form of podcasting video wich was

discussing about any topic of learning in the classroom. The researcher played it using a projector. After showing a video about podcasting guided interview, the researcher explained how to do podcasting guided interview in the classroom. They would be divided into five groups related to the text about public figure. Each group would have their own text so they had a chance to speak up in front of their friends. After that, the researcher divided them into five groups. each group consists of five people. They would discuss and answer any questions would be asked by the researcher about the the public figure on the text. The first group would answer some question about the public figure (Alwi Assegaf), the second group would answer some question about the public figure (Mr. Joko Widodo), the third group would answer some question about the public figure (Najwa Shihab), The fourth group would answer some question about the public figure (Mr. Nadiem Makarim), and The fifth group would answer some question about the public figure (Maudy Ayunda).

After explaining the way to practice students' speaking skill by using podcasting, the researcher asked the first group to come forward and sitting down in the chair provided with the clip on mic and video recorder. The first group answered any questions from the researcher which was related to descriptive text of each group. In this meeting, the researcher noticed that the

students were very interested in following the lesson given and speaking practice through podcasting guided interview. But, some students still found a problem in pronouncing some words. When the researcher asked them to read the sentence in the text related to the material they still confused and doubt. The researcher should try and look the improvement of students speaking skill in the second meeting.

2) Finding of the second meeting

Picture 4.2 The students are performing their speaking through podcasting guided interview

That picture was illustrated for the second meeting that was conducted on Wednesday, 18th Mei 2022 at 09.30 - 10. 30 am. The researcher entered the class and started the teaching and learning process by greeting, praying, and checking their attendance list. Before the researcher informed them about what they were going to do in the second meeting, the students and the

researcher did a brain storming together. To ensure that the students still remember about the material that had been given at the first meeting, the researcher asked the students about what descriptive is and what are the linguistic elements of it. There were two students who were very brave to answer the researcher questions. Then, the researcher asked the students to gather with their own group before. In this meeting the researcher focused to improve their pronounciation in practicing speaking about descriptive text based on the theme of each group. After that, the researcher asked each of group to practice the text based on the theme. They practiced their speaking with their group using podcasting media. The first group was Alwi Assegaf group. There were five students who showed their speaking about descriptive text. At the first time, there were two students who looked shy but when they started their speaking, they could play a role as well. But they still did mispronounce of some words. After that, the second group was Mr. Joko Widodo group. They came forward and started to act based on their text. They did a very great job. They had been able to practice speaking through podcasting as well. It could be seen that they did maximum practice. They also did mispronounce but only some words. The third group was Mrs. Maudy Ayunda group. They were also consist of five students. They could practice their speaking well.

There were two students who were very fluent in practicing their speaking, but three others could practice it well even they were shy. Then, the fourth group also practiced their speaking with their theme about Mr. Nadiem Makarim. They could tell about their text well, while the researcher asked them where they were very difficult to say on the text. They mentioned them, then the researcher said the correct pronunciation. The last group was Mrs. Najwa Sihab group. They talked about their theme as well. They consist of four students. They could understand the content of the text, so they could practice their speaking fluently. After all groups practicing their speaking, the researcher asked them about the words which were they very difficult to pronounce in each group. Then, the researcher ordered them to pronounce it together.

In the second meeting, the researcher looked that classroom condition was better than before. They were already known about the linguistic elements of descriptive text, the social function of it, and how to describe a people. In this meeting, the students do not make a lot of noise in the class and they were interested to follow the teacher instruction to practice their speaking through a podcasting.

3) Finding of the third meeting

Picture 4.3 The students are discussing about the text before performing their speaking

That picture was illustrated for the third meeting that was held on Tuesday 24th Mei 2022 at 07.15 - 08.15 am. The researcher came into the class at 07.15 am. The researcher prepared the media for the teaching and learning process. The researcher started the class by greeting, praying, checking the students' attendance list, giving motivation and reviewing the last material in order the students remember the lesson. In the main activity, the researcher asked the students to gather with their own group. The researcher gave them five minutes to prepare everything. Before performing their speaking, the researcher informed the students that each group had to answer some questions related to descriptive text. After that, the researcher provided some questions related to descriptive text. The

researcher wrote in the white board. Then, speaking activities was started from the first group.

The first group was about Alwi Assegaf, they had to tell about their text and each of their member had to answer some questions about the text. They were very brave to tell their text about Alwi Assegaf, and they could answer the questions well. The second group was about Mr. Joko Widodo, they were about five students. They told and described about Mr. Joko Widodo as the leader of Indonesian country. Then, they answered the question which was given by the researcher. Their performance was better from the previous performance. They could practice their speaking so well. The third group was about Mrs. Maudy Ayunda, they told about their text about describing people based on the theme. They were also consist of five students who took turn in describing the text. They could answer all questions related to the text. There were an improvement of their speaking from the previous one. The fourth group was about Mr. Nadiem Makarim, they told about their text bravely. Next, they answered some questions related to their text. They were very confidence in practicing their text, and they could answer the question well. The last group performed about Mrs. Najwa Shihab. They were about four students who had to tell about their theme. After telling their text, they had to answer the question from the researcher. They

could answer it very well. After performing their text, the researcher asked each group to mention any vocabularies related to the linguistic elements of descriptive text. They mentioned the verb, an adjective, and the noun they got on their own group. By mentioning it, they could find and get new vocabularies.

Before the researcher closed the meeting, the researcher and the students conclude and reviewed the material on that day. After that, the researcher informed them that there was speaking test in the next meeting. The researcher gave suggestion to the students to prepare it and and closed the class.

4) Finding of the fourth meeting

Picture 4.4 The students are doing speaking during podcasting guided interview

The fourth meeting was conducted on Wednesday, 25ᵗʰ Mei 2022 at 09.30 - 10.30 am. In this meeting, the researcher gave speaking test to the students. The researcher had tried the best she could do in his trial of improving the students' speaking

achievement, so the researcher gave a speaking test to the students to know the improvement of their speaking skill. In the fourth meeting, the researcher started the class by greeting the students and asked them to pray before the test begins. Then, the researcher asked them about their condition while checking their presence. Before beginning a test, the researcher prepared all equipments needed for doing speaking test through podcasting guided interview. After preparing an equipment the researcher asked the students to keep silent because the researcher wanted to explain the direction of the speaking test to them.

In the speaking test, the material was still about descriptive text. To support the test, the researcher provided a lip on mic and video recorder. The students should answer some questions and tell about their text with their group in front of class. To test their speaking skill, the researcher prepared the question. The question was "What descriptive text is ?, What is the social function of descriptive text ?, What are the linguistic elements of descriptive text ?, What are the generic structure of descriptive text ?, Who is your public figure did you get ? (for this question they had to mention the public figure they got of each group: *Alwi Assegaf, Mr. Joko Widodo, Mrs. Najwa Shihab, Mr. Nadiem Makarim, Mrs. Maudy Ayunda*), Can you tell about him/her ? (the group should tell their text), What is his/her job ?, What does he/she do

usually ?, How is his/her character ?, How is his/her physical appearance ? (His/her body, His/her skin, His/her face, His/her hair, and His/her eyes)". The students should answer the question by speak up in front of the class by using clip on mic that was guided by the researcher. From this activity, the researcher and the collaborator will take score to check the improvement of students' speaking skill. The researcher told the students that they should answer it individually even they come in group. The researcher asked each of group to come forward and answer the question from the researcher. Every student should speak up for about two minutes and they should answer three questions from the researcher. From this test, the researcher and the collaborator will take the score to check the improvement of students' pronunciation, fluency, and accuracy aspect.

The researcher started the test and called the name of the student based on the member of each group. Some of students answer it correctly and speak up fluently because they understood about the material. Some of them still confuse and doubt, but they could answer it. Then, the researcher and the collaborator gave score for the students to know their speaking skill. After giving speaking test for the students, the researcher concluded the material again to make them more understand. The students were happy because they could answer it. In the end, the researcher

gave motivation to the students and closed the lesson by praying

together.

The result of the post test showed that students' speaking

ability was increased from 66 in preliminary research (pre-test) to

122 in the post test. The data could be seen as follow:

Table 4.1
The Students` Speaking Achievement in Cycle One Test

No	Initial	Total Score	Criterion of Success	Fail/Pass
1	AS	120	65	PASS
2	ASJ	120	65	PASS
3	DI	150	65	PASS
4	DS	105	65	PASS
5	H	150	65	PASS
6	KS	120	65	PASS
7	LM	135	65	PASS
8	LK	105	65	PASS
9	NU	135	65	PASS
10	NF	120	65	PASS
11	NQ	105	65	PASS
12	PWAP	120	65	PASS
13	QATZ	135	65	PASS
14	SS	135	65	PASS
15	S	135	65	PASS
16	SSY	120	65	PASS
17	SNAS	135	65	PASS
18	SN	75	65	PASS
19	SS	120	65	PASS
20	SZF	135	65	PASS
21	SA	120	65	PASS
22	SN	120	65	PASS
23	TU	120	65	PASS
24	VUS	90	65	PASS
Total		**2. 940**		

In the post test 1, the total of students' score was 2.940 and the total of students who did the test was 24. So, mean of the students' score was:

$$\bar{X} = \frac{\Sigma x}{n}$$

$$= \frac{2.940}{24}$$

$$= 122, 5$$

After knowing the students' average score, the researcher tried to get class percentage which passed the minimal mastery level criterion (KKM 65). The formula as follow:

$$P = \frac{F}{N} x \ 100\%$$

$$P = \frac{24}{24} x \ 100\%$$

$$= 100$$

Explanation:

P: the class percentage

F: total percentage score

N: number of students

Based on the table 4.1, the data showed that the mean score of post-test was 122. There were 24 students or 100% of the students who got the score equal to higher the Minimum Mastery Criterion (KKM 65). It can be conclude that the first cycle had achieved the criteria of success. However, the researcher still

found some problems in conducting the research by implementing podcasting guided interview as strategy to improve strudents` speaking skill. The prolems are: time allocation in conducting podcasting guided interview in the class. The researcher conducted his research in the moment of pandemic covid-19, so the time for classroom teaching in the class it was limited in to 30 minutes. Therefore, the researcher used the time properly. In other chance the researcher asked a permission to the headmaster to conduct the research with available time, such as taking the time of other teachers to be conducted for this research. For this reason the researcher expected for the further researcher who would like to conduct a similar research to pay attention full of time allocation in supporting the implementation of the research.

c. Observing the Action

In observing phase the researcher and the collaborator observed the situation in the class while teaching learning process, students' participation, the students' enthusiastic during the learning process and their braveries in speaking practice. The data were described as follows:

Table 4.2
Observation Checklist

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher				✓		4
2.	Students interest in playing podcasting as media					✓	5
3.	Students answer teacher's question.				✓		4
4.	Students ask question to clarify understanding				✓		4
5.	Students enthusiasm in doing the task					✓	5
	Total						22

1 = Very bad   4 = Good

2 = Bad   5 = Very Good

3 = Fair/enough

The score of the observation as follows:

$$P = \frac{S}{N} x\ 100\%$$

$$P = \frac{22}{25} x\ 100\%$$

$$= 88\%$$

According to observation checklist above, it was concluded that students were interested in doing learning activity by using podcasting guided interview as media and they were enthusiastic in doing the task. So, the teaching learning process ran well and students enjoyed the learning activity. Based on the observation note that had been taken by the collaborator, the researcher's performance in teaching English had implemented podcasting as a media in a good way, the management class and time was good enough, the classroom

situation controlling also can be handled by him, so when students performed to speak in front of class, overall students looked enthusiastic because they had enough time to practice their speaking and they knew how the native speaker really are. The students also looked braver and more confident to speak English.

d. Reflecting

In this step, the researcher and the collaborator discussed the teaching and learning process which has been done by the researcher. The researcher would do a reflection which is focused in reflective practice to analyze the improvement of students` speaking skill by using podcasting media. The reflection would consist of six steps, which is adapted from a combination of Gibbs and Farrell model. They are: description, feelings, evaluation, analysis, practice, and beyond practice. These all steps would be explained as follows:

1) Description

In the first meeting the researcher entered the class while accompanied by the collaborator. The collaborator welcomed the researcher in front of the class and told to the students that would be there a researcher who would do a research about students` speaking skill. Then, the collaborator asked all students to participate with the researcher and help the researcher in conducting his research. Next, the researcher introduced his self to the students, and told them about his research that would be

focused in improving students` speaking skill using a media which was about podcasting with the classroom learning activities such as guided interview about the learning material. The researcher introduced about podcasting and how to use it in the learning activities.

The researcher thought he was very excited in introducing the podcasting media and told the students how to take the benefit in using the development of technology, specially for learning activities such as in digital era today. After that, the researcher divided the class into five groups and told the students about the material would be learned was about descriptive text. Then, the researcher explained about descriptive text to the students, and gave an example of the text about describing people. Next, the researcher gave an example of podcasting learning activities by showing a video about podcasting guided interview which was provided before by the researcher. After giving an example of podcasting learning activities, the researcher shared the text about describing people with many themes and gave the text one theme for one group. Then, each group should analyze the text and they had to practice their speaking by telling about the public figure they got on the text and answering a questions about the text from the researcher. The students came in from of the class with their group and practiced their speaking through podcasting guided

interview, which was guided by the researcher. In the first meeting of their speaking practice, they were confused and shy to speak in front of the class. After passing three meetings they were brave and confidence to practice their speaking. Finally on the speaking test they could pass the test by showing their speaking skill with a very good scrore using podcasting guided interview.

2) Feelings

The researcher felt so spirit to implement the podcasting media in the classroom, because the students were very curious in using the technology with the classroom learning activities. It could give a new experience for them in learning english. They were spirit to do a learning with the podcasting guided interview. The researcher didn't feel nervous at all in implementing his research to improve students` speaking skill. He invited the students to follow all proccess in the learning activities. He was so spirit in guiding all groups while discussion time. Moreover there were 4 students who were very active in discussion time. They asked what they didn't know about the material. Overall the researcher could handle the situation in the classroom, but he found a little problem and difficulties in conducting the research to improve students` speaking skill.

3) Evaluation

In the evaluation step the researcher evaluated the experience while he taught the students and determined what is went well and is not going so well. The process went well was group discussion. The students could collaborate with their own group when the discussion time about the material. They were very compact to discuss each other with their friend in answering the question related to the material about descriptive text. Then, the process run well was students speaking performance in front of the class. They could perform their speaking by telling the text about the public figure they got, and also answered some questions related to the text about describing people. The process was not going so well, the students were still doubt in using an equipment of podcasting. They were still confuse to hold a clip on mic and they felt shy to perform and speak up in front of the camera. The students were shy because they were recorded by the researcher using a smartphone. To solve the problem faced, the researcher told the students that they had to use the tools properly to get a good result in podcasting video. After telling the students to use it, the researcher ordered them to put the clip mic on their veil. Finally in the next meeting they could use the equipment properly. To solve the students nervousness, the researcher ordered them to practice their text by talking each other with the member of each group before they

performed their speaking in front of the camera. After simulating their speaking, they had already to perform their text by using the equipment of podcasting and they could show their speaking through podcasting guided interview wich was guided by the researcher using a recording video.

4) Analysis

The researcher analyzed the situation of the classroom in conducting his research. The classroom atmosphere was very conducive, the students could follow all the learning process well. They were very easy to set up in the learning process to add their knowledge of the material. Specifically in improving their speaking skill. All activities occurred in the classromm were about their process to improve their speaking ability. they were understanding the material, group discussion, doing the task, speaking practice, and performing students speaking skill through podcasting guided interview.

The experiences that the researcher had before was teaching practice during school environtment introduction (PLP) activities. The researcher taught at SMPN 4 Jember, and he had analyzed about the students` classroom learning. The researcher managed the class, and got the students were active in conducive in the learning process. They collaborated each other in group, and practiced their speaking skill using question and answer (Q&A).

Based on the researcher opinion about teaching practice, he had the power to develop students` speaking skill by using the development of technology to be useful learning media in teaching practice. It could give a new experiences for the students in learning English. It was probably because today we were in the digital era with the development of technology, so we should take the benefit of technology to develop the quality of our education. We could accompanied it with our learning activities, such as uploading learning activities in the social platform: (Youtube, facebook, intagram, Etc), making any contents of learning such as podcasting learning activities as like this research. It would had been very helpful if the teacher could implement the learning media to develop students` skill, specially for developing student` speaking skill.

5) Practice

In this step the researcher examined observable action in the classroom. The researcher observed his own practice by reflecting during a lesson (reflection-in-action), to reflect after lesson (reflection-on-action), and to reflect prior to teaching (reflection-for-action).

Reflection-in-action, the researcher did a reflection practice during a lesson and teaching activities by implementing podcasting

guided interview. The students were active in practicing their speaking by using podcasting media.

Reflection-on-action, after applying a podcasting media with a guided interview learning activities, the researcher did a reflection what was going well and not going well in the action. The action going well was the students could practice bravely their speaking in front of the class while using podcasting media. They were so anthusiastic in using media for learning activities. This step could be seen from the result of interview with a sample of students in the ninth grade of MTs Sumber Payung. The action not going well was the students still felt confused in using an equipment of podcasting media, such as clip on mic and web cam because they were not used to using those equipment before.

Reflection-for-action, in this step the researcher did a reflection of prior teaching. The researcher thaught about preparation before conducting his teaching practice. As in the reflection before that the students still felt confused in using any equipments of podcasting media, so the researcher could prepare well all steps in conducting his teaching activities in the classrrom and make sure the students got ready to learn and follow all guidance by the researcher during learning activities.

6) Beyond pracrice

The last step after observing a practice, the researcher encouraged to explore the sociolinguictic factors (moral, political, and social issues) that influence his practice inside and outside teaching context. The researcher engaged in a critical dialogue with a profession, helping him to develop awareness of the impact of his lessons on society and vice versa.

B. Discussion of the Research

This section presented the discussion of the research findings which are related to the research questions.

1. How can podcasting be imployed in teaching speaking ?

The implementation of podcasting guided interview could help the students in improving their speaking achievement. It could be seen from the students' score which was gradually improved. From the data of pre-test, the students' mean score in the preliminary study 66, and the percentage of the students who reached the minimum score was 41,6%. It proved that the students' speaking achievement was still low. Based on the result of students' speaking test score, the result showed that the mean score was 122,5 there were 24 students or 100% of the students who got the score equal to higher a the minimum mastery criterion (KKM 65). It could be said successful because the result of the students' speaking test score could achieve the criteria of success.

The implementation of podcasting guided interview had gained a good response from the students. It could help the students in improving their speaking ability. The students had more chance in practicing their speaking in front of class. In teaching and learning process the presence of the media (podcasting) had an important meaning, because in these activities if the material presented was not unclear, it can be helped by presenting the media as an intermediary as what Harmer said that media is an aid of teaching and learning process which makes the students understand better to the material. He said that media is the basic of the material itself and it can relate with whole of the material's topic and content.[39] So, the researcher chose video-visual media such as podcasting. Podcasting means the creation of video or audio recording which was focused in content, offering up the latest interesting news on a particular topic, interviews with interesting people, or recordings of interesting keynotes and presentations.[40]

The researcher created podcasting recording video with the students according to the themes that related to the material. Every group demonstrated one theme. They had to perform their theme and answer some questions from the researcher. The students were divided into 5 groups. Each group come forward and performed their speaking while other groups listened up the other performance. It helped the students to be

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[39] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2001), 134

[40] Will Richardson, *Blogs, Wikis, Podcastings, and Other Powerful WebTools for Classrooms 3rd* edition (USA, Corwin Press, 2010), 112

more focus in the class and provided them a chance of being more active in speaking.

Podcasting guided interview showed positive progress of students' speaking achievement because in performing their speaking in front of the class the students must show their confidence and fluently to answer a question from the researcher. Podcasting was very suitable for used in learning speaking skill. The students also need something different that make them interested in understanding the material. So that is why the researcher gave them a podcasting learning activities that related to the material. It could make the students were easy to understand the text by using podcasting guided interview as a tool in performing their speaking.

Teaching speaking by using podcasting guided interview had advantages and disadvantages for the students and the teacher. The students were more enjoy in the class and they could speak up in the class without feeling nervous because they had a time to practice before performing the text by using podcasting media. Besides that, the researcher should have a good preparation in making the podcasting learning activities because the tools, equipment, and the media should suitable with the material that had been explained in the class. After implementing podcasting as media and a classroom learning activities with guided interview, the researcher got data of first cycle.

2. How did guided interview improve students` speaking skill ?

The result of the research showed that there was a significant improvement in students' speaking achievement. It could be seen from the students' speaking test score and students' participation during teaching and learning process. The whole result of students' speaking score was as follow:

Table 4.3
The result of Students` Speaking score at the first cycle

No	Initial	Cycle One
1	AS	120
2	ASJ	120
3	DI	150
4	DS	105
5	H	150
6	KS	120
7	LM	135
8	LK	105
9	NU	135
10	NF	120
11	NQ	105
12	PWAP	120
13	QATZ	135
14	SS	135
15	S	135
16	SSY	120
17	SNAS	135
18	SN	75
19	SS	120
20	SZF	135
21	SA	120
22	SN	120
23	TU	120
24	VUS	120
Total		**2. 940**

From the table above it can be seen that the students' average score was increased significantly from the pre-test (see appendix 2) up to post-test in cycle one. It means that podcasting guided interview was effective to enhance students' speaking skill and this classroom action research was successful. In preliminary research, the average of students score was only 66 while the percentage of the students was 41%. It means that only 10 students who passed the Minimum Mastery Criterion (KKM 65). Meanwhile, the other (14 students) were below that criterion of success. In the first cycle, the students' average score was 122 while the percentage of the students was 100%. It means that 24 students who passed the Minimum Mastery Criterion (KKM 65). So, there was the improvement of students' speaking score in preliminary research up to cycle one.

Table 4.4
Students` Speaking Score at Pre-test up to The First Cycle
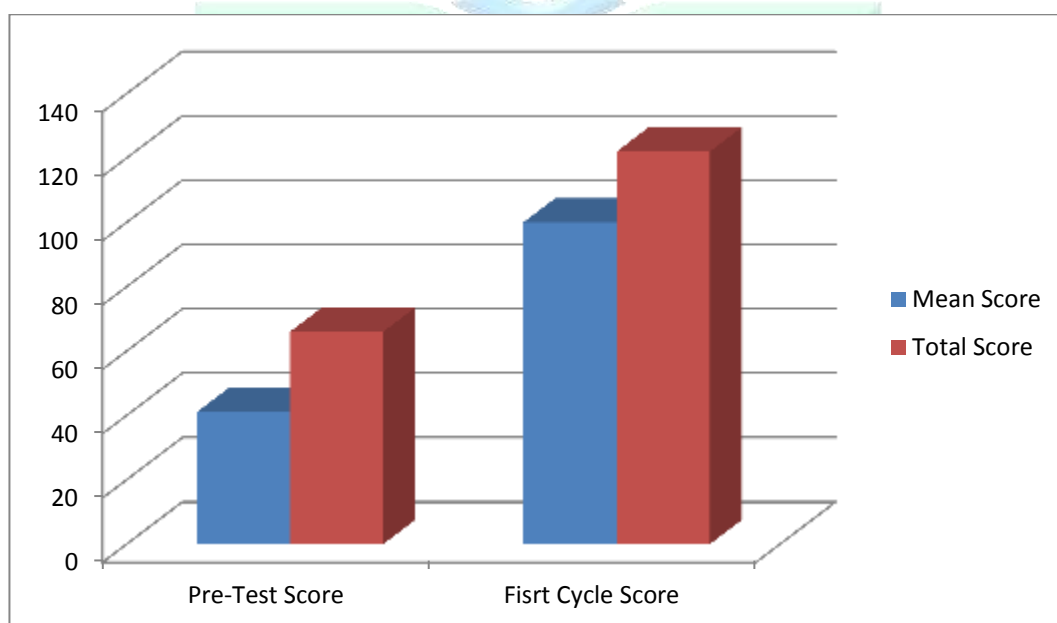
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion obtained post test and the improvement of students' speaking skill by using podcasting guided interview. The description based on research finding and discussion.

A. **Conclusion**

After implementing the research, the researcher concluded that podcasting guided interview could improve students' speaking ability. The researcher implemented podcasting guided interview that related to the theme of the material in the first meeting, the second meeting, and the third meeting. In the first and the second meeting the students practiced speaking with their group and the third meeting they practiced their speaking with the guided interview in front of class.

There was improvement on students' speaking test score from the pre-test up to the first cycle. In pre-test, the average of students score was only 66 while the percentage of the students was 41%. It means that only 10 students who passed the Minimum Mastery Criterion (KKM 65), meanwhile the other 14 students were below that criterion. So, the students' speaking skill in pre-test was still low and need to improve it. In the first cycle, the students' average score was 122 while the percentage of the students was 100%. It means that 24 students who passed the Minimum Mastery Criterion (KKM 65). So, there was improvement on students' speaking score in previous semester up to cycle one.

In conclusion, the implementation of podcasting guided interview to improve students' speaking ability was successful because the result of students' speaking test score could achieve the criteria of success. The students were more active and participated in teaching and learning process. Therefore, podcasting guided interview can be an effective media for teacher to teach speaking in the class. However, the researcher still found some problems in conducting the research by implementing podcasting guided interview as strategy to improve strudents` speaking skill. The prolems are: time allocation in conducting podcasting guided interview in the class. The researcher conducted his research in the moment of pandemic covid-19, so the time for classroom teaching in the class it was limited in to 30 minutes. Therefore, the researcher used the time properly. In other chance the researcher asked a permission to the headmaster to conduct the research with available time, such as taking the time of other teachers to be conducted for this research. For this reason the researcher expected for the further researcher who would like to conduct a similar research to pay attention full of time allocation in supporting the implementation of the research.

B. **Suggestion**

Considering the results that the implementation of podcasting guided interview as media could improve students' speaking ability at the ninth grade of MTs Sumber Payung in the 2021/2022 academic year, some suggestions are given to the following people:

1. For English Teacher

   It is suggested that the English teacher can use podcasting guided interview as an alternative media to attract students' attention in learning English especially speaking because the media really helps students to understand the material as well and helps them to sharp their speaking skill.

2. Further Researcher

   The further researchers or the English teachers who have the same or similar problems with teaching of speaking are suggested to conduct a classroom action research by applying podcasting guided interview to improve the students' speaking ability. The further researcher can use podcasting guided interview in performing students` speaking to increase students' speaking ability.

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APPENDIX 1

MATRIX OF RESEARCH

TITLE	VARIABLES	SUB-VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
Improving Students` Speaking Skill Through Podcasting Guided Interview at Ninth Grade of MTs Sumber Payung Sumenep in Academic Year 2021/2022	1. Speaking skill 2. Podcasting 3. Guided Interview	a) Pronounciation b) Fluency c) Accuracy a) Interview b) Dialogue c) Conversation d) Discussion e) Report a) Leading Question b) Question and Answer	a) Active b) Interactive a) Productive b) Communicative a) Independent b) Self Confidence	a) Students` speaking score (pre-test and post test-1) of ninth grade MTs Sumber Payung Sumenep a) English Teacher of MTs Sumber Payung Sumenep	Research Design Classroom Action Research (CAR) of Kemmis and McTaggart 1998 1. Planning of the action 2. Implementation of the action 3. Classroom observation and evaluation 4. Reflection of the action	1. How does Podcasting Guided Interview improve students` speaking skill at nint grade of MTs Sumber Payung Sumenep ? 2. How can podcasting be imployed in teaching speaking ?

APPENDIX 2

The students` pre-test score

No	Initial	Total Score	Fail/Pass
1	AS	50	FAIL
2	ASJ	50	FAIL
3	DI	80	PASS
4	DS	60	FAIL
5	H	80	PASS
6	KS	60	FAIL
7	LM	50	FAIL
8	LK	50	FAIL
9	NU	80	PASS
10	NF	80	PASS
11	NQ	60	FAIL
12	PWAP	65	FAIL
13	QATZ	75	PASS
14	SS	75	PASS
15	S	75	PASS
16	SSY	75	PASS
17	SNAS	80	PASS
18	SN	50	FAIL
19	SS	60	FAIL
20	SZF	65	FAIL
21	SA	60	FAIL
22	SN	65	FAIL
23	TU	60	FAIL
24	VUS	80	PASS
Total		1.585	

APPENDIX 3

Pre-test Checklist

No.	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students were really confident in telling the text (Descriptive text)		✓				2
2.	Students were brave in answering the questions orally		✓				2
3.	Students were capable to speak fluently			✓			3
4.	Students were capable to pronounce the words correctly		✓				2
5.	Students were capable to speak based on the theme (Accuracy)		✓				2
	Total						11

1 = Very bad

2 = Bad

3 = Fair/enough

4 = Good

5 = Very Good

The score of the observation as follows:

$$P = \frac{S}{N} x \ 100\%$$

$$P = \frac{11}{25} x \ 100\%$$

$$= \ 44\%$$

APPENDIX 4

The Researcher explained the material

The researcher did an interview with the English teacher

The students discussed with their group about their text

The students did a post test

The students performed in front of class

APPENDIX 5

RESEARCH JOURNAL ACTIVITIES

Name : Moh. Luddin
NIM : T20186066
Title : Improving Students' Speaking Skill Through Podcasting Guided Interview At Ninth Grade of Mts Sumber Payung Sumenep In Academic Year 2021/2022
Location : MTs Sumber Payung Sumenep

No.	Day/Date	Activity	Initial
1.	Monday, 09th Mei 2022	The researcher gives a "Surat permohonan/izin penelitian" to the school and discusses with English teacher	
2.	Tuesday, 17th Mei 2022	The researcher implements the action (first meeting) and doing a pre-test in cycle one	
3.	Wednesday, 18th Mei 2022	The researcher implements the action (second meeting) in cycle one	
4.	Tuesday, 24th Mei 2022	The researcher implements the action (third meeting) in cycle one	
5.	Wednesday, 25th Mei 2022	The researcher implements the action (fourth meeting) and doing a post-test in cycle one	
6.	Monday, 07th June 2022	The researcher asks for a letter of research finishing	

Sumenep, 07th June 2022
The Head Master of MTs Sumber Payung

Moh. Afifi/M. Hum

APPENDIX 6

THE RESULT OF OBSERVATION

Time and Place of Interview

Day   : Wednesday, 11th Mei 2022

Time   : 08.15 – 08.30

Place   : Office and Classroom

Respondent

1. English Teacher
2. Students of class IX MTs

Note

R   : Researcher

ET   : English Teacher

S   : Student

THE SCRIPT OF INTERVIEW WITH THE ENGLISH TEACHER
BEFORE AND AFTER IMPLEMENTING PODCASTING
GUIDED INTERVIEW

Before

R : Mr.. bagaimana perkembangan bahasa inggris siswa di kelas IX MTs, khususnya di dalam speaking ?

ET: Untuk sementara sampai saat ini untuk speaking masih rata tingkat MTs ya bisa sebisa-bisanya saja, artinya belum terlihat perubahan signifikan dalam peningkatan speaking. Tapi untuk sehari-hari sudah lumayan ketika ada tanya jawab sepotong-sepotong bisa menjawab dengan sempurna, cuman kalau langsung dipakai dalam jumlah agak lama atau panjang dalam tema tertentu masih kesulitan.

R : Sejauh ini bagaimana cara Mr untuk meningkatkan speaking siswa ?

ET : beberapa cara sebenarnya sudah dicoba oleh saya dengan

menambahkan hafalan-hafalan kosakata (Vocabularies) yang berkaitan dengan percakapan sehari-hari, tetapi yang efektif kemarin saya gunakan adalah dengan seringnya ada perjanjian dengan siswa. Yaitu dalam tiga menit pertama bertemu dengan saya itu menggunakan bahasa inggris dan terjadi vakum soalnya mereka gak ada pertanyaan, maka sayalah yang berinisiatif untuk menanyakan tentang kejadian atau apapun yang berkaitan dengan yang mereka alami hari itu sehingga terjadi komunikasi walaupun sifatnya masih sekedar Tanya jawab seputar kegiatan sehari-hari.

R : Bagaimana motivasi dan etika siswa-siswi dalam belajar Bahasa Inggris terutama dalam meningkatkan speaking ?

ET: sebenarnya secara personal tidak rata artinya ada yang memang semangat di dalam berlatih karena didukung dengan adanya cita-cita mereka untuk melanjutkan sekolah yang lebih tinggi dan juga adanya bagian pondok pesantren yang mengadakan kewajiban untuk berasrama bahasa inggris. Tetapi kebanyakan mereka karena banyak faktor ada berbagai dari mereka merasal yang berbeda banyak sekali yang masih menganggap bahasa ingris itu belum mereka rasakan gunanya sehingga untuk ngomong itu masih banyak kendala dari mereka belum paham untuk apa mereka ngomong bahasa inggris itu gitu, jadi untuk motivasi mereka ya terbatas pada siswi-siswi yang memang berasal dari keluarga yang memang sudah mempersiapkan mereka untuk melanjutkan ke sekolah ke lebih tinggi lagi. Yang kedua karena ada aturan pondok yang sebagian pondok sudah mewajibkan memakai bahasa inggris di asramanya gitu.

R : Bagaimana pendapat mr agus mengenai penggunaan teknologi yang diintegrasikan dalam ranah pendidikan ?

ET : Kalau secara pendapat sebetulnya saya setuju banget karena artinya saja juga pingin mempraktekkan itu, karena selama saya mengajar di sini otomatis keterbatasan dengan teknologi itu sendiri. Yang pertama karena sebab pondok pesantren tidak membolehkan pakai alat eletronik khususnya bagi siswi kalau untuk gurunya sih boleh tapi untuk masalah siswa-siswi di sini semuanya dihandle oleh pondok sehingga adapun yang boleh bawa HP

seumpama itu hanya terbatas pada saat ujian atau di saat praktek tertentu dan itu harus izin yang lumayan ribet sehingga tidak begitu bebas mempraktekkan teknologi dalam pembelajaran.

R *: Apakah Bapak sudah pernah mencoba melibatkan teknologi dalam Kegiatan Belajar Mengajar (KBM) ?*

ET*: Kalau teknologi yang saya coba sebetulnya gak ada yang khusus, artinya selain ini ya umum jadi teknologi yang digunakan basis percakapan lewat internet kemudian mengambil download an dari beberapa metode dan model pembelajaran kami share kan ke siswa dengan pakai proyektor. Ya hanya sebatas itu saja, dak bisa kemudian menggunakan teknologi yang sekarang bisa praktek masing-masing gitu. Itupun sifatnya gantian gitu. Kalau LAB bergantian dengan jadwal kelas lain.*

R *: Apakah Mr mengetahui media Podcasting ?*

ET *: Kalau mendengar dan mengetahui memang pernah mendengar juga, Cuma secara media saya pernah belum praktek.*

R*: Rencananya saya akan menggunakan media yang digabungkan dengan salah satu manfaat teknologi mr, yaitu meningkatkan skill speaking siswa dengan podcasting media dengan kegiatan berupa guided interview yang disesuaikan dengan materi pembelajaran di kelas. Kira-kira bagaimana pendapat mr dengan ini ...?*

ET *:bagi saya sih silahkan saja, jadi sekaligus praktek lagi coba kan nanti izinnya adalah izin praktek sehingga munkin saya gak perlu dengan berbagai alasan untuk praktek sendiri dan nanti akan saya lihat hasilnya. Seumpama nanti ini sangat signifikan dalam pengembangan speaking munkin saya bisa usulkan ke pihak sekolah untuk menyediakan atau paling tidak memberikan izin fasilitas saya sebagai gurunya atau guru yang lain untuk kemudian mengembangkan teknologi yang masuk dalam sistem pendidikan yang langsung dipraktekkan dalam kelas karena selama ini agak sulit di perizinan.*

R *: Baik terimakasih Mr atas waktunya*

ET *: Okay sama-sama*

After

R : Bagaimana pendapat Mr mengenai implementasi strategy Podcasting Guided Interview dalam proses belajar mengajar speaking dikelas IX?

ET : Alhamdulillah secara implementasi kemarin saya langsung di bagian akhir saja, yaitu di bagian ujian dan saya melihat langsung perkembangan bagaimana sebelum dan setelah diajarkan metode podcasting. Setelahnya setelah saya melihat dari hasil, kemearin ikut juga dalam guiding test ternyata motivasi mereka dan juga kesemangatan mereka ketertarikan terhadap speaking semakin meningkat. Kemudian yang kedua mereka mulai berani secara kepercayaan dirinya mulai muncul untuk ngomong depan umum walaupun ada beberapa yang masih malu-malu, dan Alhamdulillah itu sudah perkembangan yang luar biasa dibanding dengan sistem langsung semuanya gitu ya. Dengan satu-satu duduk kelompok mereka kemudian berani menyampaikan ide-ide dan menyampaikan apa pelajaran yang sudah mereka terima dalam podcasting.

R : Apakah siswa tertarik dan antusias dalam penggunaan Podcasting Guided Interview sehingga meningkatkan motivasi siswa untuk belajar speaking bahasa Inggris ?

ET : Secara antusias mereka kelihatan antusias sekali dan munkin ini Cuma beberapa faktor yang saya belum teruskan adalah karena faktor pengajaran yang berbeda terus yang baru juga bagi mereka, cuman sifatnya kalau praktek secara langsung itu mereka memang pingin seperti itu untuk dipraktekkan ulang untuk kemudian mencari metode baru lagi untuk pembelajaran peningkatan mereka dalam berbahasa inggris. Hanya saja karena ini perlu waktu dalam artian mereka perlu waktu untuk berlatih dan sebagainya munkin dalam pertemuan-pertemuan di sini terbatas dengan jam pelajaran yang harus mereka terima dalam satu meeting, sehingga sistemnya kalaupun dipraktekkan nanti harus nyicil. Bukti dari antusiasnya adalah mereka meminta ulang untuk program-program seperti itu ditingkatkan lagi.

S : Apakah ada peningkatan speaking siswa kelas IX setelah pengaplikasian Podcasting Guided Interview ?

ET : Secara kemudian aplikasi ya apakah mereka terlihat atau tidak yang jelas satu, mereka sudah mulai mencoba-coba sekarang dalam artian menemukan latihan dengan temannya berani mencoba menanyakan dengan bahasa inggris dan juga mereka berusaha menjawab bahasa inggris walaupun kalau berhadapan dengan saya langsung itu masih ada malu atau takut salah cuman ketika dimotivasi ulang bahwa ini adalah sebuah program dan harus dipraktekkan. Namanya juga bahasa itu harus digunakan maka mereka mulai memahami dan mulai cuek terhadap komentar-komentar yang negatif sebelumnya, karena sering terjadi dari teman-teman mereka sendiri untuk apa ngomong bahasa inggris toh kamu juga nanti belum tau mau ngambil jurusan apa kita masih MTs dsb. Tapi kemudian saya sampaikan bahwa bahasa inggris di semua jurusan apapun yang dipilih ketika kuliah nanti akan menemukan bahasa inggris. Jadi minimal bisa walaupun bukan menjadi sebuah tuntutan pilahan jurusan.

S : Bagaimana menurut Mr mengenai kekurangan dan kelebihan metode Podcasting Guided Interview?

ET : Untuk kelebihan ada banyak ya, diantaranya memang meningkatkan keberanian siswa, jadi mereka secara bergilir mereka secara berkelompok itu kemudian lebih berani karena kalau disuruh satu-satu mereka gak berani. Jadi metode ini memberikan kesempatan mereka untuk berdiskusi, memberikan kesempatan mereka untuk saling share diantara teman yang lain, juga membagi pembelajaran artinya bagaimana-bagaimananya sehingga mereka menjawab itu terarah teratur dan kemudian memiliki kepercayaan diri yang lebih untuk berkomunikasi dalam bahasa inggris. Karena tidak langsung berpartner dua-dua maju bukan seperti itu. Cuman kekuranganya adalah bagi saya adalah satu, kalau di sini ya media, media yang dipakai itu kita perlu mempersiapkan sebelumnya. Terus yang kedua alokasi waktu lagi, jadi kalau kita bentuk kelompok itu harus menghabiskan seumpama satu kelas kita ada dua puluh orang, kalau lima kelompok kita

butuh empat pertemuan, karena sangat sedikit sekali antara persiapan kemudian praktek kalau langsung diambil satu pertemuan nanti gak efektif. Kalau diambil lama pertemuan nanti ada beberapa pelajaran yang memang harus dipercepat. Yaitu kekurangannya disitu. Munkin perlu diperbaiki kalau untuk praktek ulang nanti saya ya manajemen waktunya tentang aplikasi atau memilih materi yang pas. Artinya untuk materi yang munkin singkat, materi yang munkin bisa disediakan sebelumnya itu bisa dipraktekkan.

R : Apakah Mr akan mencoba untuk menggunakan metode Podcasting Guided Interview dalam Kegaiatan Belajar Mengajar dimasa yang akan datang ?

ET : Sesuai yang mereka anjurkan, sesuai dengan siswi-siswi anjurkan ke saya dalam artian meminta ulang untuk mempraktekkan itu, kemudian yang jelas saya akan coba untuk mempersiapkan karena ini juga pengalaman pertama bagi saya belum pernah praktek sama sekali jadi munkin saya juga perlu banyak belajar metode ini dan saya melihat kemajuannya sudah cukup bagus sudah 90% kemajuan siswa yang awalnya bicara malu sekarang sudah mulai belajar dan meninggalkan rasa malu dalam bicara, sekarang mulai cuek dengan kata-kata yang tidak baik mereka tentang bahasa inggris dan otomatis ini akan saya ulangi, hanya saja karena ini di batas kelas munkin pengulangan saya ada di kelas berikutnya atau kelas tiga berikutnya karena ini sudah di akhir tahun jadi yang kelas dua sekarang munkin ketika kelas tiga itu akan saya praktekkan. Kebetulan di putri saya hanya ngajar di kelas tiganya saja.

R : Baik terimakasih atas waktunya Mr

ET : iya sama-sama

THE SCRIPT OF INTERVIEW WITH THE STUDENTS BEFORE AND AFTER IMPLEMENTING PODCASTING GUIDED INTERVIEW

Before

R : Apakah kalian suka pelajaran bahasa inggris ?

S1 : Biasa aja pak

S2 : Biasa aja pak

S3 : Biasa aja pak

S4 : Suka pak

S5 : Suka pak

R : Apakah kalian sangat tertarik untuk meningkatkan speaking ?

S : Iya pak, sangat ingin

R : Jika iya, mengapa kalian tertarik ?

S1: Agar bisa berkomunikasi dengan lancar menggunakan bahasa inggris

S3: Supaya bisa lancar ketika masuk kuliah

S4: Supaya bisa lancar berkomunikasi menggunakan dengan orang lain

R : Apa yang membuat kalian merasa kesulitan untuk meningkatkan speaking ?

S1 : Masih ada rumusnya pak

S2 :Cara bacanya pak

S3 : Gak tau artinya pak

S4 : Accent british sangat sulit diucapkan pak

S5 : Tulisan sama bacaannya beda pak

R : Apakah kalian berkomunikasi dengan guru ketika pembalajaran Bahasa Inggris di kelas dan diluar kelas ?

S : Jarang pak kalau di kelas, kadang-kadang iya

R : Apakah kalian mempraktekkan speaking di rumah/pondok ?

S : iya pak di pondok

R :Bagaimana kalau semisal Mr. Kamal memberi kalian sebuah metode untuk meningkatkan speaking dengan media dan mengambil manfaat dari kecanggihan technologi saat ini ?

S : Boleh dicoba pak, nanti boleh ditanggapi

R : Apakah kalian familiar/mengetahui media podcasting ?

S1 : Tidak tau pak

S2 : Iya pak sedikit familiar

S3 : Tidak tau

S4 : Tidak tau pak

S5 : Tidak tau

R : Jika iya dimana kalian mengetahui media podcasting ini ?

S2 : Saya pernah lihat di youtube pak

R : Ok apakah kalian bersedia untuk mencoba metode ini ?

S : Iya pak, boleh dicoba, bisa dipraktekkan

R : baiklah sebelumnya terimakasih sudah menjawab pertanyaan bapak.
Bapak mohon kerjasamanya untuk penelitian ini supaya dapat berjalan
dengan lancar.

S : Baik pak sama-sama

After

R : Apakah Anda tertarik dan antusias untuk meningkatkan speaking
menggunakan Podcasting Guided Interview ?

S : Iya tertarik pak

R : Bagaimana pengalaman Anda belajar menggunakan Podcasting Guided
Interview?

S1 : Lebih confidence/percaya diri pak

S2 : Lebih lancar dalam speaking

S3 : Pronunciation nya lebih bagus dan meningkat

S4 : Menambah kosakata bahasa inggris

S5 : Merasa tertantang berbicara bahasa inggris dengan podcasting

R : Apa yang Anda sukai dalam implementasi Podcasting Guided Interview?

S4 : Tanya jawabnya pak

S5 : Bisa tampil di media sosial seperti youtube

S1 : Bisa bekerja kelompok di dalam kelas dan tukar menukan fikiran

S2 : Bisa lebih percaya diri bicara di depan kelas

R : Apa kendala yang Anda hadapi dalam meningkatkan speaking menggunakan Podcasting Guided Interview?

S1 : Nervous pak

S2 : Belum terbiasa menggunakan media pak

R : Apakah Anda merasakan adanya peningkatan speaking setelah pelaksanaan Podcasting Guided Interview ?

S1 : Iya ada pak, banyak

S2 : iya pak speakingnya meningkat, kosakatanya bertambah

S3 : Pronunciation nya lebih bagus dan meningkat

S4 : Menambah kosakata bahasa inggris
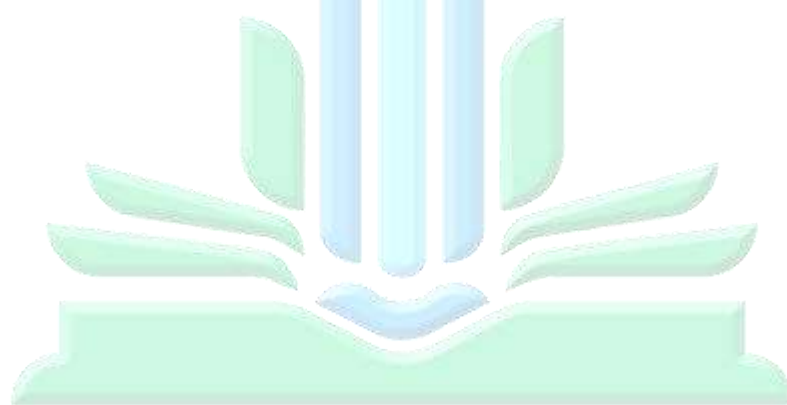
LESSON PLAN

(RPP)

Education Units   : **MTs Sumber Payung**

Grade/Semester   : **IX/2nd semester**

Skill   : **Speaking**

School Level   : **Junior High School**

Topic   : **Descriptive Text**

Subject Matter   : **Describing People**

Allocated Time   : **40 minutes**

A.   Basic Competency

3.4   Membandigkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deksriptif lisan dan tulis tentang orang, binatang , benda, sangat pendek dan sederhana.

4.4   Mempraktekkan isi teks deskriptif lisan, sangat pendek dan sederhana tentang orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

B.   Indicator

3.4.1 Identifying a social function of descriptive text.

3.4.2 Identifying a generic structure of descriptive text.

3.4.3 Identifying the linguistic elements of descriptive text..

4.4.1 Writing the linguistic elements of descriptive text.

4.4.2 Practicing a descriptive text based on the picture given.

4.4.3 Mentioning the linguistic elements of descriptive text.

C. Learning Objectives

1. Students are able to identify a social function of descriptive text based on the text given.
2. Students are able to identify the generic structure of descriptive text based on the text given.
3. Students are able to identfy the linguistic elements of descriptive text based on the text given.
4. Students are able to practice a descriptive text based on the picture given.
5. Students are able to mention the linguistic elements of descriptive text.

D. Learning Approach and Method

Approach   : Scientific

Method   : Podcasting Guided Interview

E. Learning Source

https://youtu.be/JDEiPuSYqO0

English Textbook entitled "Bahasa Inggris" Grade IX

F. Learning Media

- Whiteboard
- Video podcasting
- Boardmarker
- Printed text
- Picture
- Projector
- Laptop
- Clip on mic
- Video recorder
- Web Cam

G. Learning Activity

Activity	Activity Description	Allocated Time
Set Induction	1. Teacher opens the class by greeting students "Assalamualaikum warahmatullahi wabarakatuh", "Good morning students, how are you today?" 2. Teacher asks the students to pray together 3. Teacher checks the attendance 4. Teacher gives students a stimulating questions that lead to the topic 5. Teacher informs the students the learning objectives	5 minutes
Main Activity	1. Teacher gives students a descriptive text 2. Students analyze the content of the text 3. Students identify the social function, generic structure, and the linguistic elements of the descriptive text 4. Students are divided into 4 groups 5. Students get a picture about descriptive text 6. Students reread a descriptive text based on the picture given. 7. Students practice speaking in front of the class using Podcasting guided interview. 8. Students mention the linguistic elements of descriptive text.	30 minutes

	9. Teacher gives students an evaluation about their work	
Closing Activity	1. Teacher and students do the reflections about the material 2. Students give the conclusion about the material 3. Teacher gives a motivation 4. Teacher closes the class by greeting "Wassalamu'alaikum warahmatullahi wabarakatuh", "See you next time"	5 Min utes

H. Assessment

1. Attitude assessment : Students activity in the class
2. Knowledge assessment : Speaking

Mengetahui

Guru Bahasa Inggris

Sholeh Agus Ribowo, S. Pd.

Sumenep, 13 Mei 2022

Mahasiswa,

Moh. Luddin

1. Material

"Descriptive text *is a kind of text that describes something/thing, person, and animal"*

Descriptive teks adalah teks yang menggambarkan sesuatu/benda, orang, dan hewan

Social function -----→ To describe people about their characteristic

Generic Structure -----→ Identification (Describing a thing, person, or animal)

-----→ Description (An Adjective to describe Size, character, color)

Linguistic Elements ----→ Simple Present, An adjective, and Noun

Example :

He is a famous one, his name is raffi ahmad, he is an actor and also a business man. he is so diligent and one of the rich man in indonesian. His body is tall with a light skin. He has a short hair and his face is oval. He shows on many tv programs. He has a wife and two sons.

Practice your English with the descriptive text below..!!!
(praktekkan bahasa inggrismu dengan teks deskriptif dibawah)

He is an actor, his name is Alwi Assegaf. He is 15 years old and likes to play a movie. He is a good boy and diligent in worship. He has a tall body and a light skin. His face is square and he has a wavy and black hair. His eyes are brown, and he has a thin eyebrows.

She is a singer and writer, her name is Maudy Ayunda. He is 26 years old and she likes to write a book and singing a pop song. She is also a career woman and film player. She is beautiful and has a tall body and a white skin. Her face is oval and she has a long and black hair. Her eyes are black, and she has a pointed nose.

He is a leader of Indonesia, we call him president. His name is Mr. Joko Widodo. He is 60 years old and works as the leader of Indonesia. He is a strong man, and his body is thin. He has a brown skin. His face is oval and he has a short and black hair. His eyes are black, and he has a sharp nose.

He is a founder of Go Jek, now he is a minister of education. His name is Mr. Nadiem Makarim. He is 37 years old and he regulates the course of education in Indonesia. He has a tall body. He has a white skin. His face is oval and he has a wide forehead. His eyes are black and he wears glasses, and he has a sharp nose.

She is a journalist and presenter, her name is Najwa Shihab. She is 44 years old and she likes to host an event. She is beautiful and her body is slim. She has a white skin. Her face is oval and she has a short and black hair. Her eyes are black, and she has a sharp nose.

2. Scoring

a. Scoring rubric of attitude

Aspek	Skor		
	3	**2**	**1**
Tanggung jawab	Hadir dan mengikuti kelas pembelajaran secara offline	Terlambat hadir dan mengikuti kelas pembelajaran secara offline	Tidak hadir dan tidak mengikuti kelas pembelajaran secara offline
Keaktifan	Sering bertanya dan sering merespon pertanyaan guru	Bertanya dan merespon pertanyaan guru	Tidak bertanya dan tidak merespon pertanyaan guru

b. Scoring rubric of speaking skill

Rated Qualities	Score	Behavioral Statements
Pronunciation	5	Equivalent to and fully accepted by educated native speaker
	4	Errors in pronunciation are quite rare
	3	Errors never interfere with the understanding and rarely disturb the native speaker
	2	Accent is in intelligible though often quite faulty
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Fluency	5	Easy and effective communication, uses long turns
	4	Effective communication in short turns
	3	Gets ideas across, but hesitantly and briefly
	2	Very hesitant and brief utterances, sometimes difficult to understand
	1	Little or no communication
Accuracy	5	Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent
	4	Good range of vocabulary, occasional grammar slips, slight foreign accent
	3	Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent
	2	Poor vocabulary, mistake in basic grammar, may have very strong foreign accent
	1	Little or no language produced
Maximum total score = 15		
(Total score) X (15) = (Final Score)		
Ex : 9 X 15 = 135		

APPENDIX 8

The Presence List of IX MTs Class

No.	Student Name	Meeting-			
		1	2	3	4
1.	Ameliatus Sholehah	✓	✓	✓	✓
2.	Anna Shafa Judhiea	✓	✓	✓	✓
3.	Dianatul Izzati	✓	✓	✓	✓
4.	Diniyatus Shalihah	✓	✓	✓	✓
5.	Hosniyah	✓	✓	✓	✓
6.	Khalidatus Saadah	✓	✓	✓	✓
7.	Lailil Mufarrohah	✓	✓	✓	✓
8.	Lizazatul Karomah	✓	✓	✓	✓
9.	Niabatul Ummah	✓	✓	✓	✓
10.	Nurdiana Fitri	✓	✓	✓	✓
11.	Nurul Qomariyah	✓	✓	✓	✓
12.	Putri Widya Ayu Pitaloka	✓	✓	✓	✓
13.	Qurrotul Ayuning Tyas Zani	✓	✓	✓	✓
14.	Salilis Syarifah	✓	✓	✓	✓
15.	Shafiyah	✓	✓	✓	✓
16.	Shafwatas Syarifah	✓	✓	✓	✓
17.	Sheila Nur Alina Syah	✓	✓	✓	✓
18.	Siti Novailah	✓	✓	✓	✓
19.	Siti Sulaiha	✓	✓	✓	✓
20.	Sofa Zahara Fiardila	✓	✓	✓	✓
21.	Sri Astutik	✓	✓	✓	✓
22.	Syafinatun Najah	✓	✓	✓	✓
23.	Tsaminatul Ulya	✓	✓	✓	✓
24.	Vina Ulfatun Nisa`	✓	✓	✓	✓

APPENDIX 9

Intrument Validity

Instructions

1. **Put a check mark (✓) in the column according to your opinion**
2. **If there is a need to be revised, please write in the column**

No.	Aspek yang dinilai	Skala Penilaian				Catatan
		1	**2**	**3**	**4**	
1.	**ISI**					
	a. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar 3.4 dan 4.4				✓	
	b. Indikator soal sesuai dengan materi				✓	
	c. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				✓	
	d. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan				✓	
	e. Kesesuaian alokasi waktu sesuai dengan soal yang telah disediakan			✓		
2.	**KONSTRUK**					
	a. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan "*speaking*" siswa				✓	
	b. Soal disusun sesuai dengan teori *Descriptive text*				✓	
	c. Soal *speaking test* disusun sesuai dengan teori *speaking* yang mengharuskan siswa untuk berbicara				✓	
	d. Penilaian kemampuan *speaking* siswa diadaptasi dari buku Penny Ur "*A Course in English Language*				✓	

	Teaching"				
3.	**BAHASA**				
	a. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan sesuai dengan *grammatical*			✓	
	b. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda/salah pengertian			✓	
	c. Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik			✓	

Note:

1 = Sangat Kurang

2 = Kurang

3 = Baik

4 = Sangat Baik

Sumenep, 07th June 2022

Sholeh Agus Ribowo, S. Pd
NUPTK : 1756761664200012

APPENDIX 10

KISI-KISI SOAL SPEAKING

Sekolah : MTs Sumber Payung

Waktu : 40 menit

Mata Pelajaran: Bahasa Inggris

Skill : Speaking

Kelas : IX MTs

Bentuk Soal : Oral

Semester : 2 (Genap)

Jumlah Soal : 2

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah	3.4 Membandigkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deksriptif lisan dan tulis tentang orang, binatang , benda, sangat pendek dan sederhana.	Descriptive Text	1. Pada speaking test (Pre-test) model pertama ini (answering a question), peserta didik diminta untuk menjawab beberapa soal pertanyaan yang berkaitan dengan teks deskripsi yang peserta didik dapatkan di masing-masing kelompok yang telah disediakan oleh researcher dan

pengawasan langsung.			collaborator.
4. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.	4.4 Mempraktekkan isi teks deskriptif lisan, sangat pendek dan sederhana tentang orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.		2. Pada speaking test model kedua (Post test), peserta didik (telling the text and answer the questions), disuruh menceritakan teks deskripsi yang peserta didik dapatkan di setiap kelompok kemudian peserta didik diminta untuk menjawab pertanyaan-pertanyan yang berkaitan dengan teks setiap kelompok setiap peserta didik mendapatkan kesempatan menjawab 3 pertanyaan dari researcher. Peserta didik tampil berbicara di depan

			kelas disaksikan oleh collaborator dan researcher untuk dinilai.

SOAL PRE-TEST

1. Who is he/she….? He/she is……….

2. What is his/her job…..? His/her job is……….

3. What does he/she do usually…..?

4. How is his/her character…..?

5. How is his/her physical apperarance…..? his/her physical appearance is:

   - His/her body is………

   - His/her skin is……….

   - His/her face is……….

   - His/her hair is……….

   - His/her eyes is……….

6. What are the linguistic elements on the text….?

   - The Verb 1 are ……………..

   - The adjective are ……………

   - The noun are ………………..

SOAL POST TEST

1. What descriptive text is …….?

    Descriptive text is a kind of text that describes something/thing, person, and animal

2. What is the social function of descriptive text…......?

    The sosial function of descriptive text is to describe someone/something/animal

3. What are the linguistic elements of descriptive text…..?

    The linguistic elements of descriptive text are: using present tense, using a noun, and using an adjective

4. What are the generic structure of descriptive text ……?

    The generic structure of descriptive text are Identification and description

5. Who is your public figure did you get ………?

    We got (Alwi Assegaf, Mr. Joko Widodo, Mrs. Najwa Shihab, Mr. Nadiem Makarim, Mrs. Maudy Ayunda)

6. Can you tell about him/her….? (The students tell about the public figure!!!)

7. What is his/her job…..? His/her job is……….

8. What does he/she do usually…..?

9. How is his/her character…..?

10. How is his/her physical apperarance…..? his/her physical appearance is:

-    His/her body is………   -   His/her eyes is……….

-    His/her skin is……….   -   His/her hair is……….

-    His/her face is……….

APPENDIX 11

Profile of Madrasah Tsanawiyah Sumber Payung Sumenep

Madarasah Tsanawiyah Sumber Payung is located to the west of Sumenep country. West Bataal Barat village, Ganding Sumenep. Sumber Payung village. The name of this village, actually was derived from the name of a wel known in oats, because even though the dry season of springs never dry up.

In favour of the name, Sumber Payung boarding house was erected, as part of a tribute to locality. The name also hinders a presence between the community and the boarding house. The public response to this agency is increasing over the years. It is shown by the public`s interest in trusting their child to study in this place. Over the years, there has been a growing number of students in this institution. In response, the administrators set up Sumber Payung institution to house other institutions, the boarding house and madrasah ibtidaiyah.

The graduation of Madrasah Ibtidaiyah Sumber Payung, at the first it usually went to other institution. However, on August, 27th 1983, Yaspa institutions issued a decree no. 60/ST/02/C/VIII1983 that stated regarding the position and opening of Madrasah Tsanawiyah Sumber Payung. Such as stand is not based solely on the will of the society. However demands of the student, the alumni and the surrounding community to send their child to the school that eventually urged the YASPA (Yayasan Sumber Payung) administration to immediately erect of Madrasah Tsanawiyah Sumber Payung. Furthermore, YASPA also saw that means and infrastructure are primarily about the resources. Though basically there is a need for improvements to the development of insan kamil (perfect human), a human who has an awareness of himself as a servant of god and also as khalifatullah fil-ardh.

As the stake, teachers who taught the average starta 1 (S-1) education. The teacher is among KH. Achmad Sa`duddin, BA, K. Moh. Afifi, Hum, Abd. Syakur, S. Ag, Rahman Arif Setiawan, S. Pd, Edy Slinoto, S. Pd, Sholeh Agus

Ribowo, S. Pd, Farhah, S. Sos.I, Sudarman, S. Ag, and Muhammad Ainur Rofik, S. Pi. In teaching dividing according to the ability and the backround of teacher`s education. In this case, the resources are scare. However, once again, people`s trust in Madrasah Tsanwiyah Sumber Payung continues to grow. That was indicated by the number of students over 300 years of academic year 2017-2018.

APPENDIX 12

SCORING RUBRIC OF SPEAKING (POST TEST)

Group	Student Name	Aspects			Total Score
		Pronounciation	Fluency	Accuracy	
A	Siti Novailah	2	1	2	75
	Diniyatus Shalihah	3	2	2	105
	Tsaminatul Ulya	3	2	3	120
	Sheila Nur Alina Syah	4	3	2	135
	Shafiyah	4	2	3	135

Group	Student Name	Aspects			Total Score
		Pronounciation	Fluency	Accuracy	
B	Nurul Qomariyah	3	2	2	105
	Shafwatassyarifah	3	3	2	120
	Syafinatun Najah	3	3	2	120
	Nurdiana Fitri	2	3	3	120
	Anna Shafa Judhiea	2	3	3	120

Group	Student Name	Aspects			Total Score
		Pronounciation	Fluency	Accuracy	
C	Ameliatus Sholehah	3	2	3	120
	Lailil Mufarrohah	3	3	3	135

Group	Student Name	Pronounciation	Fluency	Accuracy	Total Score
	Sofa Zahara Fiardila	3	3	3	135
	Putri Widya Ayu Pitaloka	3	2	3	120
	Niabatul Ummah	3	3	3	135

Group	Student Name	Aspects			Total Score
		Pronounciation	Fluency	Accuracy	
D	Qurrotul Ayuning Tyas Zani	3	3	3	135
	Lizazatul Karomah	2	3	2	105
	Siti Sulaiha	2	3	3	120
	Khalidatus Saadah	3	2	3	120
	Salilis Syarifah	3	3	3	135

Group	Student Name	Aspects			Total Score
		Pronounciation	Fluency	Accuracy	
E	Vina Ulfatun Nisa`	3	4	3	150
	Hosniyah	3	4	3	150
	Dianatul Izzati	3	4	3	150
	Sri Astutik	3	2	3	120

APPENDIX 13

SPEAKING POST TEST SCORE

No	Initial	Cycle One
1	AS	120
2	ASJ	120
3	DI	150
4	DS	105
5	H	150
6	KS	120
7	LM	135
8	LK	105
9	NU	135
10	NF	120
11	NQ	105
12	PWAP	120
13	QATZ	135
14	SS	135
15	S	135
16	SSY	120
17	SNAS	135
18	SN	75
19	SS	120
20	SZF	135
21	SA	120
22	SN	120
23	TU	120
24	VUS	150
Total		**2. 940**

APPENDIX 14

DECLARATION OF AUNTHENTICITY

The undersigned below:

Name   : Moh. Luddin

Place, date of birth   : Sumenep, 28 Juni 2000

Address   : Campaka Pasongsongan Sumenep

Faculty   : Education and Teacher Training

Program   : English Education

State that thesis entitled " Imroving Students` Speaking Skill Through Podcasting Guided Interview at Ninth Grade of MTs Sumber Payung Sumenep in Academic Year 2021/2022" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and biblioghrapy. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Sumenep, 07th June 2022
Author

Moh. Luddin
T20186066

APPENDIX 15

YAYASAN SUMBER PAYUNG

MTs SUMBER PAYUNG

BATAAL BARAT GANDING SUMENEP

NSM: 121235290109 | NPSN: 20583578 | TERAKREDITASI: B

Jl. Raya Guluk-Guluk No. 63 Desa Bataal Barat, Ganding, Sumenep, Jawa Timur | 69462

email mts.sumpay@gmail.com +62 817 9434 130 +62 877 5205 6052

SURAT KETERANGAN

Nomor : MTs.m.32/41.PP.005/195/VI/2022

Yang bertanda tangan di bawah ini:

    Nama   : MOH. AFIFI, M.Hum

    Jabatan   : Kepala Madrasah

Menerangkan bahwa Mahasiswa berikut ini:

    Nama   : MOH. LUDDIN

    NIM   : T20186066

    Fakultas/Jurusan   : FTIK/ Tadris Bahasa Inggris

    Telah menyelesaikan penelitian dalam bentuk observasi dengan judul *"Improving Students` Speaking Skill Through Podcasting Guided Interview At Ninth Grade of MTs Sumber Payung Sumenep In Academic Year 2021/2022"* dari tanggal 09 Mei 2022 s.d 07 Juni 2022.

    Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sumenep, 07 Juni 2022

Kepala Madrasah

MOH. AFIFI, M.Hum

APPENDIX 16

<div align="center">

BIODATA

</div>

Name	: Moh. Luddin	
Place, date of birth	: Sumenep, 28th Juni 2000	
Address	: Campaka Pasongsongan Sumenep	
Gmail Adress	: kamaluddinsyafi695@gmail.com	
Educational Backround	:	

1. TK Islam Miftahul Ulum (2005-2006)
2. SDI Miftahul Ulum   (2006-2012)
3. MTs Sumber Payung   (2012-2015)
4. MA Sumber Payung   (2015-2018)