THE USE A SERIES OF PODCASTS AS A SPEAKING STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL IN TRANSACTIONAL TEXT AT SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

Maharotun Faikoh
SRN: T20196062

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
English Education Program

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Supervisor Approve

Dr. Khoiriyah, M.Pd
NIP. 196804061994032001

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Has been examined and approved in partial
Fulfillment of the requirements of Bachelor Degree of Education (S.Pd)
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The Board of Examiners

Chairman   Secretary

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NIP. 197901272007102003   NIP. 199306032023211032

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2. Dr. Dra. Khoiriyah, M.Pd.   (   )

Has been approved by
Dean Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

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MOTTO

<div dir="rtl">

ان مع العسر يسرا

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Meaning: "So indeed, with hardship (will be) ease"

(Q.S Al-Insyiroh: 5).*

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* Mushaf Wafa, *Al-Qur'an Terjemah Dan Tafsir Untuk Wanita* (Jakarta, 2010).

DEDICATION

I proudly dedicate this undergraduate thesis for:

1) My Beloved parents, Mr. Mohossis, as my beloved father and Mrs. Nur Aini, as my beloved mother who have supported me, and prayed for me in all day. I am so glad to have you in my life.

2) My beloved brother, Feri Fadeli, who has given me motivation during my studies.
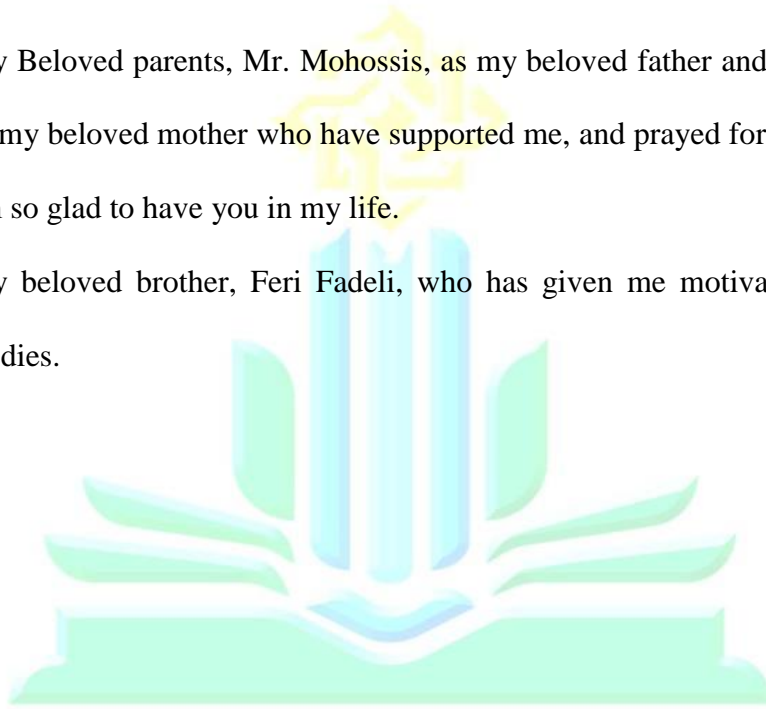
ACKNOWLEDGEMENT

Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, my Sholawat and Salam always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness. That is Islamic era.

This success can be obtained by the author due to the support of many parties. Therefore, the author realized and expresses her deepest gratitude to:

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I hope Allah SWT gives His blessing to all of you. The writer realized that this thesis was far from perfection. However, the writer hoped this undergraduate thesis would be useful for the readers and the other researcher

Jember, 28 November 2024

Researcher

Maharotun Faikoh

ABSTRACT

Maharotun Faikoh, 2024: *The Use a Series of Podcasts as a Speaking Strategy to Improve Students' Speaking Skill in Transactional Text at Seventh Grade Students of Junior High School*

Keyword: Speaking Skill, a Series of Podcasts, Transactional Text.

In recent years, teaching speaking has become a crucial skill for junior high level because speaking is the important ability in learning English for asking and delivering information. So, most of people emphasize that the criteria of success in learning English is the ability to speak English well. Based on the students' problems in the preliminary study, it was found that students still lack interest in teaching speaking and have less confidence when speaking in front of others to express themselves. One of the reasons why students lack interest and have low speaking ability is that students have studied memorization and hardly ever practice. Therefore, one of the ways to improve students' speaking skills is using a series of podcasts.

The research questions of this study are 1) How is a series of podcasts is implemented as a speaking strategy to improve students' speaking skill in transactional texts? 2) How does a series of podcasts as a speaking strategy to improve students' speaking skill in transactuional text?. The objective in this research are to know the implementation of a series of podcasts as a speaking strategy to improve students' speaking skill in transactional text and to know how a series of podcasts as a speaking strategy can improve students' speaking skill in transactional text.

This research design is a Classroom Action Research (CAR) adapted from Stephen Kemmis and McTaggart that consists of four steps, namely: planning, acting, observing, and reflecting. This research was carried out in two cycles. Each cycle contains three meetings. This research was conducted at Junior High School in Puger, with the participants of this research being the students of the 7th E, which consisted of 28 students. The data collection techniques used in this study was observation, observation sheets, document review, and speaking test.
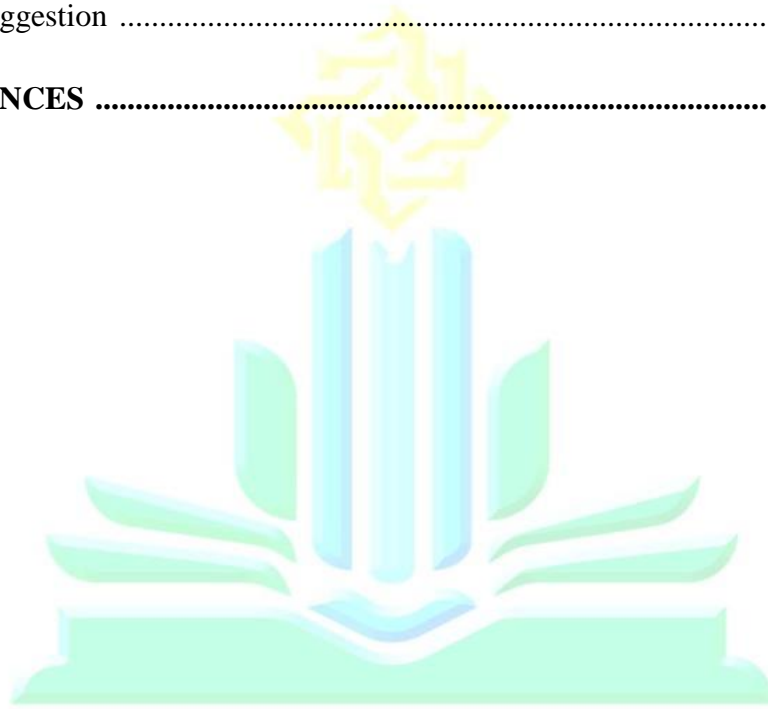
The result obtained in the pre-test stage was a percentage score of 32%, with the average score being 59,1 from 9 students, while the 19 students from this result were known to have low scores obtained in the pre-test, this was because the English teacher were less giving a practice speaking in improving students speaking skill. The researcher concluded that from cycle 1 up to cycle 2, the students' speaking skills were improved. It showed that the percentage of students' improvement in the pre-test was 32%, up to 67% of students' improvement, as stated by 19 of 28 students who finished in cycle 1. The percentage of students' improvement in cycle 2 has increased to 86%, that were 24 of 28 students who finished the scores. It indicates that using a series of podcasts as a speaking strategy in transactional text could improve students' speaking skills.

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CHAPTER I

INTRODUCTION

A. Research Background

In recent years, teaching speaking has become a crucial skill for junior high level students because it is important skill of oral communication for sharing ideas or information, it is essential for speakers to express their ideas verbally. According to Nonci, Speaking is one of the language skills that must be mastered in learning because it is important for communicating and interacting with other people.[2] Moreover, Setyowati said that Speaking or the ability to converse in English, is considered a fundamental competency, particularly in the current era.[3] Proficiency in spoken English involves useful skills associated with learning a subject through listening.

Speaking is the most important ability in learning English for asking and delivering information. It indicates that both of speaker and the listener can at least communicate and understand the topic. It can be said that speaking skills are a key to communication because this skill is a skill that used in real life. So, most people emphasize that the criterion of success in learning English is the ability to speak English well.

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[2] Jusmaniar Nonci, "Building Up Students' English-Speaking Skills through Dual Meaning Picture", Jurnal Pendidikan EDUMASPUL Vol.7 No. 1 (2023), page 410-414

[3] Luluk Setyowati "Penggunaan Procedure Text pada Pembuatan Briket untuk Meningkatkan Kemampuan Berbahasa Inggris," E-Dimas: Jurnal Pengabdian Kepada Masyarakat, no. 11(2020): 43-47.

Speaking can be divided into 2 categories, namely transactional and interpersonal. Interpersonal focuses on personal relationships, while transactional focuses on factual information and two-way relationships to gather information. This text is very important to apply in learning speaking because transactional text is explained in the form of conversations containing simple English expressions that are commonly used in real life.

According to Siumurlata, Transactional text examines the communication interaction between two or more people.[4] Richards (2008) stated that distinguishes three functions of speaking in human interaction: speaking as interaction, speaking as transaction, and speaking as performance[5]. Speaking as transactional is the term used for transactional language for achieving the purpose of conveying detailed information. The result of previous research by Natsir and Adijaya showed that the instrument used in that study was a spoken test that used transactional text. Thus, transactional text in teaching the speaking test improved students' speaking skills.[6] However, the implementation of education in Indonesia is inseparable from various problems. Therefore, one of the problems is that many students struggle with practicing speaking skills due to excessive anxiety. These difficulties arise from a lack of self-confidence, a lack of motivation,

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[4] Victor Siumurlata, "Analysis of Interactional and Transactional Language Used by The English Lecturers in Learning Process At English Department of FKIP Toraja," *Jurnal FKIP*, no. 2(Juli, 2017)

[5] Jack C. Richards, "Teaching Listening and Speaking," Cambridge University Press, 2008

[6] Muhammad Natsir Amin and Nuryansyah Adijaya , "The Effect of Transactional Dialogue in Teaching Speaking Modalities". *English Language in Focus (ELIF)*, 6(1)(2023), 89-100

nervousness, and a lack of various strategies to build enthusiasm for improving their speaking skills. This is shown in the results of Prastyaningrum's research that speaking difficulties are mostly caused by lack of self-confidence, which is 50%, followed by lack of motivation by 38,46%, and nervousness by 11,53%,[7] Therefore, the practice of learning to speak English is still lacking, as seen from psychological factors.

In speaking learning, English teachers who act as the main facilitators during the speaking guidance process must also help students develop confident English speaking skills. Various learning strategies also need to be applied to address the problems of these students to improve students' speaking skills. Researchers have shown increasing interest in research on strategies used by teachers in schools. The importance of the strategies used by the teacher in the language learning process is to make it easy for students to practice their English skills.[8] Moreover, the use of these strategies can help students improve their skills. Some previous studies have used various types of strategies to enhance students' speaking skills in the learning process. One of the strategies used by previous research is a podcast.

Podcast is a technical innovation that helps the educational system since they provides EFL students with English-language information.

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[7] Ari Prasetyaningrum, Selamet Riadi Jaelani, Maman Asrobi, and Hulmiya Isroini, "A Study on Students' Psychological Problems of Speaking," *English Language in Focus (ELIF)* (Juli, 2023)
[8] Griffiths Carol, Language Learning Strategies: Theory and Research,,, Occasional Paper No. 1, (2004).

Rahmawati and Sianturi said that podcast have made their way into the domain of education, where they may be utilized as a learning medium.[9] As we know that the process of acquiring knowledge and speaking skills necessitates social interaction because they require a partner. Therefore, a Podcast is one strategy to help students' speaking skills and one way to interact with partners' easily. Talking about podcast power in language skills, Goldman (2018), after researching 13 sources, found that podcast has benefits for both the students and the teachers. Goldman stated that podcasts can improve the classroom environment for both teachers and students.[10] Hence, learning to speak through podcasts can attract students' attention through various podcast contents.

One of the studies by Dianithi (2017) showed that using podcasts as a learning tool can be helpful for students because it makes learning more interesting and can motivate them to learn.[11] Furthermore, Prasetyo & Vianty (2011) explained that podcasts make a good contribution in case of improving students' speaking achievement.[12] As we know that podcast is one of the innovative strategies that are used by teachers to help students improve their

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[9] Irma Rahmawati and Yohana P Br Sianturi, "Audio Podcast-based Learning Media in Improving Students' Listening Comprehension and Pronunciation," *Journal of Research in Business, Economics, and Education,*(2021):133-139.

[10] Thomas Goldman, "The Impact of Podcast in Education," *Santa Clara University* (Mei, 2018)

[11] A.S. Dianithi, "The Use of Podcast To Improve Speaking Competency of The Tenth Grade Students of SMA Negeri 1 Amlapura In Academic Year 2015/2016"(Journal of Education Action Research, Universitas Pendidikan Ganesha Singaraj, Indonesia, 2017), no. 1

[12] Mifta Danu Prasetyo, Machdalena Vianty, and Hariswan Putra Jaya, "Using Podcast to Improve Students" Speaking. *Provided by Universitas (UNSRI): E-Journal,*(2011), (3), 55-68

speaking skills. In addition, podcasts offer a wealth of content that is easily accessible and might be beneficial for learning English. Podcasts provide easy access, and podcasts can also help overcome students' internal problems in developing speaking skills. So, when using podcasts, students just need to focus on their speaking skills without worrying about their appearance.

According to the findings of Claudea's earlier study, students' speaking skills improved after using podcasts. Actually, nine students (36%) said that podcasts had a very positive impact on their speaking abilities, and the majority of students (64%) thought that their speaking abilities had improved to an intermediate level. Additionally, it helped students pronounce words correctly, acquire new vocabulary, solve internal difficulties, and improve their English grammar.[13] Furthermore, the previous study by Khulaifah found that the first and second cycles illustrate that learning efforts using podcasts have been successful in improving English speaking skills, with the result that 65% achieved a good score level, and 15% of them achieved a very good level.[14]

Based on research findings and the discussion explained above, the researcher concluded that using podcasts to enhance students' speaking abilities was beneficial, based on the results of the study and the previously

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[13] Clara Claudea, (2022), "Improving Students' Speaking Ability Using Podcasts", (Research on Language Teaching in Indonesia) (e-Journal), Vol. 09 No. 03, pg 25-31
[14] Akhnis Khulaifah, Siti Musarokah, and Niken Sitoresmi,."Podcast used to improving speaking skill in offering something: Through Classroom Action Research", Universitas PGRI Semarang (2023), 626-634

described discussion. In previous studies, researchers only focused on whether podcast strategies can help students become better speakers without mentioning the implementation of podcasts, and the research gap in this study is how the strategy was implemented in the classroom, mentioned and explained how the strategy is applied in the classroom, and the materials used. Based on the observation conducted at SMP PLUS BUSTANUL ULUM PUGER, it shows that students have studied about memorizing and hardly ever practice speaking English with friends when they are unable to articulate and pronounce words clearly. Students can be regarded as low in practicing speaking English because of lack interest in teaching speaking and less self-confidence when speaking in front of others to express themselves. So, for this reason, the researcher intended to investigate the use of a series of podcasts as a speaking strategy to improve students' speaking skills in Transactional text.

B. Research Question

Based on research background above, the researcher formulated the following research questions that will answer in the result of this research:

1) How is a series of podcasts implemented as a speaking strategy to improve students' speaking skill in transactional texts?

2) How does a series of podcasts as a speaking strategy improve students' speaking skill in transactuional text?

C. Research Objective

1) To know the implementation of a series of podcasts as a speaking strategy to improve students' speaking skill in transactional text at seventh grade.

2) To know how series of a podcasts as a speaking strategy can improve students' speaking skill in transactional text.

D. Research Significances

The following parties will benefit from this research's theoretical and practical knowledge.

1. Theoretical Significant

The theoretical significance of research exists and is expected to inform readers, based on how the problem and research objective are formulated. These theoretical resources can offer broad insights into the process of learning through the use of podcast series as a speaking strategy on transactional text. It is anticipated that these resources will be utilized as a guide to boost students' speaking skill in English when learning the language.

2. Practical Significance

a. For English Teacher

It is anticipated that the study's conclusions will provide English teachers with new knowledge about learning strategies and new perspectives on how to oversee their students' learning processes. Moreover, to provide English teachers with new knowledge regarding the use of series of podcasts as a speaking strategy to

improve their students' speaking skills when interacting with transactional text.

b. **For Students of English Education Department**

It is hoped that this research will help and serve as a resource for all English Department students to look into and learn more about topics related to this study, as well as to gain knowledge about using podcast series as a learning strategy.

c. **For Future Researchers**

In addition to providing future researchers with valuable information for reference in their own research, the research findings are anticipated to shed light on the use of a series of podcasts as a speaking strategy to improve students' speaking skill on transactional text and facilitate their overall development.

E. **Definition of Key Term**

To avoid misunderstandings when interpreting the contents that the researcher intends, the definition of key terms aims to clarify important terms that become the point in the research title. Some definitions that are provided to help clarify the key term in this research are as follows:

1. **Speaking Skill**

Speaking is a type of interactive communication where the speaker shares ideas with the listener. Speaking is the capacity to convey one's objectives, ideas, and thoughts to another person by using spoken

language. Furthermore, speaking is an important part of learning a language. This study centers on enhancing students' speaking abilities in pronunciation, intonation, comprehension, and fluency. Students are divided into groups of two members, and each member involved in the group asks and answers each other about sub-chapters of the material. The material provided is transactional text through a series of podcasts strategy.

2. **A Series of Podcasts**

   In speaking and learning, I will use the podcast series strategy. Podcasts are digital audio or video broadcasts that can be listened to online. The use of podcasts as a teaching aid in language acquisition has recently received a lot of attention. Podcasts can be useful for language learners to develop their speaking skills. In this study, a series of podcasts means a broadcast activity carried out to improve students' speaking skills by deepening the material, which is carried out continuously.

3. **Transactional Text**

   In this research transactional means simple text used in interacting and communicating which is presented in the form of conversations that contain expressions and influence each other. Grammar guidelines and sample expressions are used to facilitate discussion regarding transactional speaking abilities. Thus, students' speaking abilities are meant to become more fluent through this.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

This part presents a review of related literature. It consist of previous research and theoretical framework:

1. Previous Studies

The first study is journal by Therina (2023). This research is conducted by using the quasi-experimental method, and the quasi-design uses two classes, namely the control class and experimental class. The main focus of this research is to determine whether there is a significant difference between students' speaking ability after using the direct speaking podcasts method. Based on the result of data analysis showed that the use of this podcast method was very effective and became one of the solutions to improving students' ability, especially in speaking. This can be a solution to improve students' speaking ability using the podcast method.[15]

The second study is a journal article by Nurisma and Kusumawati (2020). This research was conducted using a case study. The main focus of this study is to figure out the students' perception towards the students-created podcast as an active learning approach to promote extensive speaking practice in an online English environment. Based on the results

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[15] Ana Therina., "Teaching by Podcasts to Improve Students" Speaking Ability",.(2023)

have shown that the implementation of podcasts to facilitate the students in practicing their speaking skills is quite effective. The teacher can accommodate the students' needs to develop their speaking practices an online mode with the use of a podcast [16]

The third study is journal by Mellisa, Apriliaswati, and Bunau (2019). This research is conducted by using Classroom Action Research with 2 cycle and success in last cycle. The aim of this research is the used of podcast to improve students' pronunciation and engage students' enthusiast during the learning process effectively. The result of this research showed that students were active following the activity in the classroom. The implementation of podcast as teaching media had caused students to engage with the lesson and behavioral changes in students learning which led the improvement on the students' pronunciation.[17]

The fourth study is a journal article by Oktavia (2023). This research is conducted by using a case study. This research aim was conducted to determine students' perceptions of using podcasts among EFL students and to identify their effectiveness, especially in speaking ability. This research finding showed that podcasts are an effective medium to improve

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[16] Radina Anggun. N., & Eny Kusumawati., "The student-created podcast to facilitate EFL speaking: A case study in online environment",.(2020)

[17] Mellisa, Rahayu.. A., & Eusabinus. B,. "Improving Students' pronunciation in Speaking by using Podcast as Media",.(2019)

their English abilities. Perception students feel that podcasts can improve their self-confidence, motivate them to try, and feel more relaxed.[18]

The last study is a journal article by Khulaifah, Musarokah, and Sitoresmi (2023). This research is conducted by using classroom action research with a 2-cycle approach, and success in the last cycle. The main focus of this research is improving the language speaking skills of English students and focusing on the project learning model with use of podcasts that have not been utilized optimally in the English learning process. Based on the results of this research showed that 60% of students got a good score above KKM. Through reflection and correction, research going into the next cycle, students got a better score of 80%. So, this research concluded that using a podcast in the study "Offering Something" can improve students' speaking skills of SMKN 6 Kota Semarang.[19]

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[18] Alfina Yulianti Oktavia,." EFL students' perceptions of using podcast to develop speaking skills", *Jurnal Penelitian, Pendidikan, dan Pembelajaran*,(2023)

[19] Akhnis Khulaifah, Siti Musarokah, and Niken Sitoresmi,."Podcast used to improving speaking skill in offering something: Through Classroom Action Research",.(November, 2023), 626-34

Table 2.1
The Similarities and Differences between Previous Research and This Research

No.	Research Title	Similarities	Differences
(1)	(2)	(3)	(4)
1.	Ana Therina (2023) entitled "Teaching by podcasts to improve students' speaking skill"	a) Both researchers focus on improving speaking skill Both kind of the research used podcast in learning English	a) The previous research used the quasi experimental method, whereas this study utilizes Classroom Action Research (CAR) b) In previous research, only one podcast material was used, whereas in this research, a podcast series was used which continued the materials
2.	Radina Anggun Nurisma and Eny Kusumawati (2020) entitled "The student created podcast to facilitate EFL speaking: A case study in online environment"	a) Both researchers focus on speaking skill b) Both kind of the research use podcast in strategy	a) The previous research used the case study, whereas this study utilizes Classroom Action Research (CAR) b) In previous study used podcast strategy to facilitate

			students' practicing speaking but in this research podcast as strategy to improve students' speaking skill c) Previous research did online learning while this research offline learning
3.	Mellisa, Rahayu Apriliaswati, and Eusabinus Bunau (2019) entitled "Improving Students" pronunciation in Speaking by using Podcast as Media"	a) Both researchers using Classroom Action Research (CAR) as research method	a) Previous research just focus improving students' pronunciation in speaking, while this research focus on students' speaking skill b) The previous research selected tenth-grade students from SMA Negeri 01 Sandai as its research subjects, while this study for the seventh grade students of SMP Plus Bustanul Ulum Puger c) The previous

			research used podcasts as media, while this research podcasts as speaking strategy
4.	Alfina Yulianti Oktavia (2023) entitled "EFL students" perceptions of using podcast to develop speaking skills"	a) Both researchers using podcast as speaking strategy	a) The previous research used case study in research method, whereas this study utilizes Classroom Action Research (CAR) b) The previous research selected EFL Students" in Department of English Education in Malang, while this research selected seventh grade of Junior High School at SMP Plus Bustanul Ulum Puger
5.	Akhnis Khulaifah, Siti Musarokah, and Niken Sitoresmi (2023) entitled "Podcast used to improving speaking skill in offering something: Through Classroom Action Research"	a) Both researchers focus on improving speaking skill b) Both researchers using	a) In previous research focus in material "Offering Something" as podcast material was used, whereas in this

		Classroom Action Research (CAR) as research method c) Both kind of the research used podcast in learning English	research, a podcast series was used which continued the materials b) The previous research selected eleventh-grade students from SMKN 6 Semarang as its research subjects, while this study for the seventh grade students of SMP Plus Bustanul Ulum Puger

Based on table 2.1 shows the similarities and differences between previous research and this research. This study focuses on using a series of podcast in teaching speaking to determine whether the series of podcasts can improve students' speaking skills in transactional text. The result of previous studies showed the effectiveness of using podcasts as a speaking strategy in improving students' speaking skills. However, this research has differences with several previous studies from a series of podcasts and material was used to implement the strategy. Therefore, researchers conducted to investigate a study to investigate improving students' speaking skills in transactional texts by using a series of podcasts.

B. **Theoretical Framework**

1. **The Theory of Engagement**

Engagement theory posits that active participation and meaningful involvement in learning activities lead to deeper understanding and more effective learning outcomes. Introduced by Rachmad in 2022, the Educational Engagement Theory highlights the importance of active engagement in the educational process to achieve optimal learning outcomes.[20] The principles of engagement theory involve understanding the needs and interests of students to design relevant and engaging learning experiences. Key indicators include increased learning motivation, enhanced interaction, active class participations, and improved academic performance. Based on research conducted by Richards and Nunan, activities that encourage active engagement and interaction among students are recommended. Therefore, there are various strategies to teach speaking skills, including a series of podcasts. This aims to enhance students' engagement in speaking activities significantly, especially in using a series of podcasts in transactional text.

2. **Series of Podcast**

a) **Definition of Podcast**

There are so many technological forms that can be implemented in the language teaching and learning process. One of the

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[20] Yoesep Edhi Rachmad, *Educational Engagement Theory.* YER E-BOOK Publication, (2022).

forms is podcasts. A podcast is a digital audio program, usually a series of episodes, which users can download and listen to at their own pace. Podcasts cover a wide range of topics and formats, including interviews, stories, and news. A series of podcasts is one of the newest technological platforms to emerge into the mainstream, becoming the lead in the recent education revolution. This revolution showed that integrating podcasts in the language teaching and learning process helps students to improve some crucial skills, especially in speaking effectively.[21] Current technological developments make podcasts a learning strategy that is often in demand by various groups, especially students, because they can cover a variety of content.

In addition, podcasts can provide varied content, ranging from daily cultural conversations, thereby helping to expand students' speaking skills. Thus, through podcasts, students can easily get information, and it is easier and more interesting to speak fluently without barriers. Therefore, using a series of podcasts as a speaking strategy can make students more active in speaking and can increase student interaction.

In other words, the use of a series of podcasts can improve speaking skills because the interaction that occurs when using the

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[21] Md. Masudul Hasan and Tan Bee Hoon, "Podacst Application in Language Learning: A Review of Recent Studies," *Journal of English Language Teaching,* Vol. 6 no. 2(2013).

podcast becomes greater. Thus, based on the engagement theory that has been explained previously, that this is included in the engagement category, namely how students are involved in improving their speaking or interaction skills, because the existence of this series of podcasts can attract students' interest to continue practicing so that later it can be seen from their speaking scores which can improve. According to Fitria, Vianty, and Petrus, Podcasts make a good contribution in case of improving students' speaking achievement. Podcasts can be one of the alternatives and innovative tools that may improve the students' understanding and their accomplishment in speaking.[22] Furthermore, already existing podcasts are excellent for English language learners at all levels of language learning.

b) **Types of Podcast**

Podcasts have involves from a niche to a mainstream medium that is comparable to traditional media in terms of entertainment value. Nowadays, podcasts offer a broad range of content that might draw in sizable students' learners. According to Sharma and Barrett (2007:21), there are 6 main types of podcasts,[23] namely:

1) Interview Podcast

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[22] Utri Fitria, Machdalena Vianty, and Ismail Petrus, " Using podcast to Improve Students' Listening and Speaking Achievements," *The Journal of English Literacy Education*, (2015): 55-68

[23] Sharma, P.: Barrett, B. (2007),"Blended Learning: using Technology in and Beyond the Language Classroom". London: Macmillan

Each episode of an interview podcasts often features one or more guests in addition to one or two hosts. In this format, speakers will share their special knowledge or perspectives on a certain field, subject, or idea.

2) Dialogues podcasts

Two or more people engaged in a conversation about specific themes and topics.

3) Monologues podcasts A single person usually extemporizing (depending on your point view

4) Presentations: pre-scripted and well organized

5) A combination of some or any of the above

6) Experts or a montage of experts from radio programmers.

Based on the types of podcasts that have been presented above, this study uses a podcast dialogue because the implementation of this podcast involves 2 students in a conversation with transactional text material on the theme available in chapter 3, with the aim dialogue podcast makes students become more confident because in the dialogue podcast, students have partners in improving their speaking skills.

c) **The Advantages of Podcast**

The function of podcasts is to make it easier for students to practice the target language of English during the learning and

teaching process. According to Man (2006) that there are some advantages in using podcasts, as the following: 1) it increases students' motivation, 2) it helps to tech large class, 3) it can be used to teach students with mixed ability, and 4) it focuses attention on accuracy.[24] Therefore, podcasts are useful for learning English because they are useful as learning resources for students. According Rahmasari, Ahmad and Kamil (2021) explained that some the advantages of using podcasts in learning to speak, such as improving pronunciation, increasing motivation to practice speaking and increasing confidence in speaking English. [25]Moreover, podcasts allow students to learn to speak in a highly safe environment because they can be used anytime they want and are suitable for modern situations. It's incredibly easy to use and understand podcasts.

d) **Podcast in Language Learning as Speaking Strategy**

- **Definition of Speaking Strategy**

    Speaking strategy is an act that can be performed during language production to enhance the communication and comprehension of ideas. According to Brown, strategy is a specific

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[24] Paul Man, "Developing Students' Listening and Speaking Skill Through ELT Podcast", *Education Journal Winter,* (2006) (34).2.

[25] Wulan Rahmasari, ousef Bani Ahmad, and Acep Kamil, " Students' Perception on utilizing podcast in learning speaking skill", *Journal of Applied Studies in Language*, 5(1), (2021) 101-107.

method of approaching a problem or manipulating information to achieve goals.[26] Thus, it can be seen that speaking strategy is made possible by the learning method that students use to complete a task. In addition, Oxford showed that strategy in comprehensive learning language is a specific action, behavior, steps, or technique used to improve students' progress in developing skills in a second or foreign language.[27]

- **Podcast as Speaking Strategy**

In the process of learning language, podcasts are a provider of teaching materials for language teachers because podcasts have many topics.[28] It takes time to implement podcasts in the classroom because there are a lot topics covered. Teachers must choose and organize resources that complement the curriculum and help students improve their speaking abilities. Podcasts allow students to move away from traditional face-to-face training without sacrificing the student-teacher relationship by allowing them to use their teach-based environment system for educational purpose.

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[26] Henry Douglas Brown, *Principles of Language Learning and Teaching* (fifth Edition),(New York: Pearson Education, 2007), p. 119

[27] Rebecca L. Oxford, "Language Learning Strategies-What Every Teacher Should Know," *Boston: Heinle & Heinle Publishers,* (1990), p. 8.

[28] Galina Kavaliauskiene, "Pocasting: a tool for improving listening skills," *Teaching English with Technology*, (2008).

Podcasts in language learning gives students solid reasons to believe that they will come closer to the target language and have an impact on their motivation and attitudes. Mohammadzadeh (2010) suggest that podcast can increase students' motivation and help them speak more independently and confidently.[29] Thus, teachers can assist students in developing self-confidence and creating a comfortable learning environment by using utilizing podcast in English learning. Their improved capacity to comprehend the rhetoric of a given topic through oral performance training has made this assumption conceivable.

3. **Speaking Skill**

a) **The nature of Speaking Skill**

In both teaching and learning, speaking is a skill that needs to be honed and perfected. English has emerged as the primary language of communication in one of the world's languages. Thus, it is essential to acquire speaking skills, especially in junior high school. Speaking is a linguistic communication method that allows people to verbally express their ideas, thoughts, and feelings. To effectively communicate, it entails pronouncing words or articulation sounds. Speaking is a dynamic process that happens in

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[29] Mohammadzadeh, "Podcasts: Teacher and students-friendly technology in language teaching and learning," New Trendsin Education and Their Implications, (2010), 113-119.

everyday settings when people interact and exchange ideas on the spur of the moment. Information is produced, received, and processed in an interactive process that creates meaning. Tupan said that language is first spoken. It means that speaking is the basic competence and the most important skill of language.

In another way, oral communication involves speaking and listening as well as the receptive and productive abilities. In accordance with Cameron's statement that speaking is a form of oral communication that involves two parties: the speaker, who conveys the information, and the listener, who hears it.[30] Then also Richards and Renandia stated definition of speaking involves an acceptable form in the appropriate language should be used. Forms included grammar, vocabulary, pronunciation, intonation, and fluency. The above explanation indicates that for students to speak well, they must practice their speaking skills regularly. Speaking is a language ability that starts in listening and develops in early life. Speaking and vocabulary are necessary acquire what children read and listen to.

[30] Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), 40

b) Basic Types of Speaking

There are basic types of speaking to measure speaking ability. According to Brown (2004), the type can be as follows. [31]

- Imitative: The focuses of this category is pure in phonetic level oral production. It has nothing to do with students' comprehension (Brown, 2004). The only thing required of the student' is to repeat what they hear on a human tape recorder, such as practicing a particular vowel sound or intonation shape. Even though the criteria's primary role is phonological, various linguistic features, including prosodic, lexical, and grammatical aspects, may also be applied.

- Intensive: Is speaking that goes beyond imitation and encompasses any performance aimed at enhancing phonological and grammatical abilities.

- Responsive: This type requires students' to answer questions from the teacher or other students. Usually, the respond is meaningful, short, and authentic not in form of dialogue. This type include interaction and test comprehension but at the somewhat limited level very short conversation.

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[31] Henry Douglas Brown, *Language assessment: Principle and classroom practices*. (2004). 141-142

- Interactive: Transactional (dialogue), this responsive technique is longer and more intricate. This type aims to prepare students' to communicate and share facts, ideas, and opinions with others. Interpersonal (dialogue), which have the purpose of maintaining social relationship.

- Extensive: This type involves the participants acting as listeners and involves a lot prepared language output. They could react to the speech, but it will only be through nonverbal responses. This oral production tasks include speeches, oral presentations, and story-telling.

Based on the explanation above, it can be concluded that in applying speaking skills, there are five types that must be considered, namely: imitative, intensive, responsive (transactional, interactive, and interpersonal), and extensive (monologue).

c) **The Aspects of Speaking Skill**

Acquiring the knowledge or message being communicated by the speaker is an essential part of speaking. Speaking becomes crucial as it's a skill that enables people to comprehend information rapidly. Brown stated five criteria for evaluating students' speaking

skills, which include pronunciation, vocabulary, grammar, comprehension, and fluency.[32]

1) Pronunciation

Thornbury emphasized that pronunciation relates to students' capacity to generate understandable expressions in order to fulfill job requirements. Although students' with low speaking abilities can still have successful conversations, they may speak more clearly when they pronounce their words and have good articulation and one. As Kline (2001), the conventional or usual recitation of language is called pronunciation.[33] Thus, pronunciation becomes important because it provides context for the words said. An incorrect pronunciation may lead to a miscommunication or the offending party in a conversation.

2) Vocabulary

In order to effectively use what we have learned, vocabulary is necessary because without a big vocabulary, communication is difficult and we are unable to apply the form and purpose of what we have learned for clear communication. It's been claimed that effective communication depends greatly on word

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[32] Brown. 2004. Language Assessment Principles and Classroom Practice. 178

[33] John A Kline, *Speaking effectively: A Guide for Air Force Speakers. Alabama*: Air University Press, (December, 1989)

power. Dewi and Jimmi (2018) stated that the most crucial ingredient in building a language is vocabulary.[34] Also, it has been demonstrated that mastering vocabulary is a highly reliable indication of overall language competency.

3) Grammar

Grammar is required for students to compose accurate sentences in textual and spoken conversations. As purpura stated, the grammar objective is to emphasize the meaning of each sentence, which can bring great form.[35] Thus, the participant will be aware of the timing, word order, and grammar structure of what you just said. Grammar competency, or knowing the correct rules for speaking English, is a prerequisite for speaking the language fluently. This proves the close relationship between speaking abilities and grammar.

4) Comprehension

Brown stated that comprehension refers to a student's ability to understand everything that the speaker communicates to them.[36] This suggests that in order to be able to comprehend

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[34] Nurmala Dewi and Jimmi Jimmi, "The correlation between vocabulary mastery and self esteem on students" speaking skill," *Wanstra: Jurnal Bahasa dan Sastra*, 10(1)(Maret, 2018), 78-83

[35] James E. Purpura. *Assessing Grammar*. United Kingdom: Cambridge University Press.((2004).

[36] Brown, Teaching…, page. 8.

what is being said, both the speaker and the listener need to understand what is being said.

5) Fluency

Fluency is defined as the capacity to communicate effectively, fluently, and correctly. Fluency is the capacity to read, ease of expression, and seamless speaking and writing. In other words, the speaker is able to relate meaning and context while reading, understanding, and responding in a language in a clear and succinct manner. Yingjie emphasized that fluency is the capacity to speak easily, at a reasonable pace, and without having to think too hard about a word.[37]

d) **The Importance of Speaking Skill**

One of the most important things we need to have is the ability to speak. This skill is needed for a number of other activities besides the workplace, particularly lectures. Speaking clearly will enable us to communicate thoughts to others in an effective manner. Speaking fluently and effectively requires skill mastery, which requires guidance and encouragement because speaking is a daily necessity. Naturally, this is just as crucial while studying a second or foreign language. Based on the justifications provided

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

by a number of specialists about speaking ability. Virdyna (2015) stated that acquiring proficiency in a foreign language, especially speaking skills, is often one of the most demanding abilities developed by language learners.

4. **Transactional Text**

a) **The nature of Transactional Text**

Anderson and Murray (2002:2) said that a text is any piece of communication that has meaning, and it can be written or spoken.[38] Furthermore, English Syllabus of Junior High School states that students' need to be proficient in three types of text communication: interpersonal, transactional, and functional text written and spoken. The Syllabus gives the explanation of the three texts as follows:

1) Interpersonal text is utilized to maintain interpersonal relationships, examples the expressing of greeting, wishing, and congratulating.

2) Transactional texts exchange goods, services, and information. Examples of expressions of ability and willingness, agreement and disagreement, explaining something, asking questions, and confirming information.

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[38] Mark Anderson and Kathy Murray, "Compossing and Responding Texts", *Macillan Education Australia PTY LTD,* (2002).

3) Functional text works to carry out a task or other obligation. Greeting cards, labels, announcements, advertisement. Moreover, information reports, procedural texts, narrative texts, personal accounts, and descriptive texts for the functional texts.

Transactional text is text that describes the speaker's intention to convey meaning during a discussion and ask for and provide consent in response to a remark. In addition, Richards (2008) stated that some of the skills involved in use conversation for a transaction are explaining a need or intention, explaining something, asking a question, agreeing and disagreeing. [39]

b) **Teaching Transactional Text**

Transactional text serves as a medium for the exchange of data or services. While studying transactional text, which aims to establish and preserve social relationships. Transactional texts try to address life's necessities, such as requesting information or explain something. In this section the researcher wants to ask students to explain something by stimulating students with questions related to the topic in chapter 3 about my sweet home.

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[39] Jack Croft Richards. *Teaching Listening and Speaking.* Cambridge, England: Cambridge University Press. (2008).

c) **The Role of Transactional Texts In Teaching Speaking Skills**

Transactional text is a development of response text. Transactional text is not only limited to giving short responses, but can also convey or exchange certain information. In other words, transactional text is a text used to communicate with others to get something.[40] Therefore, the use of transactional text has a very important role in teaching speaking skills, such as: 1) this type of text encourages students to actively participate in speaking activities, with a focus on achieving communicative goals, 2) encouraging interaction, because in this text there is an interesting transactional dialogue that can improve students' speaking skills, 3) reducing their speaking challenges, with the aim that the use of transactional text can help overcome common speaking challenges such as limited vocabulary or lack of self-confidence, 4) this transactional text also emphasizes the exchange of information that is suitable for developing students' speaking skills such as asking, and giving instructions where it will be used and implemented in life, so they can easily practice and will be easy to remember.

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[40] Rizki Maharani and Zainal Arifin, "Teaching Transactional and Interpersonal Dialogues using Spontaneous Role Play," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*,(6)(2013)

CHAPTER III

RESEARCH METHOD

A. Research Method

This research used Classroom Action Research by Kemmis& Mc Taggart (1988). Action research is defined by Kemmis and McTaggart (1988) as "planning, acting, observing, and reflecting more carefully, systematically, and rigorously than one usually does in everyday life, and using the relationships between these moments in the process as a source of both improvement and knowledge.[41] This research aims to improve students' speaking abilities using the series of podcast strategy in transactional text. This follows the Classroom Action Research framework which consists of four stages: planning, acting, observing, and reflecting. Each research cycle involves three sessions, as depicted in the figure below:
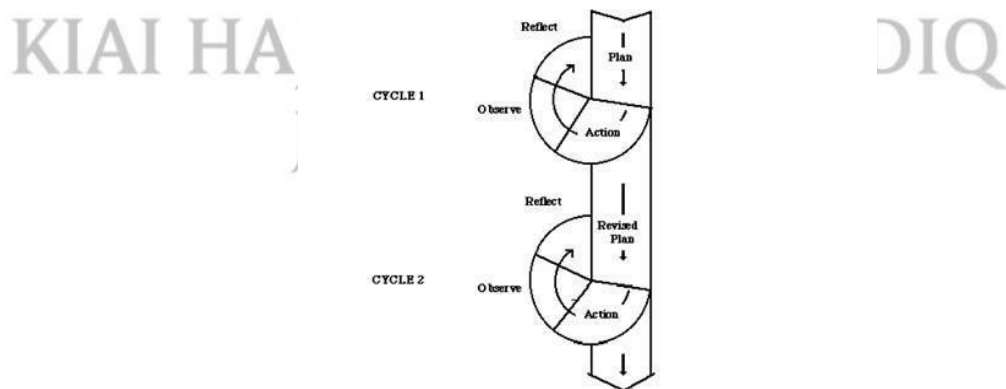
Figure 3.1 Cycle of Classroom Action Research Kemmis and McTaggart Model (1988:11-14, cited in Burns 2010)

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[41] Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, Action Research Planners: Conducting Critical Participatory Action Research. (Springer: Acid-free Paper, 2014): 18

1. **Planning**

   To solve the problems in this study, the researcher conducted observations, initial interviews with teachers, and a pre-test before the action. The researcher will work together with the English teacher to solve the problems and conduct this study. In the preparation stage, the researcher first consulted with the English teacher to determine the subject matter and topics that followed the syllabus. Together, they chose Chapter 3 in the current curriculum as the topic and material for this study after conducting discussions. Therefore, the researcher suggests that a series of podcasts is an appropriate strategy to teach speaking skills in this context. Considerable preparations are made for an enjoyable teaching and learning experience. This entails a discussion about the implementation strategy between the researcher and teacher, after which a module was created and included in the current curriculum. Furthermore, the learning materials for the researcher focused on improving speaking skills in a series of podcasts. To properly support the teaching process more effectively, a variety of tools have been developed, such as modules, instruments, instructional strategies, assessments, and success criteria.

   Teaching procedure implementing series of podcast:

a. The teacher explained the material in Chapter 3 of the current curriculum.

b. The teacher gave some examples to the students about the topics in the material.

c. The teacher asked students about their understanding of the topic and provided further explanations when there were still students who didn't understand.

d. The teacher explained how to implement and play the podcast series, which is a learning strategy in current teaching.

e. At first, the teacher divided students into several groups, each consisting of 2 students.

f. Next, the teacher chooses one group to come forward and face each other to do the podcast series according to the directions that have been explained.

g. The teacher gave each group 3 minutes to have a direct conversation according to the topic and did it in turns.

h. As the activity progresses, the researcher corrects the conversations carried out by each group that appear according to the aspects contained in the speaking assessment.

i. The teacher will repeat the same activity on a different topic later.

2. **Acting**

    The researcher and the English teacher carry out the plan's execution after it has been planned. In this stage, the researcher assists and

keeps a close eye on the activities as the teacher introduces the series of podcast as a fresh strategy to the teaching and learning process. The instructor assesses the students' comprehension of the subject matter on transactional text before presenting the new technique to them. The teacher then goes over the idea in more detail, providing examples and introducing different terms that are connected to the subject matter. If more information or clarification is required, the teacher evaluates the students' comprehension and provides it. Subsequently, the teacher gave the class an assignment to practice pretending to be in a podcast conversation. Additionally, in order to assess students' performance, researchers and English teachers observe classroom activities.

3. **Observing**

The teacher and researcher have supervised the teaching and learning process while implementing a series of podcast strategies during this phase. Furthermore, the researcher will give a final test to evaluate the development of their speaking skills before and after the implementation of a series of podcasts as an innovative pedagogical approach and the utilization of transactional text content. Data and problems are recorded using observation sheets in each session during the observation phase.

4. **Reflecting**

English teachers and researchers examined the teaching and learning strategies used in the study. Both the teacher and the researcher evaluated the students' speaking abilities and created plans. They also decide whether to proceed with the research to the next cycle or end it after the first cycle, since it satisfies the success criteria.

According to Farrell (2013), reflection for action is defined as teacher thinking about future actions whose purpose is to make improvements to or change current practice in teaching learning. Furthermore, the researcher will use the reflection by Farrell (2017) that consists of three types of reflections:

a) Reflecting in-Action

Reflection In-Action is type of reflection encompasses not only the "theories-in-use" that guide teachers' actions, but also the positive and negative surprises that arise during the teaching-learning process, as well as the teachers' ability to address them. Furthermore, the teacher and researcher collaborated to observe the students during the implementation.

b) Reflecting on-Action

Reflection On-Action involves evaluating the lesson to gain a better knowledge of the class context, including how and why particular events occur. Additionally, in reflection on-action

enables teachers to describe their observations consider students' needs. In this stage, the both researcher and English teacher collaborated to make assessment for students and also classroom management.

c) Reflecting for-Action

In reflection for-action allows teachers to describe classroom observations and justify decisions. It also allows the teachers to identify areas for improvement in future classes. Additionally, in this stage, the researcher and English teacher collaborated to refine and revise for the next cycle.

B. Research Setting

This Classroom Action Research was conducted by researchers at seventh grade level at SMP Plus Bustanul Ulum Puger for 2023-2024 school year. This school is located on Jln. K.H Abdullah Yaqien No. 1-5 East Krajan, Mlokorejo, Puger. The reason why the researcher chose this school as the research location because previously the researcher had conducted small research there during lectures, namely during the microteaching final exam and after interviews with English teachers, it was found that students there are problems in learning English, namely the lack of practice and strategies in the learning process it makes lower students' speaking ability. Researchers suggest employing suitable tactics to enhance students' speaking abilities through learning while utilizing the podcast series as a speaking strategy in

order to solve this issue. This research involved 33 students, and an English teacher named Ms. Maryam is a seventh-grade English teacher. This particular class was chosen because it aligns with material selected by researchers in the curriculum for seventh grade students.

C. **Technique of Collecting Data**

   1) Observation

   Observation is the process of giving the sensory study object your full attention. At the research site, the researcher observed the people and their activities and took observation sheet about them. It can to confirm information shared during face-to face encounters and to fulfill the observation tasks.

   2) Observation sheet

   In this instance, two observation sheets are used by the researcher. The purpose of the first sheet is to observe the students, and the second sheet is to observe the teacher. These observation sheets are intended to keep track of the activities of both teachers and students while they are instructing and learning.

Tabel 3.1 Assessment criteria for the observation sheet

No.	Teacher Activity	Students Activity
1.	Teacher prepare the material well	Students give attention to teacher's explanation
2.	Teacher carried out according to the procedure	Students understand the teachers explanation
3.	The teacher provides an evaluation after the teaching module is taught.	Students active during learning process such as asking questions about the teacher's explanation
4.	The teacher asks students about their difficulties and understanding	Students do the evaluation well
5.	Teacher applies a strategy of series podcast in teaching speaking skill	Students feel enthusiastic doing speaking test by using series podcast

Tabel 3.2 Observation sheet assessment category

Presentage	Category
0-25	Less
26-50	Enough
51-75	Good
76-100	Very Good

This classroom action assessment is declared successful if: 1)

The educational activities of the students fulfill the appropriate

standards, 2) Activities for teacher instruction satisfy high standards, 3) The students speaking skill meet the good criteria.

3) Test

Tests are conducted both prior to and following the implementation of the research in order to evaluate any improvements that may arise. The test that is conducted initially is called the pre-test, and the test that is administered later, following the research, is called the post-test.

- Pre-test

In what is known as the pre-action phase, researchers will begin conducting instructional and learning activities. In this stage, researchers will take on the role of teachers and provide information about transactional text in the form of speaking test, without including the strategy series of podcasts. Furthermore, pre-tests will be administered to assess students' speaking proficiency prior to instruction utilizing a podcast series as a novel approach to teaching speaking.

- Post-test

Following teaching and learning activities, the researcher will administer a post-test to the students after

supplying them with information about transactional text in the form of speaking test. In this instance, test results are used by researchers to evaluate how much students' speaking abilities have improved as a result of employing the podcast series as a speaking technique in English language instruction.

- Speaking Assessment

Speaking assessments examine a student's ability to speak and address a variety of topics, including fluency, vocabulary, grammar, and pronunciation. It is made up of the grades received for the speaking assignments that the students completed. Both the pre-test and post-test are used to determine this score. The score ultimately acts as a gauge for whether or not employing the podcast series as a speaking technique has improved students' speaking abilities.

Tabel 3.3 Speaking Assesment adapted of Douglas Bown[42]

Aspects	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent
Vocabulary	5	Used varied vocabulary which are appropriate with the context
	4	A few vocabulary used which are inappropriate with the context
	3	Able to speak with some various vocabulary
	2	Has speaking vocabulary sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can't explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow

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[42] H Douglas Brown, „Language Assessment", Principles and Classroom Practices. California: Longman University Press, 2003.

	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent.

Note:

Maximum Score = 25

$$Score = \frac{\text{The Result of Score}}{\text{Maximum Score}} \ X \ 100$$

For example:

1. Dinda score : Grammar   = 3

            : Vocabulary   = 4

            : Comprehension   = 4

            : Fluency   = 4

            : Pronunciation   = 3

Total score   = 18

Dinda's score $= \frac{18}{25}$ x 100 = 72

So, we can conclude that Dinda's speaking score is 72.

4) Documentation

Documentation, also known as document review, is a method of data collection that involves gathering and examining documents, including written, visual, and electronic ones.[43] The researcher was also able to add supporting data because of the documentation. The

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[43] Suharsimi Arukinto, Prosedur Penelitian Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2006), 223.

information gathered included: 1) The profile of SMP Plus Bustanul Ulum Puger, 2) module, and 3) pictures and recording during observation.

The pictures shot during the teaching and learning process, conversations between researchers and English teachers, the teaching and learning process, and the application of podcast series as speaking strategies in educational activities.

D. Data Analysis

For the purpose of data analysis in this study, the researcher employed two instruments: qualitative and quantitative data. Test scores and speaking assessments will be used to analyze quantitative data, while to analyze qualitative data will be used observation and observation sheets. The explanation is as follows:

1) Qualitative Data

In this study, qualitative data were gathered during the observation. Researchers observed the teaching and learning process and interviewed informants before and following the classroom action research. Things to consider when gathering qualitative data include student expressions, comprehension, attitudes, activities, enthusiasm, and confidence during the teaching and learning process.

2) Quantitative Data

In this study, quantitative data was collected through tests whether or not students' speaking skills have improved as a result of learning strategies that involve using a podcast series as a speaking strategy. Quantitative data was collected data through tests which are processed using descriptive statistical analysis to find the average of students' speaking skills and the percentage of the class.[44] In an attempt to determine the students' average speaking score, the researcher employed the formula:

$$Mx = \frac{\sum x}{n}$$

Notes:

Mx : Mean

$\sum$: Individual Score

N : Number of Students

For the example:

Students' total scores that obtained on the test = 80 x 25 = 2.000

Number of students = 25

$Mx = \frac{2.000}{25} = 80$

So, we can conclude that the average of students speaking scores is 80.

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[44] Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2015), 43.

Then, the researcher tried to get the number of students' percentage who passed KKM of 70 (seventy), as follows formula:

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

Notes:

P: The class percentage

F: The number of students who passed the target score

N: Number of students

For the example :

The total score of students who passed the target score = 20

Number of students   =25

$$P = \frac{20}{25} X\ 100\% = 80\%$$

So, we can conclude that the number of students' percentage who passed KKM of 70 is 80%.

E. **Validity of Data**

This research used content validity, that the represents all of the instruments related to the material being taught. In order to ensure the research's validity, the investigator gathered both qualitative and quantitative data. These data comprise the instruments used in this research, which are observation sheets, tests, and speaking assessments. Correct observation of the research was possible for the researcher.

F. Criteria of Success

A criterion of success is a metric used to assess the success of research. For research and learning to accomplish their goal, teachers must establish success criteria. Students' progress in the learning process can be measured in a number of ways. Here are some indicators of the success criteria:

1) When a module is applied 75%-100% of the time, it is considered a successful learning process.

2) An average students' learning activity is considered successful if it achieves the success target, with an average score of 70.

3) A learning process is considered effective if 70% of students engage in it and meet the required minimum standards of success.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents about the profile of the school, research finding and discussion. The detail of the research processes were presented below:

A. **Profile of SMP Plus Bustanul Ulum Puger**

   SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember was located in KH. Abdullah Yaqien Street, No. 1-5, Krajan Timur, Mlokorejo – Puger – Jember. This school was founded by K.H. Syamsul Arifin Abdullah in year 2000. SMP Plus Bustanul Ulum is one of the Islamic schools in Jember. SMP Plus Bustanul Ulum is held to develop attitudes, abilities, knowledge and skill of the students that are prepared to live in the society and prepare students for the future to enter the higher education.

B. **Research Findings**

   This section included the result of the Classroom Action Research (CAR). This research used the model from Kemmis and McTaggart. The research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted at Seventh Grade of Junior High School in Academic Year 2024/2025. This research was carried out in two cycles. The implementation of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The research was conducted

of six meetings in two cycles, and for the final meeting of each cycle conducted is a post-test including a speaking test.

Based on the observation activities that have been carried out to find out and identify problems that occur in students during the learning and teaching process, it shows that students are still less confident when speaking in front of the class to express themselves. Therefore, the researcher conducted a pre-test and post-test to measure students' speaking abilities and conducted observation sheets to determine their speaking improvement while using a series of podcasts as a speaking strategy in transactional texts. The results of the pre-test and post-test showed that students experienced an increase in their speaking abilities as seen from the scores obtained before and after using a series of podcasts.

The result obtained in the pre-test stage was a percentage score of 32% of 9 students, while the 19 students from this result were known to have low scores obtained in the pre-test. The researcher concluded that from cycle 1 up to cycle 2, the students' speaking skills were improved. It showed that the percentage of students' improvement up to 67% of students' improvement, as stated by 19 of 28 students who finished in cycle 1. The percentage of students' improvement in cycle 2 has increased to 86%, that were 24 of 28 students who finished the scores.

The result of observation sheets showed that Students experienced an increase during the implementation of podcasts as a speaking strategy to

improve their speaking skills in transactional texts. Students feel more confident speaking in front of the class because these podcasts are interactive activities between 2 people in a flow without any barriers, especially when associated with transactional texts that contain simple English expressions that they often hear. Therefore, they find it easier to understand and improve their speaking. The findings of the cycles are as follows:

1. **Preliminary Research**

   The researcher carried out the Preliminary research or Pre-Cycle stage before implementing the action. First, the researcher interviewed the English teacher and students of 7th E. This interview activity was designed to identify students' problems during the teaching and learning process. Following the interview, observation activities were conducted to assess students' learning processes and conditions during the teaching and learning process. In this preliminary research, the researcher gave a speaking test as a pre-test. The speaking test was intended to assess or evaluate students' speaking skill and to found out the pre-test scores. The result in preliminary research showed that there were many students who had a lowest score under the criteria of success (KKM) 70. The followings score of students in preliminary research:

Table 4.1

Students' Speaking Score in Preliminary Research

No.	Name of Students'	Students' Score
1.	AUIT	76
2.	AJ	52
3.	ADMJ	56
4.	ANI	72
5.	AS	42
6.	ARM	52
7.	AMZ	72
8.	APD	56
9.	BAK	48
10.	DS	60
11.	EFN	72
12.	END	76
13.	EFA	52
14.	FIR	80
15.	FGR	60
16.	GR	52
17.	IBH	72
18.	KAA	52
19.	MH	52
20.	NAA	42
21.	NUH	48
22.	RML	56
23.	RNH	52
24.	SSA	60
25.	SS	48
26.	SAH	52
27.	TL	72
28.	UBH	72
Total		**1.656**

The researcher calculated the data by using the formula bellow:

a. Mean of the students' 7th E Class score $= Mx = \dfrac{\sum x}{n} = \dfrac{1.656}{28} = 59,1$

b. Percentage of completeness of speaking skill $= P = \dfrac{F}{N}$ X 100%

$$= \dfrac{9}{28} x \ 100\%$$

$$= 32\%$$

The result of the preliminary study above could be concluded the data that the students mean score was 59,1 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 70) was 32% or 9 students. It could be said that the students' speaking skill was still low from the other skill. The further action in better learning was needed to improve students' speaking skill. So the researcher was hoped that by using a series of podcasts as speaking strategy could be solutions and improve students' speaking skill.

From the result of interview and observation in preliminary study, this showed that there are several obstacles experienced by students, including 1) students are still afraid and have little confidence in speaking, 2) they often just memorize and do assignments in class 3) a lack of practice speaking in front of the class during the teaching and learning process 4) the teacher only explains the material and asks students to do

exercises. This can be seen from the results of one interview English teacher is attached in Appendix 2. It was concluded that the teacher did not provide new learning strategies for improvement students' speaking skills.

Figure 4.1

Students do the pre-test

From the data above it can be concluded that the speaking skills of class 7thE students are still low and in need a strategy that can help in speaking skills to be more confident and brave. Because of that, the student's pre-test score does not exceed the minimum standard or KKM. Then the researcher continued learning with the class 7thE class action research to improve students' speaking skills by applying Podcast series strategy on Transactional text in cycle 1.

2. **Research finding in Cycle 1**

In this cycle, there were four stages in implementing of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The details of the activity were as follows:

a. **Planning**

First, the researcher met English teacher to discuss about the students' speaking problem and the strategy when teaching and learning process. The researcher discussed with the English teacher in teacher's room of SMP Plus Bustanul Ulum Mlokorejo Puger Jember. In this stage, the researcher prepared everything to conduct action research in class 7th E for the first cycle. There are several instrument prepared by researcher to collect data such as preparing the module to carry out learning. In addition, researcher prepared learning media, example of transactional text, module and students' observation sheets. In this first cycle the students will be carry out the post-test which the KKM 70. If the students can pass the KKM the cycle will stop, when not pass the KKM will be continued in the next cycle.

b. **Result acting and observing**

In this phase, the researcher taught speaking in two cycles. Each of the cycle consisted of three meetings: two for teaching and one for a speaking test. The lesson plan guided the process of teaching speaking skills. The findings from each meeting were explained below:

1) First Meeting

The first meeting was conducted on Thursday, 7th of November 2024 at 07.30 – 09.00 am during the first and the

second lesson hours which were allocated (2×45 minutes). During this session, there are several activities carried out the teacher, such as greeting, praying, checked students' attendance list, and asked to them about their feeling and condition. The condition of the 7th E was enjoyed and happy. In this meeting, the students were present in the class its only 21 students, because 7 students were got permit.

The teacher then introduced the day's topic in chapter 3 "Home Sweet Home". The researcher began to explain about the material about transactional text that contained in chapter 3 (Home Sweet Home) there are preposition of place, there is/there are and part of room. Subsequently, the teacher displays pictures of prepositions of place and parts of room as supporting material to make it easier for them to understand the material. After the teacher explained, then the teacher gave the example about how to describe what is in the house and the conditions in the house. After explaining about the material and the example of it, the teacher asked the students questions orally to make sure the students' comprehension. There were several students who were brave and felt confident to answer the question, while other students still feel embarrassed and afraid to pronounce the sentences. In addition, the researcher

observed the students during the teaching and learning process by checking the observation sheet. (**See Appendix 6**)

Figure 4.2

The teacher is explaining the material for students

Based on the observation sheet, the researcher saw that the students' looked enjoyable in during learning about transactional text on the material contained in chapter 3. However, there are still some students who have problems in speaking skill, such as being embarrassed to answer questions when researchers ask and they are afraid to express something. Hence, the researcher had to try and see the improvements of the students' speaking ability with the informed students to use the podcast series as a new strategy on the next meeting.

2) Second Meeting

The second meeting was conducted on Saturday, 9th November 2024 at 09.00 – 10.30 a.m. The researcher opened the class by greetings and asked the students to lead a pray.

After that the researcher checked the students' attendance list and asked the students condition to warming up the class situation. On that day, one student was absent because she was getting sick.

Formerly, the researcher reviewed and asked the students about the last meeting to refresh the students' memory. At this meeting, the researcher took the same action as the previous meeting's learning plan, which was about transactional text that contained the material in Chapter 3, but at this meeting the researcher will explain about transactional text that contained the material in Chapter 3 and practice it using podcast series. The researcher also gave a little explanation about the podcast as a learning speaking strategy and how to play it.

At this second meeting, the researcher tried to implement a podcast strategy on transactional text which contained the material that had been explained. The researcher divided the students into several groups and each group only contained 2 people without coming to the front of the class. During the implementation, students feel interested and enjoy the strategy applied in the classroom even though they are still confused and shy to talk.

Figure 4.3

The students' rehearsel to implement the strategy

After the activity, the researcher informed them that in next meeting they would get speaking test using a podcast such as this activities that have been carried out. After the researcher informed that, the student was shocked and complained to the researcher. They asked to the researcher not to give them a test because they still was afraid and feeling nervous if they should improve their speaking in front of the class. In the end of the class, the researcher asked them to learn more about the material. Then, the researcher gave a suggestion to the students, greeted to them and left the class.

3) Post Test in Cycle 1

After 2 meetings have been completed, then the researcher conducted a post-test on Thursday, 14th November 2024. The researcher began the lesson by greeting the students, leading a group prayer, and taking attendance. Before starting

the post-test, the researcher gave a little explanation about the procedure for carrying out tests using the podcast strategy. (**See Appendix 4)**

Figure 4.4

Students' do the post-test in cycle 1

After completing the test, the total scores this post-test was 2.016. The average students' score was 72. The percentage of students who passed the KKM was 67%. It can be concluded that students' speaking score post-test in cycle 1 can increased from students' scores from pre-test scores. However, the scores obtained by students have not met the requirement of the success criteria of this study. Therefore the researcher conducted the next cycle.

Table 4.2

Observation sheet for students

No.	Indicators	1	2	3	4	5
1.	Students give attention to teacher's explanation			√		
2.	Students understand the teachers' explanation			√		
3.	Students are active during the learning process		√			
4.	Students do the evaluation well			√		
5.	Students feel enthusiastic doing speaking test by using series podcast		√			

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Criteria	Percentage
Very Good	80% - 100%
Good	60% - 80%
Fair	40% - 60%
Poor	20% - 40%
Very Poor	0% – 20%

$$P = \frac{F}{N} \; X \; 100\%$$

$$= \frac{13}{25} \; X \; 100\% = 52\%$$

From the result of observation checklist above, it was concluded that from the observation student participant sheet categorized fair 52%. The students paid attention and interested in learning process by using series podcast strategy, but they were still less understanding the vocabulary and less confident to speak in front of others. The students were difficult to answer the question that delivered by the teacher. So it will be more explain and revise the lesson plan in the next cycle.

c. **Reflecting in Cycle 1**

In reflection phase, the researcher used Farrell (2013) reflection for action is defined as teacher thinking about future actions whose purpose is to make improvements to or change current practice in teaching learning. Reflection on the first cycle includes evaluating the teaching and learning process and analyzing the result on post-test 1 scores. In this reflecting, the researcher evaluated the students' speaking skill during teaching and learning process by using podcast as speaking strategy. The researcher evaluated it by looking at the data that had been collected.

1) Reflection In Action

At this time, the researcher has done research at SMP Plus Bustanul Ulum Mlokorejo-Puger, which involves teaching in class 7th E involving 28 students. While studying in that class, teachers and researchers deliver the material well. At the first meeting of the class, they looked so excited and paid attention because of this meeting, they learn how to be handled by their teacher. At that meeting, the teacher gives the material contained in chapter 3, "Home Sweet Home," which corresponds to the module. During that time, some students noticed that they were still allowed to leave class, such as going to the bathroom or being sent by their families because it was still within the scope of the Islamic boarding school, that's where the researcher provide lessons about morals value and reminded all students to minimize permission next time if it's not something very urgent.

At the second class meeting, the researcher taught students how to use the podcast series as a speaking strategy to measure their speaking ability. During the implementation trials, the researcher found that students enjoy it even though they are still confused and shy to talk.

At the last meeting as a post-test, the researchers saw that there are still many students who lack confidence. However, they were more courageous in speaking in front of the class than before implementing the strategy when the pre-test was carried out at the initial meeting. So, researchers must also provide motivation, such as providing icebreakers and feedback that can increase their enthusiasm for speaking.

2) Reflection On Action

In this step, the researcher continued the activity by reflecting on the learning process that had been carried out by asking students about the activity of using podcasts at the end of the learning. Some of the students' responses were that they said speaking English was difficult, lacked vocabulary, and found it difficult to pronounce it. On the other hand, the researcher must improve or revise the module for the next meeting.

3) Reflection For Action

At this time, the researcher discussed with English teachers to revise the module so that they would be more enthusiastic. Apart from that, researchers and teachers must also pay attention to the potential of students without discriminating. Researchers and teachers also gave messages

about the importance of respectful manners to all students in the class. In addition, researchers and teachers agreed to revise the module so that students can better understand the delivery of the material by adding vocabulary related to the material through media in the form of a projector so that students can focus more on improving their speaking in front of the class.

Based on reflection in cycle 1, several plans need to be revised and implemented in the following cycle, such as the addition of vocabulary and the provision of motivation at the beginning and the end of the teaching and learning process, which was further checked by the English teacher. So, the researcher continued to cycle 2 to improve students' speaking skills using the podcast series as a speaking strategy in transactional texts to fulfill and achieve the criteria of success with the hope that it can provide better results, have a good impact on students' post-test scores and make students more confident and enjoy to practice speaking from the previous cycle.

3. **Cycle 2**

a. **Planning**

Before revising the cycle 2 lesson plan, the researcher collaborated with the English teacher. Both concentrated on resolving problems and difficulties encountered during cycle 1. The students

were difficult to speak because of limited vocabulary related to the material. In cycle 1 the researcher and teacher only presented vocabulary that only existed at home.

This action in cycle 2 was identical to those in cycle 1. The difference is that in cycle 2 both the teacher and researcher attempted to explain and provide additional vocabulary. The researcher should then motivate and embrace the students during the teaching and learning process in order to increase their scores and performance in post-test 2. The lesson plan that has been revised in appendix (3).

b. Result acting and observing in Cycle 2

In this phase, the researcher conducted cycle 2 using the module that had been revised and discussed by the researcher with English teacher. The researcher and English teacher conducted the same activities in the classroom of using the podcast series as speaking strategy in teaching learning process. However, in cycle 2, researchers and English teachers have different and additional material, namely adding vocabulary about the material in the form of vocabulary outside and around the house along with pictures.

1) First meeting in Cycle 2

The meeting 1 in cycle 2 conducted on Saturday, 16th November 2024. In this cycle, the teacher will again handle the learning activities. The English teacher opened the class by

greetings and asked the students to lead a pray. After that the English teacher checked the students' attendance list. The researcher and the English teacher carried out the same activities as in cycle 1 but the teacher added vocabulary about the material in the form of vocabulary outside and around the house in accordance to the module that had been revised.

Figure 4.5

The teacher is explaining the material to the student

During the teaching and learning process, the students really pay attention to the teacher's explanations and occasionally the teacher provides motivation so that the students are more enthusiastic and braver to speak fluently in front of the class. In addition, from this meeting showed an increase in student's participation during the teaching and learning process. So far the module that had been revised and discussed with the English teacher has improved classroom learning.

2) Second meeting in Cycle 2

This meeting conducted on Thursday, 21th November 2024. At this meeting the class carried by the researcher. The researcher acted as a teacher in the class. The researcher carried out several activities in the classroom, the researcher opened the lesson by greeting the class and asking students to lead the prayer. After that, the researcher checked the students' attendance list and gave motivation before continued the lesson.

At this time, researcher also carried out the same activities as meeting 1, which focused on improving students' speaking ability using podcast series as speaking strategy on transactional text. The researcher explains again about implementing this strategy and how to do it. In addition, the researcher asked students again about the material and some additional material that had been provided, whether there were still difficulties in understanding this podcast strategy. But, they felt more attentive during the first and second meetings in this cycle. For the observation from 1-2nd meeting cycle 2 in Appendix 6. Here is the result observation in meeting 2.

Table 4.3

Observation sheet for students

No.	Indicators	1	2	3	4	5
1.	Students give attention to teacher's explanation				√	
2.	Students understand the teachers' explanation				√	
3.	Students are active during the learning process				√	
4.	Students do the evaluation well			√		
5.	Students feel enthusiastic doing speaking test by using series podcast				√	

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Criteria	Percentage
Very Good	80% - 100%
Good	60% - 80%
Fair	40% - 60%
Poor	20% - 40%
Very Poor	0% – 20%

$$P = \frac{F}{N} \; X \; 100\%$$

$$= \frac{19}{25} \; X \; 100\% = 76\%$$

Figure 4.6

Students' pay attention to teacher's explanation

The strategy

From the result of observation of students' participation checklist, that had been done by the researcher showed a number 76%. There was an increase from the observation sheet in the previous cycle from 52% in the first cycle, and there was increase in the second cycle in meeting 2, that was 76%. It can be concluded that student participation in learning by using series podcast strategy had a good impact.

3) The Result of Post-test in Cycle 2

On this meeting, the researcher conducted a post-test on students as in the post test in cycle 1. The researcher also

evaluated and measured the second speaking post-test scores from 5 aspects: vocabulary, grammar, comprehension, pronunciation, and fluency. The test was conducted on Saturday, 23th November 2024. The result showed an increase in students' scores on the second post-test.

Table 4.5

Students' speaking score in Post-test Cycle 2

No.	Name of Students'	Total Score	Failed/Passed
1.	AUIT	84	Passed
2.	AJ	72	Passed
3.	ADMJ	72	Passed
4.	ANI	80	Passed
5.	AS	76	Passed
6.	ARM	72	Passed
7.	AMZ	76	Passed
8.	APD	64	Failed
9.	BAK	76	Passed
10.	DS	72	Passed
11.	EFN	84	Passed
12.	END	88	Passed
13.	EFA	76	Passed
14.	FIR	90	Passed
15.	FGR	72	Passed
16.	GR	76	Passed
17.	IBH	76	Passed
18.	KAA	72	Passed
19.	MH	76	Passed
20.	NAA	80	Passed
21.	NUH	72	Passed
22.	RML	68	Failed
23.	RNH	76	Passed
24.	SSA	64	Failed

25.	SS	76	Passed
26.	SAH	64	Failed
27.	TL	80	Passed
28.	UBH	76	Passed
Total		**2.110**	
Average		**75,3**	

The researcher wants to find the percentage of students who graduate with a score above the KKM in percentage form. Researchers use the formula below to determine the percentage of students who achieve the success criteria:

$$P = \frac{F}{N} \; X \; 100\% = \frac{24}{28} \; X \; 100\% = 86\%$$

Notes:

P: the class percentage

F: the number of students who passed the target score

N: number of students

Figure 4.7

Students' do the post-test in cycle 2

Based on the table above it can be seen the scores obtained the KKM, there are 24 students who passed KKM (70). Data on the percentage of 24 students who passed (KKM 70) is 86%. The average students' score was 75,3. From the data above it was also found that there were 4 students who did not receive the minimum individual passing score (KKM 70).

c. **Reflecting in Cycle 2**

    1) Reflecting In-Action

During the teaching and learning process, the class looked so serious because of this meeting handled by the English teacher. The same in cycle 1, the teacher gave the material but added vocabulary and display it in the pictures on the projector accordance with the module that had been revised. Then, the teacher warmed up the students by providing motivation about enthusiasm for learning, especially to be more confident in speaking in front of others.

The English teacher concluded that the students saw a lot of changes. Students seemed to have a lot of good progress in this cycle 2. It can seem from the result of the participation checklist observation that there is an improvement in activities in class, students' understanding of the material presented, and

more interaction with the questions and answers with the teacher.

In this session, the progress shows in the result of post-test 2 scores increased from post-test 1, from 49% to 92%. This was said to be successful in this research. The scores obtained the KKM, there was 17 students who scored up to 75 or passed the KKM, but 2 students still did not reach KKM score. It can be concluded that this research was successful and completed in this cycle, there is no need to continue with the next action plan.

2) Reflection on-Action

In this section, the teacher and the researcher agree about the learning process in class 7thE for speaking class went well. The researchers and English teachers carry out learning according to modules that have been revised and discussed together, resulting in students getting good scores in post-test Cycle 2. So, the results of using this strategy have a good effect on learning especially in improving students' speaking skill. This proven that students test scores increased and also the students were interested in using a series of podcasts strategy.

3) Reflection for-Action

Based on the discussion of researcher and the English teacher about the teaching and learning process that has been carried with the strategy it shows that this can improve students' speaking skills using podcast series as speaking strategy on transactional text. After this learning practice they look more active, do not leave the room during learning, enthusiastic, and interested in this learning. In addition, from the results of the post-test in the cycle 2 and the results of the observation sheet, it has met the criteria of success. Therefore, the English teacher claims that this researcher was successful in using a series of podcasts as a speaking strategy to improve students' speaking skills in transactional text as seventh grade.

C. Discussion

This section presents a discussion of the research findings on the use of a series of podcasts as a speaking strategy to improve students' speaking skills in transactional texts. This research was conducted in 2 cycles and consisted of three meetings. Two meetings for the treatment of speaking strategies in the teaching and learning process, and one meeting to measure students' learning outcomes through a speaking test.

In this discussion, the researcher compares the present study to other previous research findings related to improving students' speaking skills through a series of podcasts. The previous research from Prasetyo & Vianty

(2011) found that podcasts make a good contribution in case of improving students' speaking achievement.[45]

From the data in the pre-cycle, the percentage score of students was 32% and the average of students who reached the KKM was 59,1 or 9 students, while the 19 students. It can be said that the their speaking ability is still low scores. After the application of using a series of podcasts as a speaking strategy, there was an increase in students' speaking skills. The data obtained from the post-test I results shows that the average score of students after the implementation of the series of podcasts as a speaking strategy in transactional text is 72, with a total score 2.016 and for the percentage of students who meet the Minimum Completeness Criteria (KKM) 70 is 67 %, or 19 students out of 28 students. While 33% or 9 students did not pass the Minimum Completion Criteria (KKM) 70. Therefore, this cycle was continued to the second cycle, because it still did not meet the success criteria. The percentage of students' improvement in cycle 2 has increased to 86%, with the total scores being 2.110, or that were 24 of 28 students finished the scores, and 4 students still did not reach a KKM score. So, this research is to be successful because the result of students' speaking skill test scores can increase, and the success criteria can be achieved.

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[45] Mifta Danu Prasetyo, Machdalena Vianty, and Hariswan Putra Jaya, "Using Podcast to Improve Students" Speaking. *Provided by Universitas (UNSRI): E-Journal*,(2011), (3), 55-68

The implementation of using a series of podcasts as a speaking strategy in transactional texts has proven effective in improving student learning, especially in speaking skills. This can be seen in students' better speaking skills before and after applying the strategy in 2 cycles. Students showed high enthusiasm in talking to their friends, so they were more focused and actively involved during learning.

In addition, during the teaching and learning process using a series of podcasts, students gave a good response, this can be seen from the student observation sheets in class and students' engagement theory. Thus, based on the engagement theory that has been explained previously, the existence of this series of podcasts can attract students' interest to continue practicing so that later it can be seen from their speaking scores which can improve. Students are interested and encouraged to follow the learning process. This strategy provides interactive, fun interactions, and they feel more confident when speaking, and they can add vocabulary that is very easy to pronounce because it is related to expressions that they often know, thus increasing students' interest in learning. Furthermore, speaking has improved after implementing a series of podcasts as speaking strategies: pronunciation, vocabulary, grammar, fluency, and comprehension.

In the end, the results from the observation sheets and speaking tests prove that this strategy improves students' speaking skills, which is the main objective of this study.From this, it can be concluded that the use of a series of

podcasts as a speaking strategy in transactional text at the Seventh Grade of Junior High School has improved.

Previous studies have shown that digital storytelling improves students' language skills. The first from Nurisma and Kusumawati (2020) showed that the results have shown that the implementation of podcasts to facilitate the students in practicing their speaking skills is quite effective. The teacher can accommodate the students' needs to develop their speaking practices an online mode with the use of a podcast.[46] Additionally, Oktavia (2023) stated in this research finding that podcasts are an effective medium to improve their English abilities. Perception students feel that podcasts can improve their self-confidence, motivate them to try, and feel more relaxed. [47]

This study uses the classroom action research method of Stephen Kemmis and Robin McTaggart (1988) to investigate how podcast series can enhance the speaking abilities of seventh-grade students in transactional texts in a sustainable way, in contrast to earlier research that typically concentrated on general language skills and specific materials in the application of podcast series. It makes a new contribution to the existing literature by filling a gap in related research.

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[46] Radina Anggun. N., & Eny Kusumawati., "The student-created podcast to facilitate EFL speaking: A case study in online environment",.(2020)
[47] Alfina Yulianti Oktavia,." EFL students' perceptions of using podcast to develop speaking skills", *Jurnal Penelitian, Pendidikan, dan Pembelajaran*,(2023)

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the findings and discussion, it can be concluded that the use of a series of podcasts as a speaking strategy on students' speaking skills in transactional texts has a significant impact. Students are more motivated and interested in producing their best conversations with their friends without feeling awkward, and look more flowing and relaxed. Furthermore, the selection of using a series of podcasts in transactional texts can be easily accepted and understood by students to improve their speaking skills.

Speaking has improved after implementing a series of podcasts as speaking strategies: pronunciation, vocabulary, grammar, fluency, and comprehension. This strategy has proven effective in enhancing students' engagement in practicing their speaking skills. They have more flow when speaking with their friends. This positive outcome contributes to students' perceptions, where learning English is enjoyable rather than daunting or dull.

In addition, the researcher concluded that the using of series podcast as speaking strategy have effective impact on teaching and learning speaking classes in improve students' speaking skill. It can be seen from the result of the pre-test, post-test 1, post-test 2 and supported by the result of the observation sheet of the students participation assisted by the researcher in the

classroom. The result of the students' speaking score in preliminary data was from 32% students who passed the KKM score (70) with 59,1 as the average score. After cycle 1 the result of students' speaking scores up to 67% who passed the KKM score with 72 as the average score. This cycle was continued to the second cycle, because it still did not meet the success criteria. In cycle 2 get result the average 75,3 or 24 students who passed the KKM with 86% by adding vocabulary through media in the form of a projector and for students who did not pass the KKM score as many as 14% or 4 students.

Therefore, from the result above, it could be concluded that the use of a series of podcasts as a speaking strategy to improve students' skill in transactional text at seventh grade has proven to be effective and successfully improved students' speaking skills.

B. Suggestions

After conducting this research, the researcher offered several recommendations that could be suggested for the English teacher and the future researcher as explained as follows:

1. For the English Teacher

The English teachers can use English teachers are advised to apply the series of podcast to teach English speaking skills, because this game makes students more active in class, because series podcasts will challenge and encourage students to participate actively in the teaching-learning process.

Series of podcast helped students improve their vocabulary, fluency, and pronunciation.

2. For future researcher

For future researcher and English teacher who have the similar problem when teaching English speaking, researcher recommend using series of podcast as the strategy to improve students' speaking ability in on Transactional text. The researcher hopes this study can be used as a reference to conduct better English teaching and learning strategies.

C. Limitation of The Study

In this study, the researchers found some limitations during the research, such as: 1) limited facilities and infrastructure in the classroom during the implementation of a series of podcasts, 2) lack of student discipline when it was taking place and 3) frequent requests for permission to leave the classroom during teaching and learning process.

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APPENDIX 1

MATRIX OF RESEARCH

Name : **Maharotun Faikoh**

NIM : **T20196062**

Title	Variables	Sub-variables	Indicator	Data resources	Research method	Research focus
The use of a series of podcasts as a speaking strategy to improve students' speaking skill in transactional text at seven grade students of Junior High School	1. series of podcast as speaking strategy 2. students' speaking skill 3. transactional text	1.1 The Theory of Engagement	1.1.1 The Theory of Engagement	1. Observation 2. Observatio Sheet 3. Students' speaking test (pre-test, post-test result and speaking assessment) 4. Documentation	1. Research design: Classroom action research (CAR) of Kemmis and MCTaggart 1998: - planning of the action - implementating - observing - reflecting (Thomas S.C. Farrel: 2007) a. In-Action b. On-Action c. For-Action	1. How the way to implement series of podcast as speaking strategy to improve students' speaking skill on transactional text?
		2.1 definition of series of podcast as speaking strategy 2.1.1 Definition of series of podcast 2.1.2 Types of podcast			2. Research location: SMP Plus Bustanul Ulum Mlokorejo-Puger 3. Data collection: - Speaking Test	2. How does a series of podcasts a a speaking strategy improve

					- Observation
					- Reflection
					- Documentation
					
					4. Data Analysis:
					  a) Formula from Mills, 2011.
					
					$$Mx = \frac{\sum x}{n}$$
					
					  b) Percentage formula
					
					$$P = \frac{F}{N} \; X \; 100\%$$
						students' speaking skills in transactional text?

		2.1.3 The advantages of series of podcast 2.1.4 Podcast in Language Learning as Speaking Strategy			
		3.1 The nature of speaking skill	3.1.1 Definition of speaking skill 3.1.2 Basic types of speaking 3.1.3 The aspects of speaking skill	5. Criteria of Success: This research will be successful if the number of students who reach the minimum score (70) are equal to or higher than 70% of the total students in the research.	

			3.1.4 The important of speaking			
		4. 1 The nature of transactional text	4.1.1 The nature of transactional text 4.1.2 Teaching transactional text 4.1.3 The role of transactional text			

APPENDIX 2

OVERVIEW OF RESEARCH OBJECTS

1. **Vision and Mission of SMP Plus Bustanul Ulum Mlokorejo**

   a. The Vision of SMP Plus Bustanul Ulum Mlokorejo

   "A school with the intentions in excellence and achievement, discipline and responsibility, to become a role model in attitude, action, and has broad insight in imtaq and science technology".

   b. The Mission of SMP Plus Bustanul Ulum Mlokorejo

   1) The realization of adequate graduates.

   2) The creation of a generation that is pious, intelligent, and has a good attitude, polite and loves the homeland.

   3) The creation of harmony, emotional and intellectual in creating conducive situation for the realization of the goals of the institution and education.

2. **Featured Program (extracurricular activities)**

   a. Compulsory Extracurricular: Scouting

   b. Preferred Extracurricular: science (olympiad), scientific presentation, Indonesian literature (poem and short story), graphic design, sew.

3. **Facilities and Infrastructures**

No.	Fasilities	Amount	Condition
1.	Headmaster's Offices	1	Good
2.	Teachers' Room	1	Good

3.	Administration Offices	1	Good
4.	Library	1	Good
5.	Classroom	14	Good
6.	Musholla	1	Good
7.	Teacher's Toilet	2	Good
8.	Canteen	1	Good
9.	IT Room	1	Good
10.	Hall	1	Good
11.	Living Room	1	Good
12.	Guidance and Counseling Room (BK)	1	Good
13.	Students Council Room (OSWAS)	1	Good
14.	UKS Room	1	Good

APPENDIX 3

MODUL AJAR BAHASA INGGRIS FASE D
KELAS VII
KURIKULUM MERDEKA
CYCLE 1

A. INFORMASI UMUM

Nama Sekolah	: SMP PLUS BUSTANUL ULUM PUGER
Nama Penyusun	: Maharotun Faikoh
Mata pelajaran	: Bahasa Inggris
Fase/Kelas	: D/VII
Materi	: Chapter 3
Tahun Pelajaran	: 2024/2025
Alokasi Waktu	: 2 x 40 menit

Capaian Pembelajaran
Elemen: Menyimak-Berbicara
Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

B. KOMPETENSI AWAL

Sebelum mempelajari materi ini, diharapkan peserta didik sudah memiliki pengetahuan tentang kosa kata yang berhubungan dengan keadaan disekitar rumah sesuai dengan topic pada chapter 3.

C. PROFILPELAJAR PANCASILA

Profil pelajar Pancasila yang diharapkan dalam modul ajar ini dapat membentuk peserta didik yang berkebinekaan global, bernalar kritis, bergotong royong, kreatif, dan mandiri.

D. Media dan Sumber Belajar

   1) Media

   ➢ Papan tulis, dan sarana lain yang relevan.

   2) Sumber belajar

   ➢ Modul Belajar Siswa Bahasa Inggris untuk SMP

E. Model Pembelajaran

   • Diskusi Kelompok kecil

F. Materi Ajar

   • There is / There are
   • Preposition of place
   • Describe about parts of room in house

G. Tujuan Pembelajaran

   ➢ Peserta didik mampu memahami dan mengidentifikasi kosa kata untuk berinteraksi dalam lingkungan situasi rumah dan situasi sosial secara lisan.

   ➢ Peserta didik mampu meningkatkan partisipasi dalam kecakapan berkomunikasi dan berpikir.

H. Pemahaman Bermakna

Guru dapat memberikan pemahaman kepada peserta didik bahwa dalam chapter 3 dengan tema "Home Sweet Home" memiiki beberapa topic materi diantaranya talking about rooms and things in the rooms, preposition of place, and giving instructions how to do something in house. Dengan mempelajari materi tersebut peserda didik dapat mengetahui banyak kosa kata baru dan dapat mengembangkan kemampuan berbicaranya dalam menyampaikan sesuatu ataupun beriteraksi dengan orang lain.

I. Pertanyaan Pemantik

- Can you mentions what is in front of in your house?

J. Kegiatan Pembelajaran

Pertemuan I (2 x 45 menit)	
Kegiatan Pembelajaran	
Pendahuluan	1) Guru mengucapkan salam dan berdo'a untuk memulai pembelajaran.
	2) Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan mereka dan mengecek kehadiran peserta didik.
	3) Guru menyampaikan tujuan pembelajaran yang akan dipelajari hari ini.
	4) Guru menyampaikan garis besar cakupan materi yang akan dipelajari

Kegiatan Inti	1) Guru memberikan pertanyaan pemantik.
	2) Guru meminta peserta dididk menjawab beberapa pertanyaan pemantik yang telah diberikan oleh guru.
	3) Guru meminta peserta didik untuk mendekripsikan secara langsung didepan kelas secara individu tentang kondisi dan situasi dirumah mereka masing-masing.
	4) Guru mengamati speaking siswa.
	5) Guru melanjutkan kegiatn pembelajaran dengan menjelaskan tentang materi yang akan dipelajari yang terdapat dalam Chapter 3.
Kegiatan Penutup	1) Guru memberikan feedback dan kesimpulan secara garis besar terkait materi yang telah dipelajari.
	2) Guru memberitahu pada pertemuan selanjutnya siswa untuk mendeskripsikan about rooms and parts of rooms yang terdapat didalam rumah menggunakan strategi pembelajaran berupa podcast series.
	3) Guru mengakhiri pembelajaran

	dengan doa dan salam

Pertemuan Kedua (2 x 45 menit)	
Kegiatan Pembelajaran	
Pendahuluan	1) Guru mengucapkan salam dan berdo'a untuk memulai pembelajaran. 2) Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan mereka dan mengecek kehadiran peserta didik. 3) Guru menyampaikan tujuan pembelajaran yang akan dipelajari hari ini. 4) Guru mereview kembali materi berdasarkan pertemuan sebelumnya
Kegiatan Inti	1) Sebelum melanjutkan materi, guru menjelaskan aturan dan penggunaan podcast series sebagai strategi pembelajaran pada materi ini. 2) Guru membagi kelompok yang masing-masing beranggotakan 2 siswa. 3) Selanjutnya, guru memilih satu kelompok maju kedepan dan saling berhadapan untuk melakukan podcast

	sesuai petunjuk yang telah dijelaskan.
	4) Guru memberikan masing-masing grup waktu 3menit untuk melakukan percakapan lngsung sesuai topic dan dilakukan secara bergantian dengan kelompok lain.
	5) Seiring berjalannya kegiatan pembelajaran, guru mengamati dan mengoreksi isi percakapan yang dilakukan oleh masing-masing kelompok yang tampil.
Penutup	1) Guru memberikan feedback dan kesimpulan secara garis besar terkait materi yang telah dipelajari.
	2) Guru memberitahu pada pertemuan selanjutnya siswa bahwa kegiatan pembelajaran masih menggunakan strategi pembelajaran berupa podcast series.
	3) Guru mengakhiri pembelajaran dengan doa dan salam

Pertemuan Ketiga (2 x 45 menit)	
Kegiatan Pembelajaran	
Pendahuluan	1) Guru mengucapkan salam dan berdo'a untuk memulai

	pembelajaran.
	2) Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan mereka dan mengecek kehadiran peserta didik.
	3) Guru menyampaikan tujuan pembelajaran yang akan dipelajari hari ini.
	4) Guru mereview hasil skor penggunaan podcast yang telah dilakukan pada pertemuan sebelumnya.
Kegiatan Inti	1) Guru melanjutkan kegitan seperti pada pertemuan sebelumnya untuk mengetahui lebih jelas pemahaman siswa dengan penggunaan strategi tersebut dengan materi preposition of place dan masih dengan tema yang sama.
	2) Guru membagi kelompok yang masing-masing beranggotakan 2 siswa.
	3) Selanjutnya, guru memilih satu kelompok maju kedepan dan saling berhadapan untuk melakukan podcast sesuai petunjuk yang telah dijelaskan.
	4) Guru memberikan masing-masing

	grup waktu 3 menit untuk melakukan percakapan lngsung sesuai topic dan dilakukan secara bergantian dengan kelompok lain.
	5) Seiring berjalannya kegiatan pembelajaran, guru mengamati dan mengoreksi isi percakapan yang dilakukan oleh masing-masing kelompok yang tampil.
Penutup	1) Guru memberikan apresiasi kepada seluruh siswa yang telah terlibat pada kegiatan tersebut.
	2) Guru memberi feedback dari hasil proses pembelajaran.
	3) Guru mengakhiri pembelajaran dengan doa dan salam.

K. Assessment

➤ Penilaian individu dalam bentuk diskusi kelompok.

L. Refleksi

➤ **Refleksi Guru**

- Apakah pembelajaran yang saya lakukan sudah sesuai dengan apa yang saya rencanakan?
- Apakah semua peserta didik aktif dalam kegiatan pembelajaran?
- Apa kesulitan yang dialami siswa selama pembelajaran?

➤ **Refleksi Siswa**

- Apakah kamu memahami konsep materi yang kita pelajari hari ini?
- Apakah pembelajaran seperti ini menyenangkan dan membantu kamu dalam mengasah kemampuan berbicaramu?

M. Lampiran

1) Materi Pendukung (Chapter 3: Home Sweet Home)

➢ There is /There are

There is / There are memiliki arti sama yaitu disana atau ada.

Fungsi dari there is and there are:

- **There is:** digunakan untuk benda, orang, hewan, ataupun objek lainnya yang jumlahnya satu atau tunggal. Kata benda tunggal umumnya diikuti a atau an diawal kata, seperti **There is + a/an + Object.**

  Contoh :

  a) There is a book on the table.
  b) There is an umbrella in the front of door.
  c) There is a bread in the kitchen.

- **There are :** digunakan untuk benda, orang, hewan, ataupun objek lainnya yang jumlahnya lebih dari satu atau jamak, seperti **There are + Object + s/es.**

  Contoh :

  a) There are so many ants in this house.
  b) There are some cars parked in the garage.

➢ Preposition of Place

Preposition of place memiliki arti kata depan yang digunakan untuk menunjukkan tempat atau letak objek/benda dan diikuti objek/benda lain yang dapat menjelaskan sesuatu.

a. Under : menunjukkan posisi dibawah/ lebih bawah

Contoh: Your slipper is under the chair.

b. Over: menunjukkan posisi benda diatas yang lebih tinggi dari yang lainnya, lebih dari (jumlah tertentu)

Contoh: Toni hangs the picture over the table.

c. In : menunjukkan posisi benda didalam suatu tempat atau ruang.

Contoh: The glass still in the box.

d. On: menunjukkan posisi benda diatas benda.

Contoh: The knife on a cutting board, He puts his shoes on the floor, the pictures is on the wall.

e. In front of: menunjukkan posisi benda berada didepan suatu benda atau orng.

Contoh: The mango tree in front of the house.

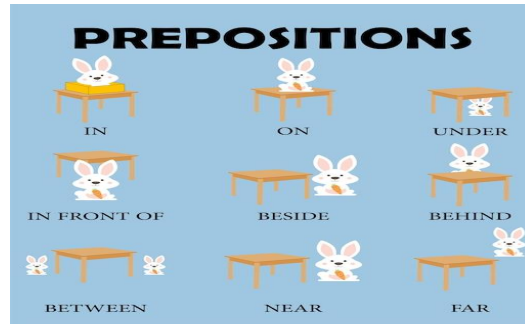f. Behind: menunjukkan posisi benda berada dibelakang benda lain.

Contoh: The motorcycle is behind the fence.
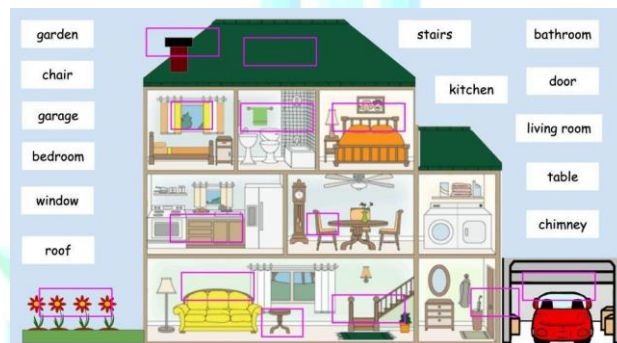
g. Beside: menunjukkan posisi benda berada dismping.

Contoh: The garage is beside the house.

h. At: menunjukkan situasi (alamat atau nama tempat yang luas)

Contoh: I will pick up my aunt at the aiport.

➢ Parts of a house and rooms in a house

2) Rubrik Penilaian

Aspects	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily

	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent
Vocabulary	5	Used varied vocabulary which are appropriate with the context
	4	A few vocabulary used which are inappropriate with the context
	3	Able to speak with some various vocabulary
	2	Has speaking vocabulary sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can't explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent.

Note:

Maximum Score = 25

$$Score = \frac{\text{The Result of Score}}{\text{Maximum Score}} \ X \ 100$$

Jember, 07 November 2024

Mengetahui,

Guru Mapel   Peneliti

Iftitah Rizka, S.Pd.   Maharotun Faikoh
NPK.   NIM: T20196062

MODUL AJAR BAHASA INGGRIS FASE D
KELAS VII
KURIKULUM MERDEKA
CYCLE 2

A. INFORMASI UMUM

Nama Sekolah : SMP PLUS BUSTANUL ULUM PUGER

Nama Penyusun : Maharotun Faikoh

Mata pelajaran : Bahasa Inggris

Fase/Kelas : D/VII

Materi : Chapter 3

Tahun Pelajaran : 2024/2025

Alokasi Waktu : 2 x 40 menit

Capaian Pembelajaran
Elemen: Menyimak-Berbicara
Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

B. KOMPETENSI AWAL

Sebelum mempelajari materi ini, diharapkan peserta didik sudah memiliki pengetahuan tentang kosa kata yang berhubungan dengan keadaan disekitar rumah sesuai dengan topic pada chapter 3.

C. **PROFILPELAJAR PANCASILA**

Profil pelajar Pancasila yang diharapkan dalam modul ajar ini dapat membentuk peserta didik yang berkebinekaan global, bernalar kritis, bergotong royong, kreatif, dan mandiri.

D. **Media dan Sumber Belajar**

  3) **Media**

  ➢ Papan tulis, projector dan sarana lain yang relevan.

  4) **Sumber belajar**

  ➢ Modul Belajar Siswa Bahasa Inggris untuk SMP

E. **Model Pembelajaran**

  • Diskusi Kelompok kecil

F. **Materi Ajar**

  • There is / There are

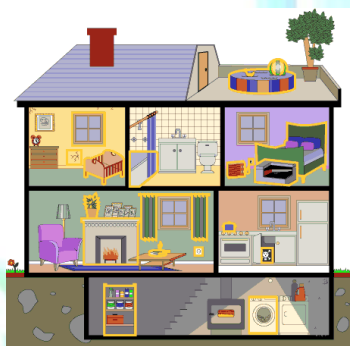 • Preposition of place

  • Describe about parts of room in house

G. **Tujuan Pembelajaran**

  ➢ Peserta didik mampu memahami dan mengidentifikasi kosa kata untuk berinteraksi dalam lingkungan situasi rumah dan situasi sosial secara lisan.

  ➢ Peserta didik mampu meningkatkan partisipasi dalam kecakapan berkomunikasi dan berpikir.

H. **Pemahaman Bermakna**

Guru dapat memberikan pemahaman kepada peserta didik bahwa dalam chapter 3 dengan tema "Home Sweet Home" memiiki beberapa topic materi diantaranya talking about rooms and things in the rooms, preposition of place, and giving instructions how to do something in house. Dengan mempelajari materi tersebut peserda didik dapat mengetahui banyak kosa kata baru dan dapat mengembangkan kemampuan berbicaranya dalam menyampaikan sesuatu ataupun beriteraksi dengan orang lain.

I. Pertanyaan Pemantik

Look at thus picture!
a) What is the picture?
b) Can you identify the parts in the picture?
c) Can you describe about the picture have you seen?

J. Kegiatan Pembelajaran

Pertemuan I (2 x 45 menit)	
Kegiatan Pembelajaran	
Pendahuluan	1) Guru mengucapkan salam dan berdo'a untuk memulai pembelajaran. 2) Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan mereka dan mengecek kehadiran peserta didik.

	3) Guru menyampaikan tujuan pembelajaran yang akan dipelajari hari ini. 4) Guru menyampaikan garis besar cakupan materi yang akan dipelajari
Kegiatan Inti	1) Guru mereview kembali materi berdasarkan pertemuan sebelumnya 2) Guru melanjutkan kegiatn pembelajaran dengan menjelaskan materi dengan menampilkan gambar yang lebih banyak yang berisi vocabulary melalui projector 3) Guru mengamati speaking siswa.
Kegiatan Penutup	1) Guru memberikan feedback dan kesimpulan secara garis besar terkait materi yang telah dipelajari. 2) Guru memberitahu pada pertemuan selanjutnya siswa untuk mendeskripsikan about rooms and parts of rooms yang terdapat didalam rumah menggunakan strategi pembelajaran berupa podcast series.

	3) Guru mengakhiri pembelajaran dengan doa dan salam

Pertemuan Kedua (2 x 45 menit)	
Kegiatan Pembelajaran	
Pendahuluan	1) Guru mengucapkan salam dan berdo'a untuk memulai pembelajaran.
	2) Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan mereka dan mengecek kehadiran peserta didik.
	3) Guru menyampaikan tujuan pembelajaran yang akan dipelajari hari ini.
	4) Guru mereview kembali materi berdasarkan pertemuan sebelumnya
Kegiatan Inti	1) Sebelum melanjutkan materi, guru menjelaskan kembali aturan dan penggunaan podcast series sebagai strategi pembelajaran pada materi ini agar murid lebih mengerti dan memahami.
	2) Guru melakukan kegiatan seperti yang sudah dilakukan pada cycle 1.
	3) Seiring berjalannya kegiatan pembelajaran, guru mengamati dan

	mengoreksi isi percakapan yang dilakukan oleh masing-masing kelompok yang tampil.
Penutup	1) Guru memberikan feedback dan kesimpulan secara garis besar terkait materi yang telah dipelajari. 2) Guru memberitahu siswa bahwa pada pertemuan selanjutnya akan diadakan speaking test menggunakan strategy series podcast. 3) Guru mengakhiri pembelajaran dengan doa dan salam

Pertemuan Ketiga (2 x 45 menit)
Kegiatan Pembelajaran

Pendahuluan	1) Guru mengucapkan salam dan berdo'a untuk memulai pembelajaran. 2) Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan mereka dan mengecek kehadiran peserta didik. 3) Guru menyampaikan tujuan pembelajaran yang akan dipelajari hari ini. 4) Guru mereview hasil skor

	penggunaan podcast yang telah dilakukan pada pertemuan sebelumnya.
Kegiatan Inti	1) Guru melanjutkan kegitan seperti pada pertemuan sebelumnya untuk mengetahui lebih jelas pemahaman siswa dengan penggunaan strategi tersebut dengan materi preposition of place dan masih dengan tema yang sama.
	2) Guru membagi kelompok yang masing-masing beranggotakan 2 siswa.
	3) Selanjutnya, guru memilih satu kelompok maju kedepan dan saling berhadapan untuk melakukan podcast sesuai petunjuk yang telah dijelaskan.
	4) Guru memberikan masing-masing grup waktu 3 menit untuk melakukan percakapan lngsung sesuai topic dan dilakukan secara bergantian dengan kelompok lain.
	5) Seiring berjalannya kegiatan pembelajaran, guru mengamati dan mengoreksi isi percakapan yang dilakukan oleh masing-masing kelompok yang tampil.

Penutup	1) Guru memberikan apresiasi kepada seluruh siswa yang telah terlibat pada kegiatan tersebut.
	2) Guru memberi feedback dari hasil proses pembelajaran.
	3) Guru mengakhiri pembelajaran dengan doa dan salam.

K. Assessment

➢ Penilaian dalam bentuk diskusi kelompok.

L. Refleksi

➢ **Refleksi Guru**

- Apakah pembelajaran yang saya lakukan sudah sesuai dengan apa yang saya rencanakan?
- Apakah semua peserta didik aktif dalam kegiatan pembelajaran?
- Apa kesulitan yang dialami siswa selama pembelajaran?

➢ **Refleksi Siswa**

- Apakah kamu memahami konsep materi yang kita pelajari hari ini?
- Apakah pembelajaran seperti ini menyenangkan dan membantu kamu dalam mengasah kemampuan berbicaramu?

M. Lampiran

1) **Materi Pendukung (Chapter 3: Home Sweet Home)**

➢ There is /There are

There is /there are memiliki arti sama yaitu disana atau ada.

Fungsi dari there is and there are:

- **There is:** digunakan untuk benda, orang, hewan, ataupun objek lainnya yang jumlahnya satu atau tunggal. Kata benda tunggal umumnya diikuti a atau an diawal kata, seperti **There is + a/an + Object.**

  Contoh :
  a) There is a book on the table.
  b) There is an umbrella in the front of door.
  c) There is bread in the kitchen.

- **There are :** digunakan untuk benda, orang, hewan, ataupun objek lainnya yang jumlahnya lebih dari satu atau jamak, seperti **There are + Object + s/es.**

  Contoh :
  a) There are so many ants in this house.
  b) There are some cars parked in the garage.

➢ Preposition of Place

Preposition of place memiliki arti kata depan yang digunakan untuk menunjukkan tempat atau letak objek/benda dan diikuti objek/benda lain yang dapat menjelaskan sesuatu.

a. Under : menunjukkan posisi dibawah/ lebih bawah

  Contoh: Your slipper is under the chair.

b. Over: menunjukkan posisi benda diatas yang lebih tinggi dari yang lainnya, lebih dari (jumlah tertentu)

  Contoh: Toni hangs the picture over the table.

c. In : menunjukkan posisi benda didalam suatu tempat atau ruang.

  Contoh: The glass still in the box.

d. On: menunjukkan posisi benda diatas benda.

Contoh: The knife on a cutting board, He puts his shoes on the floor, the pictures is on the wall.

e. In front of: menunjukkan posisi benda berada didepan suatu benda atau orng.

Contoh: Mango tree in front of the house.

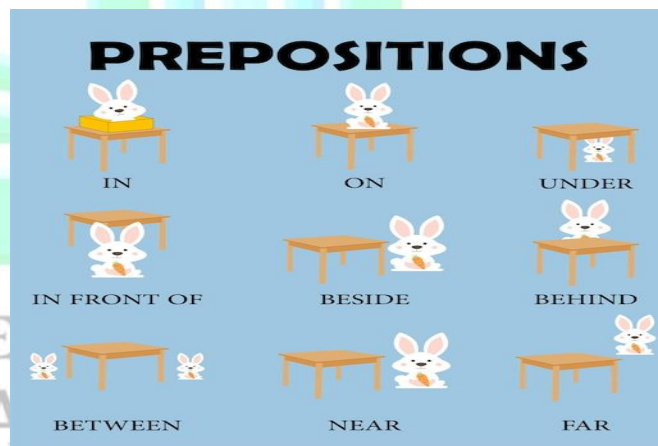f. Behind: menunjukkan posisi benda berada dibelakang benda lain.

Contoh: The motorcycle is behind the fence.

g. Beside: menunjukkan posisi benda berada dismping.

Contoh: The garage is beside the house.

h. At: menunjukkan situasi (alamat atau nama tempat yang luas)

Contoh: I will pick up my aunt at the aiport.

➢ Parts of house

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VOCABULARY: The House

1. ROOMS IN THE HOUSE and objects

1. The bathroom
2. The garage
3. The bedroom
4. The kitchen
5. The living room
6. The alarm clock
7. The balcony
8. The work office
9. The table
10. The corridor
11. The hall
12. The cellar
13. The terrace
14. The toilet
15. The stairs
16. The dining room
17. The picture
18. The attic
19. The roof
20. The chimney

Furniture 1

1. bathtub
2. fireplace
3. mirror
4. office chair
5. bookcase
6. desk and chair
7. wardrobe
8. computer
9. fridge freezer
10. radiator
11. cooker
12. armchair
13. mirowave oven
14. dining chai
15. door

Furniture 2

1. sink
2. chest of drawers
3. stairs
4. lamp
5. cabinet
6. sofá
7. washing machine
8. dresser/sideboard
9. plant
10. window
11. bed
12. table
13. bath and shower
14. carpet
15. toilet

iSLCollective.com

2) **Rubrik Penilaian**

Aspects	Score	Criteria
Grammar	5	The grammar is clear and correct.
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent
Vocabulary	5	Used varied vocabulary which are appropriate with the context
	4	A few vocabulary used which are inappropriate with the context
	3	Able to speak with some various

		vocabulary
	2	Has speaking vocabulary sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Comprehension	5	Can explain the label text without any mistakes
	4	Can explain the label text but still little mistakes
	3	Can explain the label text but still there some mistakes
	2	Can explain the label text but there are many mistakes
	1	Can't explain the label text
Fluency	5	Speak fluently with only slight hesitations that do not interface with communication
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily
	3	Some errors, but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent.

Note:

Maximum Score = 25

$$Score = \frac{\text{The Result of Score}}{\text{Maximum Score}} \; X \; 100$$

Jember, 07 November 2024

Mengetahui,

Guru Mapel   Peneliti

Iftitah Rizka, S.Pd.   Maharotun Faikoh
NPK.   NIM: T20196062

APPENDIX 4

Teaching procedure implementing series of podcast:

a. The teacher explained the material in Chapter 3 of the current curriculum.

b. The teacher gave some examples to the students about the topics in the material.

c. The teacher asked students about their understanding of the topic and provided further explanations when there were still students who didn't understand.

d. The teacher explained how to implement and play the podcast series, which is a learning strategy in current teaching.

e. At first, the teacher divided students into several groups, each consisting of 2 students.

f. Next, the teacher chooses one group to come forward and face each other to do the podcast series according to the directions that have been explained.

g. The teacher gave each group 3 minutes to have a direct conversation according to the topic and did it in turns.

h. As the activity progresses, the researcher corrects the conversations carried out by each group that appear according to the aspects contained in the speaking assessment.

i. The teacher will repeat the same activity on a different topic later.

APPENDIX 5

INSTRUMENT OF TEST

1. **Instrument of Pre-test**
   - Describe the condition and situation in your house individually in front of the class.

2. **Instrument of Post-test**
   - Describe orally based on the topic (Chapter 3) by the podcast strategy take turn in groups.
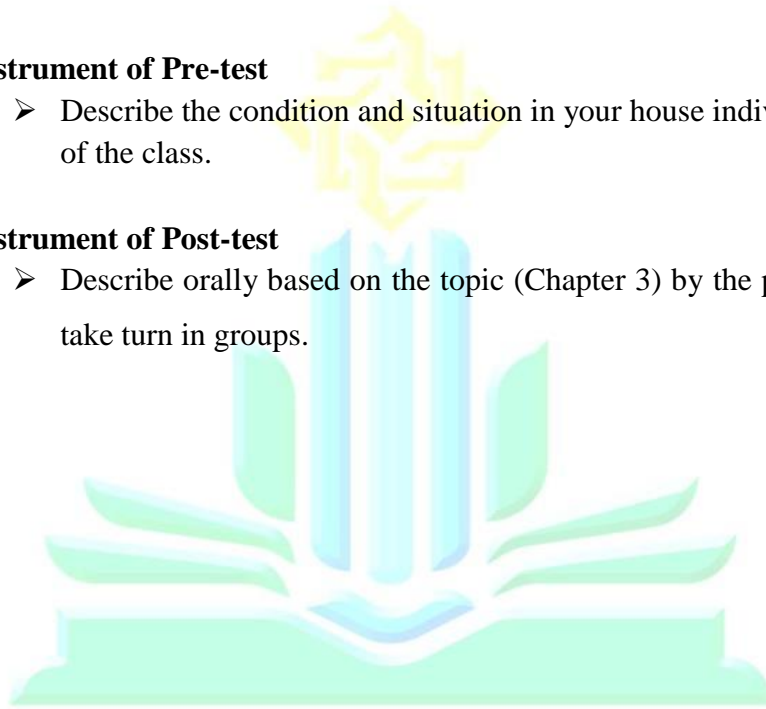
APPENDIX 6

OBSERVATION SHEET
CYCLE 1

❖ **Meeting 1**

Students' Observation Sheet

No.	Indicators	1	2	3	4	5
1.	Students give attention to teacher's explanation		√			
2.	Students understand the teachers' explanation		√			
3.	Students are active during the learning process		√			
4.	Students do the evaluation well		√			
5.	Students feel enthusiastic doing speaking test by using series podcast		√			

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Criteria	Percentage
Very Good	80% - 100%
Good	60% - 80%
Fair	40% - 60%
Poor	20% - 40%
Very Poor	0% – 20%

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

$P = \frac{10}{25} \ X \ 100\% = 40\%$

❖ **MEETING 2**

Students' Observation Sheet

No.	Indicators	1	2	3	4	5
1.	Students give attention to teacher's explanation			√		
2.	Students understand the teachers' explanation		√			
3.	Students are active during the learning process		√			
4.	Students do the evaluation well		√			
5.	Students feel enthusiastic doing speaking test by using series podcast			√		

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Criteria	Percentage
Very Good	80% - 100%
Good	60% - 80%
Fair	40% - 60%
Poor	20% - 40%
Very Poor	0% – 20%

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

$P = \frac{12}{25} \ X \ 100\% = 48\%$

OBSERVATION SHEET
CYCLE 2

❖ **MEETING 1**

Students' Observation Sheet

No.	Indicators	1	2	3	4	5
1.	Students give attention to teacher's explanation			√		
2.	Students understand the teachers' explanation				√	
3.	Students are active during the learning process		√			
4.	Students do the evaluation well		√			
5.	Students feel enthusiastic doing speaking test by using series podcast			√		

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Criteria	Percentage
Very Good	80% - 100%
Good	60% - 80%
Fair	40% - 60%
Poor	20% - 40%
Very Poor	0% – 20%

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

P = $\frac{14}{25}$ X 100% = 56%

❖ **MEETING 2**

Students' Observation sheet

No.	Indicators	1	2	3	4	5
1.	Students give attention to teacher's explanation				√	
2.	Students understand the teachers' explanation				√	
3.	Students are active during the learning process				√	
4.	Students do the evaluation well			√		
5.	Students feel enthusiastic doing speaking test by using series podcast				√	

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Criteria	Percentage
Very Good	80% - 100%
Good	60% - 80%
Fair	40% - 60%
Poor	20% - 40%
Very Poor	0% – 20%

$$P = \frac{F}{N} \; X \; 100\%$$

$$= \frac{19}{25} X \; 100\% = 76\%$$

❖ **MEETING 3 (POST-TEST)**

Students' Observation sheet

No.	Indicators	1	2	3	4	5
1.	Students give attention to teacher's explanation					√
2.	Students understand the teachers' explanation				√	
3.	Students are active during the learning process					√
4.	Students do the evaluation well				√	
5.	Students feel enthusiastic doing speaking test by using series podcast					√

Score	Description
5	Excellent
4	Good
3	Fair
2	Poor
1	Very poor

Criteria	Percentage
Very Good	80% - 100%
Good	60% - 80%
Fair	40% - 60%
Poor	20% - 40%
Very Poor	0% – 20%

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

$P = \frac{23}{25} \ X \ 100\% = \ 92\%$

APPENDIX 7

STUDENTS' SPEAKING SCORE

No.	Name of Students'	Pre-test	Post-test 1	Post-test 2
1.	ADDINA ULYA IZZA TINA	76	80	84
2.	ALIMATUL JANNAH	52	68	72
3.	AMELIA DIFA MIFTAHUL JANNAH	56	72	72
4.	ANA NOR IMAMAH	72	76	80
5.	ANIFATUS SHOLEHA	42	68	76
6.	ANINDYA RIZQI MAULANA	52	72	72
7.	AULIA MAHIRATUS ZAHRO	72	76	76
8.	AZZAHRA PUTRI DAVINA	56	64	64
9.	BILQIS ALIYATUL KIPTIYAH	48	72	76
10.	DWI SAHRINI	60	68	72
11.	EKA FATIMAH NINGSIH	72	80	84
12.	ELMA NAYLA DIANA	76	84	88
13.	ELOK FAIQOTUL HIMMAH	52	60	76
14.	FARAH ISATUR RODIAH	80	84	90
15.	FARIDATUL GUFRONIYAH REFITASARI	60	64	72
16.	GRESIA RINDIANI	52	76	76
17.	INTAN BALQIS HUMAIROH	72	76	76
18.	KAFKA AFRIZA ASRIFI	52	72	72
19.	MAULIDYATUL HUSNA	52	76	76
20.	NAYLA AFKARINA ARIFIN	42	76	80
21.	NINIK UMI HARIFA	48	56	72
22.	RETNO MIRZA LIYANA	56	72	68
23.	RIZQA NUR HIDAYATI	52	76	76
24.	SAFA SHIENITA AFKARIN	60	60	64
25.	SAFIRA SALSABILA	48	76	76
26.	SITI AFIKATUL HASANAH	52	56	64
27.	TAMARA LABIBA	72	80	80
28.	ULIL BAKIYATUL HUSNA	72	76	76
	Total	**1.656**	**2.016**	**2.110**
	Average	**59,1**	**72**	**75,3**
	Percentage	**32%**	**67%**	**86%**

APPENDIX 8

<div align="center">

DOCUMENTATION

</div>

Interview with English Teacher

Students pre-test

The teacher explained the material

Cycle 1 meeting 2 (Students rehearsal the strategy)
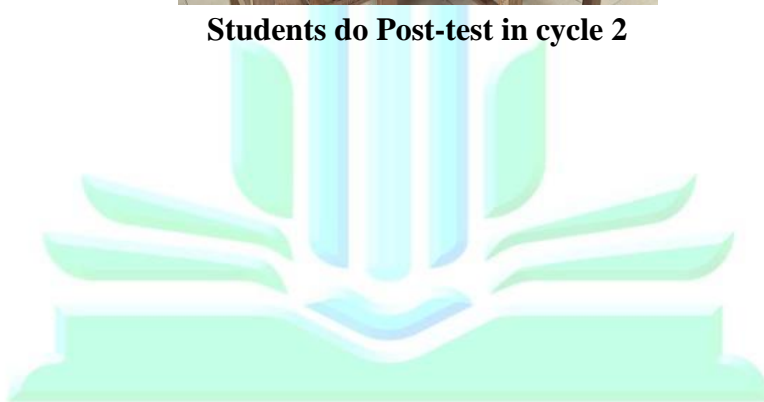

Students pay attention

Post-test Cycle 1

Cycle 1Meeting 1 (The teacher explained the material)

Students pay attention the teacher's explanation about the strategy
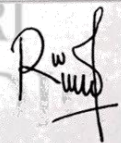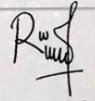
Students do Post-test in cycle 2
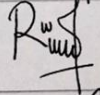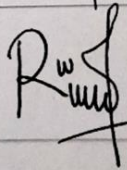
APPENDIX 9
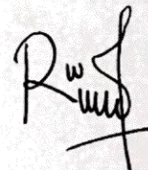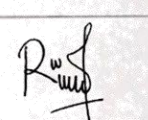
RESEARCH JOURNAL

RESEARCH JOURNAL

Name : Maharotun Faikoh

NIM : T20196062
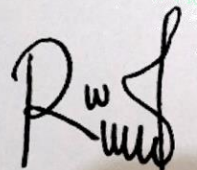
No.	Time	Research Subject	Activity	Signature
1.	Wednesday, 6th November 2024	Headmaster of SMP Plus Bustanul Ulum Puger and the English teacher of 7th E	Submission of research permit and the researcher observe the classroom activity at 7th E grade of SMP Plus Bustanul Ulum Puger and colsult about the module with English teacher.	
2.	Thursday, 7th November 2024	Students	The researcher applies the action (first meeting) in cycle 1	
3.	Saturday, 9th November 2024	Students	Second meeting in cycle 1	
4.	Thursday, 14th November 2024	Students	Speaking test (post-test) in cycle 1	
5.	Friday, 15th November 2024	The researcher and english teacher	Revised the module	
6.	Saturday, 16th November 2024	Studemts	The researcher applies the action (first meeting) in	

			cycle 2	
7.	Thursday, 21th November 2024	Students	The researcher rehearsel the strategy (second meeting) in cycle 2	
8.	Saturday, 23th November 2024	Students	Post-test in cycle 2	

Mlokorejo, 23 November 2024

English Teacher

Iftitah Rizka, S.Pd

Headmaster of SMP Plus
Bustanul Ulum Puger

NUR AINI, S.Pd

APPENDIX 10

RESEARCH COMPLETION LETTER

YAYASAN WAKAF SOSIAL PENDIDIKAN ISLAM (YWSPI)
SEKOLAH MENENGAH PERTAMA
SMP Plus "BUSTANUL ULUM"
STATUS : TERAKREDITASI A
NSS : 202052419001   NPSN : 20523960
Letak Geografis : Latitude (-8,284201) Longitude (113,467426)
Alamat : Jl. K.H. Abdullah Yaqin No. 1 – 5 Mlokorejo – Puger – Jember Kode Pos. 68164 Telp (0336) 721555, Email : smpplusbustanul@yahoo.co.id

SURAT KETERANGAN PENELITIAN
No: 425/SMP.BU/20523960/G/XII-12/2024
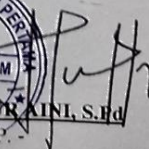
Yang bertanda tangan di bawah ini

Nama   : Nur Aini, S.Pd
Jabatan   : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama   : Maharotun Faikoh
NIM   : T20196062
Perguruan Tinggi : UIN Kiai Haji Achmad Siddiq Jember
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : The Use Of Series Of Podcast As Speaking Strategy To Improve Students' Speaking Skill On Transactional Text At Seventh Grade Of SMP Plus Bustanul Ulum Puger

Mahasiswa tersebut di atas, telah melaksanakan penelitian di SMP plus Bustanul Ulum Puger Jember 2024 selama 30 hari.

Mlokorejo, 01 Desember 2024
Kepala Sekolah

NUR AINI, S.Pd
NIP.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-9056/In.20/3.a/PP.009/11/2024
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP PLUS BUSTANUL ULUM
Jln. K.H Abdullah Yaqien No 1-5 Mlokorejo-Puger

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20196062
Nama   : MAHAROTUN FAIKOH
Semester   : Semester sebelas
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Series Podcast as Speaking Strategy to Improve Students` Speaking Skill on Transactional Text at Seventh Grade of SMP PLUS BUSTANUL ULUM " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Nur Aini, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 November 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

APPENDIX 11

DECLARATION OF AUTHENTICITY

The undersigned below:

Name	: Maharotun Faikoh
NIM	: T20196062
Study Program	: Tadris Bahasa Inggris
Faculty	: Fakultas Tarbiyah dan Ilmu Keguruan
Institution	: UIN Kiai Haji Achmad Siddiq Jember

Declare that thesis entitled "The use of series of podcasts as speaking strategy to improve students' speaking skill on transactional text at seventh grade of SMP Plus Bustanul Ulum Puger" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare the publication cited in this work has been personally consulted.

Jember, November 30th 2024

Maharotun Faikoh
NIM: T20196062

APPENDIX 12

SURAT KETERANGAN LULUS TURNITIN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	: MAHAROTUN FAIKOH
NIM	: T20196062
Program Studi	: TADRIS BAHASA INGGRIS
Judul Karya Ilmiah	: THE USE OF SERIES OF PODCAST AS SPEAKING STRATEGY T

IMPROVE STUDENTS' SPEAKING SKILL ON TRANSACTIONAL
TEXT AT SEVENTH GRADE OF SMP PLUS BUSTANUL ULUM
PUGER

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (12,2%)

1. BAB I : 6%
2. BAB II : 14%
3. BAB III : 17 %
4. BAB IV : 24%
5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 25 Februari 2025
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I.,M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

AUTOBIOGRAPHY

Name   : MAHAROTUN FAIKOH

NIM   : T20196062

Place, Date of birth   : Jember,19th Februari 2000

Address   : Dusun Krajan, Jambearum, Kec. Puger, Kab.Jember

Faculty   : Faculty of Tarbiyah and Teacher Training

Program   : Tadris Bahasa Inggris (English Education Department)

Email Address   : maharotunfaikoh35@gmail.com

Educational Background

a) TK Dewi Al-Masyithoh   (Graduated in 2007)

b) MI Raudlatul Huda   (Graduated in 2013)

c) MTs Baitul Arqom Balung   (Graduated in 2016)

d) SMA Plus Bustanul Ulum Mlokorejo-Puger   (Graduated in 2019)