**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

**2.1 Theoretical Framework**

In this chapter, the researcher would like to describe some theories related to the study. The theories focus on the definition of speaking and Podcast.

### 2.1.1 The Definition of Speaking

Speaking skill, as the researcher writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the research will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

Speaking English as a foreign language is difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. When the learners want to speak, they also should think about all of those aspects. (Haryudin and Jamilah, 2018:59). Therefore, speaking skill is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things that are interrelated like ideas, language that is used, what to say, how to use grammar and vocabulary, pronunciation, as well as listening and reacting to interlocutors. There are lots of definitions about speaking

according to some expert. Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018:1). Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to 9 learn or practice English speaking. Learners who do not develop strong oral skill during this time will find it difficult to keep face with their peer in the later years. Additionally, according to Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication. Meanwhile Leong and Ahmadi (2017:34) state that speaking not only just saying words trough mouth (utterance) but it means conveying message through the words. By speaking the people can convey information and ideas, express opinion and feeling, share experiences, and mention social relationship by communicating with others.

Mcdonough and Shaw (2013:263) state, there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, it can be synthesized that speaking is the process of the using of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from speaking aspect, because speaking involves speaker and listener.

**2.1.2 The Element of Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

1. Pronunciation

As stated by Harmer (2003:45), if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

1. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

1. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

1. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et al (2005:8), fluency can be thought of as “the ability to keep going when speaking spontaneously”. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

1. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

**2.1.3 Points to Consider about Speaking**

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. Jones (1996:67) stated that there are some points to consider about speaking. They are:

1. Clarity

The words you speak must be clear if listeners understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

1. Variety

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

1. Audience and tone

The way you speak and the tone you use will be affected by the audience to whom you are speaking. In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible.

**2.1.4 Types of Speaking Activities**

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. According to Riddel (2001:89), there are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, debates, describing visuals, role-plays, students’ talks, and discussion. In this research, the researcher chooses role play as a technique to improve the students’ speaking skill because it can work with any levels. With lower levels, give them a realistic context (especially if in an English- speaking country) like shopping, and a realistic role (i.e. the customer, not the shop assistant).

**2.1.5 Teaching Speaking**

**2.1.5.1 The Definition of Teaching Speaking**

What is meant by teaching speaking according to Kayi (2006:75) in activities to promote speaking in a second language is to teach English language learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper socal setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

**2.1.5.2 Reason for Teaching Speaking**

Harmer (2003:199) stated that there are three main reasons for getting students to speak in the classroom:

1. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
2. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
3. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Seen how speaking activities provide activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

**2.1.5.3 The Goal of Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

**2.1.5.4 Types of Classroom Speaking Performance**

Brown and George (1983:47) offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

1. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self- initiated or it can even form part of some pair activity, where learners are “going over” certain forms of language.

1. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

1. Transactional

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

1. Interpersonal (Dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

1. Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Each category above can be implemented based on the students‟ level and students’ ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students’ in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

**2.1.5.5 The Role of the Teacher during the Speaking Activities**

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer (2003:178) as follow:

* + - * 1. Prompter:

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

* + - * 1. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or roleplay themselves.

* + - * 1. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

**2.1.2 Podcast**

**2.1.2.1 Definition of Podcast**

Podcast is an audio file made available on internet. Podcasting is a way of creating and distributing multimedia files-called podcast- such as music, speech or sometimes a combination of sound and video (Salmon et al., 2008:1). These podcasts are displayed on the internet and can be downloaded. A podcast typically consists of a show, with new episodes released either occasionally or at planned intervals (Dudeney, 2008:98). There exist podcast, lasting between a few seconds to several minutes, on any subject and they can be made by anyone with an internet connection, a microphone and computer. Podcast usually sound like prerecorded radio shows, with interviews, discussions, or commentaries on recent events, and there are podcasts about any topic you can think of, from hobbies to popular TV shows, sports to technology. The selection process is similar to how you’d choose a video. Make sure it’s appropriate for your students in terms of length, content, and level of difficulty. Podcasts are different from radio. Regular radio has a wider range of topics than podcasts. Starting from politics, culinary, lifestyle, health, education, music and film, all can be in one radio station. This is because radio is limited by the geographical area where the radio station is located and the format used by the station. While podcasts are channels whose topic is much more specific and is not bound by restrictions like radio. Podcast content has more listener potential because it can be heard from anywhere in the world. An ideal podcast usually addresses topics that have never been or rarely discussed. Specific content that is discussed usually takes on the unique side of a topic that has never been discussed in the mainstream media. Time duration, once the radio broadcasts, you only have a few minutes. While podcast, for those of you who have lots of content ideas to share, you are free to determine the duration of each episode according to your wishes. Starting from a few minutes to hours.

**2.1.2.2 Types of Podcast**

There are different types of podcasts. The differences include public podcasts, personal podcasts, and professional podcasts (educational or corporate). Podcasts can also be classified by the format of content; basic podcasts, enhanced podcasts, and video podcasts. Public podcasts are generic podcasts and are simple to use and easy to understand. Personal podcasting is similar to sharing your photo album; instead it is in the audio format. You can also create video podcasts. You can shoot the videos of the special occasions (which you often do use your digital camera) and share it with others. A professional podcast could be an educational podcast or a corporate podcast. If you are working in an educational institution, you get a chance to exploit podcasting (a medium of entertainment) for the purpose of education. In an educational institution, you can create podcasts at different levels; a class podcast, an instructor podcast, a student podcast, a department podcast, or an institute podcast (Panday, 2009, p. 253-254).

**2.1.2.3 Podcast as Language Learning Material**

In this global era, being able to speak English is essential for people to communicate with global community (Samad and Fitriani, 2016). To help non native speakers to learn to speak this language, there are many kinds of technologies invented. According to Marshall (2002, p. 18), new opportunities can be gained by using technology. It offers users to connect with people around the world and gives a lot of unique perspectives and experiences. There are a ton technologies invented, and one of those which provides material for language learning is called the podcast. The podcast, an uploading audio or video file to the internet, has emerged as sources in the academic field, and it provides many kinds of material in learning. The podcast is a recorded audio/video file uploaded to a website, so the website users can download freely and listen to it later time. Kavaliauskienė (2008) states that podcasts have given the language teacher numerous materials for teaching. Besides, Rosell-Aguilar and Fernando (2015, p. 38) claim, a podcast is similar to a public library that delivers any materials or resources needed straight to users devices. Users can download it freely without any registration and no fees required. They can choose a kind of discussion topics that was provided when they want to know something. Obviously, Rosell-Aguilar and Fernando (2015, p. 32) wrote “The podcast was a convenient and easy to use format.” As was previously stated, podcast is surely easy to access, it would be attractive, and it motivates the students in learning.

Podcast media affirmatively shows good point for students in case of it would bring the students closer to the target language, and it affects students’ attitude and motivation. In other studies, as pointed out by Mohammadzadeh (2010, p. 1193) that podcast materials can boost students’ motivation and help them become more independent and confidence in speaking. By using podcast media, the teacher can support the students in building self-confidence and the learning situation enjoyable. This self-confidence may be raising due to their ability to understand the rhetoric of a particular topic as a result of listening repetion dan oral performance (Samad, 2016). This understanding makes them find the learning process is enjoyable. This study assumes that the podcast media gives contribution for the students in improving their speaking performance.

**2.1.2.4 Advantages of Podcast**

Podcasts are part of innovative online learning and can serve a number of purposes: to enhance the range and register of English language speaking practice material available for the students to use in a variety of ways; to provide increased connectivity between different elements of the course; to increase the scope for discussion activity, etc. The podcasts online have given the language teacher a wealth of materials for teaching speaking skills. The added advantage of a podcast is that it can be downloaded by your students and listened to for homework to practice speaking. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcast, and it'll be one assignment your students will be looking forward to. Constantine (2007) covers the subject of podcasts on several levels and deals with the questions of the advantages of podcasts, selection of the most beneficial ones, and discusses how to maximize learning from them. The advantages of podcasts are; podcast is not just intended for speaking. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments.

**2.2 Conceptual Framework**

The exposure that has been elaborated on the theoretical review can put three concepts, they are:

1. Speaking is one of skills which has to be mastered by students so that can distinguish where the command and prohibition are.
2. Podcast is one of the media that can help students to think creative. This media teach students to be actively involved and monitor their confidence as they speak.

From the reasons above it is expected Podcast can be suitable media for teaching and learning speaking, although the question of which media is most appropriate for teaching and learning a foreign language is still under debate. Although none is perfect, some way are expected more successful than others.