CHAPTER II
PODCAST AND ENTERTAINING PUBLIC SPEAKING

A. Speaking Skill

1. Definition of Speaking Skill

Generally, speaking is a method of communicating with others in order to attain a specific purpose or to explain the other's thoughts, intentions, hopes, and points of view. Speaking is one of the communication parts, besides listening and writing. Speaking is expressing thoughts, ideas, and feelings with regular words, either in the form of phrases or sentences related to the topic of discussion. This means that speaking is an aninteractive process of communication that connects ideas between the speaker and interlocutor with a certain purpose. According to Pakula (2019), states that speaking skill is an important skill part of learning a language. Speaking is a daily oral activity to provide various information and convey meaning to others. Speaking is a means to present an object that one wants to reach and to say feeling through expressions in verbal process.

One in daily routine has the speaking ability to do social contact with others and to develop interaction(Pelenkahu, 2017). Speaking is used in the civilized world to express thoughts and connect with others (Firmansyah & Valatansa vegian, 2019). Speaking is not only an operation creating, getting, and interpreting the information, and analyzing the speaking; it also has complex steps because it is about the situation and condition of speaking, such as the subject of speaking, the speakers' knowledge, the condition of the speakers' environment, and the purpose of speaking based on Florez, 1999 as cited in (Pratiwi & Prihatin, 2021).

The researcher concluded speaking is the ability to express the other's thoughts, ideas, and feelings using regular words in the form of phrases or sentences that are relevant to the topic under discussion.

2. Component of Speaking Skill

Speaking is the process of sharing and constructing the sense of using oral/verbal in a variety of contexts especially speaking skills have components that need to be mastered. According to Hughes (2002) mentions that there are five components of speaking, as follows:

a. Vocabulary

Vocabulary is a word that has its meaning in every function. A word expresses the content of ideas to avoid confusion in communication. Vocabulary is very important to be teached because by mastering sufficient vocabulary the students can understand words and convey messages to others. According Lessard-Clouston (2013), defines vocabulary is word in a language, both single words and phrases and pieces of each word that contain meaning so that without sufficient vocabulary students will not be able to understand what other people say and express their ideas. Therefore, teaching vocabulary is very important.

Moreover, Uakirgila (2012) as cited in Salam (2021), describes vocabulary as knowledge of words in spoken and written forms and productive and receptive forms. Receptive vocabulary is a type of vocabulary that can convey ideas from other people's words to be understood through listening or reading. Meanwhile, productive vocabulary is vocabulary in the form of language by speaking and writing to convey messages and ideas to others.

b. Grammar

Grammar is a system of rules governing the conventional arrangement and relationship of words in the sentence because grammar will help students organize words and messages that make them meaningful. The more grammar knowledge students have, the easier it will be for students to write and speak (Mart, 2013). The purpose of teaching grammar is to help prepare to recognize how the language is intended so that students do not face difficulties when articulating the language. There are two important concepts related to grammar, two

concepts from grammar, namely morphology which studies word structure, and syntax which studies the structure of the sentence or phrase units.

c. Pronunciation

   Pronunciation is a way of speaking that is accepted and understood using language sounds, stress, rhythm, and intonation. Pronunciation is the most important component of communication. This is the process of pronouncing a particular word correctly. Where pronunciation should be acceptable is a necessary aspect of speaking as well. Without proper pronunciation, people will misunderstand the meaning of what is being said, even if their grammar is perfect (Handayani, 2017). Pronunciation plays a great role in speaking, and it gives a hint about what is being said. According to Setyowati et al., (2017). Pronunciation is one of the most difficult parts of learning English because mistakes in pronunciation can make different meanings. So, the teachers can teach common words that can be used to teach vocabulary by saying correct pronunciation.

d. Fluency

   Fluency is about speed in speaking with not excessive pauses and limited doubts, fluency in speaking good English can sound more clear and natural (Mairi, 2017). It means knowing about how he/she expresses ideas without using filling words ("um" and "ah") while talking to the other occurs.

e. Comprehension

   Comprehension is the ability to understand something that is conveyed or the message that is read. Comprehension will make students have new insights, by increasing vocabulary and language comprehension. Hughes added comprehension as a component of speaking skills, as said by Masbirran & Fauzi (2018), who argues that the application of comprehension is expected to increase the students' knowledge of speaking. The goal of comprehension is to make it easier for the listener to get information from the speaker.

Based on the descriptive above, there are five components to be aspects in assessment of speaking skill, for the first is vocabulary, the students must have many vocabularies to be able to understand and translate the words or sentences easily pronunciation. The second is grammar, the students must be able to master two aspects of grammar, namely morphology and syntax, so they can arrange structure of sentences well. The third is Pronunciation the students can convey messages with using language sounds, stress, rhythm, and intonation well to make the meaning be conveyed clearly and easily to understand. The forth is fluency, the students can speak without limited doubts so it sound naturally, if they often communicate it can be develop their skill. The fifth is comprehension, it is very important for the students, when the people convey the messages or information, they can understand of the meaning. Thus, the students must be able to master five components to speak English well.

B. Public Speaking Skill
1. Definition of Public Speaking Skill

Public speaking is a form of speaking in front of a big group of people that focuses on how to use different speaking strategies to transmit information or ideas that the audience is interested in hearing. A "face-to-face" conversation between an individual and an audience is usually understood as public speaking. Depending on the number of targets or target audiences, the communication method for public speaking activities could take the form of direct communication or media. (Danandjaja, 2011: 107). Because it must adapt to the time provided, public speaking must adhere to the structure extremely closely. Additionally, viewers or listeners are prohibited from asking or commenting after the scheduled time has passed (Danandjaja, 2011: 108).

Public speaking is a process of designing and delivering a message to the audience (Wrench et al., 2012). To be a good public speaker, planning

and organizing the topic or material are needed. There are three types of public speaking based on the intended purpose: informative, persuasive, and entertaining (Wrench et al., 2012). The most common types of public speaking are informative. The purpose of informative speech is to share knowledge with others. It happens in the classroom, the teachers share their knowledge with the students. Persuasive speaking is how the speakers try to persuade others. The speaker must convince, motivate, and invite the audience to change or move to be better. Then entertaining speaking involves organizing some events such as presenting and accepting awards, introduction to wedding toasts, delivering eulogies at funerals, and memorial services to after-dinner speeches. Whereas students who have public speaking class hold some benefits. These benefits include developing critical thinking, fine-tuning verbal and non-verbal skills, and overcoming a fear of public speaking.

2. **Types of Public Speaking Skill**

Public speaking opportunities come in many shapes and forms. According to Hughes (2002) mentions that there are five several types of public speaking skill of speaking, as follows;

a. Informative Public Speaking

A speech or presentation that tries to deliver information is known as informative public speaking. As a result, there are many different sorts of informative talks. Definition, descriptive, explanatory, and demonstrative speeches are the most common forms of informative talks. An instructive speech is one in which the speaker attempts to educate the audience about a specific issue. A speech that provides knowledge about a person, an animal, or an object is known as informative speech (Dailin, 2017). The goal of an informative speech is to teach the audience something through objective facts. According to the definition above, an informative speech is one in which the speaker is tasked with conveying knowledge to an audience.

b. Public Speaking Persuasive

Persuasive public speaking is a type of discourse in which the speaker tries to persuade or persuade the listener to do or not do anything. Persuasion is the ability to achieve an agreement or conformity of the speaker's and the addressee's willingness. It is a process to persuade others to accept what the speaker or writer wants (Gani, dkk., 1987: 99). Persuasive can be interpreted as an activity that is performed by someone either spoken or written to influence others to do something desired by the speaker or writer.

c. Public Speaking Entertaining

A speaker has a sense of humor in every presentation so that the atmosphere becomes lively and a positive impression in the eyes of the audience. of course humor which is humor that is classy and ethical. This style of public speaking is intended to be entertaining. The speaker tries to create an exciting mood in this form of public speaking. Entertaining speaking is one whose sole purpose is to have the audience enjoy the presentation. The purpose of entertaining speaking besides to educating, informing, or inspiring is to make the audience smile, relax, and enjoy. Not only do they use interesting stories to convey the message, but they also use body gestures and facial emotions. Also students' enthusiasm for using podcast as learning sources is shown by their efforts to download podcasts frequently, listening to them regularly for listening practice and entertainment(Abdulrahman et al., 2018).

d. Public Speaking – Technical

Visual aids or handouts are virtually usually used in technical public speaking (printed material).

e. Public Speaking (Short)

In general, short public speaking is used to express gratitude, convey a welcome, accept or release, or give a welcome.

Based on the explanation above, the researcher will focus on public speaking entertaining as the score indicator of this research. The

researcher choice entertaining because entertaining speaking besides to educating, informing, or inspiring is to make the audience smile, relax, and enjoy. Not only do they use interesting stories to convey the message, but they also use body gestures and facial emotions. The theme present in entertaining are very light, such as discussing funny video or idioms.

C. Podcast as Learning Media

1. Definition of Podcast

Podcast as a tool has the power to motivate students in learning English. Podcast is a series of video and digital audio broadcast that could be downloaded and played on mobile devices. The podcast, uploading audio or video file to the internet, has emerged as a sourc in the academic field, and it provides many kinds of material for learning. The podcast is a recorded audio/video file uploaded to a website, so the website users can download it freely and listen to it later time. According to Kavaliauskienė (2008) that podcasts have given the language teacher numerous teaching materials. The term Podcast is same as radio but there is a thin line between radio and Podcast(Abdulrahman et al., 2018).

Podcast give listeners full access to select their favorite program according to their convenience and listen to it. In particular, the use of podcast for university students is extremely important since they are challenged to be autonomous English learners (Peterson, 2010). Podcast as learning materials are categorized into two groups. The first is authentic content from native speakers which is not intended for learning. These types of podcast are usually under the themes such as sports or television systems. The second is podcast with learning content that is specifically designed for learning. For this type of podcast, the materials are created for designated students. A good example for this is podcast as the material which is given from the teacher for learning Fernandez et al. (2009). Besides, learning speaking in English using podcast can motivate and engage students since

they can choose their own materials and express themselves by speaking in English (Siregar & Marpaung, 2020).

According to Barber (2007) podcast secured the students to the accurate materials which were relevant to their life. It may be an inquisitively and attractive getting to know contraption that gives a prized environment remarkably for a genuinely tuning in activity, learning throught Podcasts is impelling since it offers college students conceivable results to go up against with a portion of true errands that require them to disentangle an issue, make a comparison, or build a hypothesis in association to genuine life circumstance. Podcasts were fitting, curiously, and significant which might pull their attention, increase their inspiration, and improve their comprehension. Subsequently, they adored picking up information by tuning in and speaking thru Podcasts. They accepted that Podcasts bolstered them in improving their tuning in and speaking capacity.

Podcast media affirmatively shows good points for students in case it would bring the students closer to the target language, and it affects students' attitude and motivation. 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 repetition dan oral performance (Samad, 2016). This understanding makes them find the learning process enjoyable.

2. Advantages and Disadvantages of Podcast

Advantages of Podcasting that is convenience, easy reach. Podcasting can be valuable to students who want follow up on information to fully understand lessons. According to Samad, Ahmad & Diana, (2017: 97) can improve English language skills because students are more intense and focus on listening to the material they need. After that, they can also practice it. The use of podcasts also has a positive impact on increasing students' online learning motivation (Bolliger, Supawan & Christine, 2010: 714). Students find it easy to get learning material and can repeat it again.

The ease of obtaining material and satisfying results make students have higher motivation when using podcasts as a medium for online learning. In some of these studies, it can be concluded that apart from being able to improve learning outcomes, podcasts can also increase students' learning motivation and practical skills.

Disadvantages of Podcast not searchable. Podcasts are not always easily searchable. This could be a huge disadvantage for many individuals, especially those who prefer to gather their data by quickly scanning through the texts. In learning outcomes, it is proven that it can increase from the moderate to good category, it's just that interest in learning is in the same category, which is moderate and tends to decrease in points. Also linear with the results of field trials, which showed that when the media was tested on individual groups and small groups the results increased, but when given to large groups the response decreased compared to the previous trial. It can be seen that the larger the group, the greater the variation in responses and interest in a learning media. Limiting Your Audience, not everyone owns a mobile device.

Podcasting may just divide the market and alienate those who cannot have access to it. Some people are also just not interested in having to download files from the Web in order to have access to them, and some will prefer reading instead of listening to an audio file. Interest according to Hurlock (1999) is explained as a source of motivation that drives people to do what they want when they are free to choose, bringing satisfaction which is a need for somebody. The stronger the need, the stronger the interest persists. Besides that, interest is a temporary pleasure. If the fun exists, the possibility of the intensity and motivation that accompanies it persist in a person.

D. Students Response

Response can be interpreted as a result or impression obtained from an observation. In this case, what is meant by response is observation about the

subject, the events obtained by concluding information and interpret messages. According to Susanto(1999) Response is a reaction, it means acceptance or rejection, and indifferent attitude to what is conveyed by the communicator in his message. Response is divided into opinion and attitude, where the opinion and attitude is overt response toward a problem expressed by words, spoken or written. While attitude is converted response that is emotional and personal. Harvey and Smith in Ahmadi defined response as a form of readiness in determining good attitude in positive or negative toward object or situation.

So, it can conclude that students' response is social reaction that the students do in receives stimulus from themselves of a certain situation. It can be a positive response or a negative response. Students' response is primarily to support the successful learning and increasing the students' achievement, positive behaviors, and a sense of belonging in all students.

According to Rosenberg and Hovland (1960) as cited in Azwar (2012), divided response into three parts, namely:

1. Cognitive.

    This component can be identified by the representation of what does someone beliefs or thought toward something (Azwar, 2012). The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. This response arises when there is a change to the understood or in perception by audiences.

2. Affective

    Affective which is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective. This response arises when it exists a change in what the audience liked about something.

3. Conative (behavior).

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

The Factors of Response: an individual's response can occur if the causal factor is met. In the initial process, the individual not only responds to the stimulus caused by the circumstances around him. Not all stimuli get an individual response, because individuals do the appropriate stimulus and withdraw. Hence then the individual besides dependent on the stimulus also depends on each country itself. Factors that will get individual stimuli are two factors:

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

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

E. Previous Related Study

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

The first study conducted by Samad et al. (2017) entitled "The Use of Podcasts in Improving Students' Speaking Skill". Podcast is a digital recording which contains a recorded programs from television, radio, and interviews. Many researchers have discussed about the podcast as an alternative teaching media to support students in developing their speaking skills. This research article aims at finding out if there is a significant improvement on students' speaking skill by using this podcast. Class XI IS3 was chosen as the sample of this study with total 30 students. This pre-experimental study employs pre-test and post-test. The finding showed that there was a significant improvement of the students' speaking skills performance after undertaking treatments. The difference between this study and this previous related study is the method that use to collecting the data. The previous related study use the pre-experimental method and this study use quasi experimental.

The second research was conducted by Wulan (2018) entitled "The Effect of Implementing Podcast in Enhancing Students' Speaking Achievement in The Fully Digital Era". In the current century, the appropriation of technological platforms which requires new approaches for education should be fostered to today's youth, often referred as digital natives, since they are growing up surrounded and immersed in rapid technological development. The purpose of the present study aims to investigate whether the implementation of technological platforms in language teaching and learning, focused on the implementation of podcast, helps the students to enhance their speaking achievement. This experimental study was administered to the eleventh grade students of science program in which they were assigned into experimental and control group randomly. To assess the students' speaking performances in the post-test, analytic scoring rubric covering content, fluency, accuracy on pronunciation, grammar, and spelling was involved. From the data analysis, the value of significance column (2-tailed) was 0.025, which was lower than 0.05 ($p < 0.05$). The difference between this previous related study and this study is also with the method that use to collect the data. This previous related study is using experimental method and this study is using quasi experimental.

The third research was conducted by Indahsari, (2020) entitled "Using podcast for EFL students in language learning" The aim of this study is to introduce podcast as a tool for developing language skill. Podcast as a tool has the power to motivate students in learning English. This study reviewed 20 articles published around 2020-2010 to find the effects of using podcast in teaching English to EFL students. The result of this study showed that podcast can increase language ability, especially the listening skill. Furthermore, podcast can motivate students in learning language. Teachers are recommended to use podcast as an interesting technological tool to support language learning for Indonesian students. The students confirmed that podcast is fascinating when it is used in the learning of listening skill. Podcast is a potential choice as an English learning support and it allows teachers to incorporate technology in teaching. It is important to note that the intention is not to replace teacher's presence with podcast. Therefore, it is suggested that in using podcast teachers should provide proper guidance for their students on how get its full potential.

By Fitria et al (2015) entitled "Using Podcast to Improve Students' Listening and Speaking Achievements". This study aimed at investigating whether or not there were significant differences in English listening and speaking achievements between the twelfth grade students of MAN 3 Palembang who were taught by using Podcasts and those who were not, and this study aimed to get the students' feedback about the use of Podcast to improve their English listening and speaking achievements. There were 60 twelfth grade students of MAN 3 Palembang in the academic year 2014/2015 as the sample and they were divided into experimental (N=30) and control groups (N=30). Both groups were given pre- and post-test, but only the experimental group was given the treatment. To collect the data, listening and speaking tests were administered to students in both groups, and a questionnaire was administered to the students in the experimental group. The obtained data were analyzed by using paired and independent sample t-tests.

The last Research by Yoestara&Puteri (2019) entitled "PODCAST: An alternative way to improve EFL students' listening and speaking performance"

From these sources, it can be concluded that podcast can bring many benefits in teaching listening and speaking for EFL learners. Specifically speaking, curriculum changes periodically in Indonesia,. Several years ago, the objective of teaching English to the EFL' learners emphasized on receptive skill only, but now it has changed as the new trends of teaching rose in language teaching. To obtain the synergy, the new trends of language teaching tools also need to be utilized; one good tool is the podcast.

The previous studies above have similarities and differences with this research. Their similarities mostly describe the implementation of Podcast and Speaking skills. In addition, several previous studies that became the subject were students and school students. Meanwhile, in this study, researchers will focus the process of implementation podcasts for entertaining speaking skills. In this research, the participants are Second Semester Students of English Education Study Program of IKIP PGRI Pontianak in the Academic Year of 2021/2022. The researcher choosed A&B Morning Class. Because in this class A&B Morning Class use method podcats as learning media.