

**THE EFFECTIVENESS OF TEACHING SPEAKING SKILLS
BY USING ONLINE PODCAST VIDEO AT ISLAMIC JUNIOR
HIGH SCHOOL 3 MALANG**

THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

2021

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Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (S.Pd.) in the English Department

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

JUNE, 2021

APPROVAL SHEET

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LEGITIMATION SHEET

**THE EFFECTIVNESS OF TEACHING SPEAKING SKILLS BY USING
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3 MALANG**

THESIS




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Has been defended in front of the board of examiners at the date of July, 13rd
2021 and declared PASS.

Accepted as the requirement for the degree of English Language Teaching
(S.Pd) in the English Education Department, Faculty of Education and Teacher
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Malang, June 8th 2021

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Lamp. : 3 (three) copies

The Honorable,
To the Dean of Faculty of Education and Teacher Training
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In
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Assalamu 'alaikum Wr. Wb.

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**The Effectiveness of Teaching Speaking Skills by Using Online Podcast Video at Islamic Junior High School 3 Malang**” is my original work to meet a bachelor degree requirement. I do not include any materials previously written or published by the other writers, except those I have cited in this thesis bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

Malang, June 08th, 2021

The researcher,



Muchammad Nur Wachid

NIM. 17180031

MOTTO

“There is no shortcut in achieving perfect goals.” – Wachid

DEDICATION

The most important thing to remember is to be grateful to Allah SWT and Prophet Muhammad SAW for the numerous mercies and bounties that were given by Allah SWT. Thank you for providing me with the knowledge, strength, and healthy life that helped me to complete this thesis.

This thesis is wholeheartedly dedicated to my beloved parents, Budayani and Diyah Suryaningsih who have supported, accompanied, and always given me motivation when I was almost down. Then thank to all parties, who always support me in finishing this thesis. Last, I would like to dedicate a grateful thanks to myself who still stand until now. I believe every person has their different style of perceptions, by honoring theirs actually is honoring self.

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This thesis entitled “The Effectiveness of Teaching Speaking Skills by Using Online Podcast Video at Islamic Junior High School 3 Malang” is structured to meet the requirements of the Bachelor of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. The writer would like to express heartfelt gratitude for all of the support received, either directly or indirectly, throughout the preparation of this final thesis to be completed. However, the writer would like to convey her honor, heartfelt gratitude, and thankfulness, particularly to:

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2. Dr. H. Agus Maimun, M.Pd as the Dean of Education and Teacher Training Faculty;
3. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department and Dr. Alam Aji Putera, M.Pd as the secretary of English Education Department;
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The researcher recognizes that this thesis was not perfect, either in terms of content or presentation. Suggestions and constructive criticism are welcome throughout the process of this research.

Furthermore, the researcher expects that this thesis will be valuable and gain some insight to the reader, as well as to the researcher.

Malang, June 08, 2021

The Researcher,

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	<u>h</u>	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong Vocal

أ و = aw

أ ي = ay

أ و = ü

أ ي = î

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
EFL	English as a Foreign Language
PPT	Power Points
LCD	Liquid Crystal Display
SPSS	Statistical Package for the Social Sciences
FLA	Foreign Language Assessment
Covid-19	Corona Virus Disease 2019
Wi-fi	Wireless Fidelity

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ABSTRAK

Wachid, Muchammad Nur. 2021. Efektivitas Pengajaran Keterampilan Berbicara dengan Menggunakan Video Podcast Online di SMP Islam 3 Malang. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Like Raskova Octaberlina, M.Ed.

Kata kunci: *Kemampuan Berbicara, Video Podcast Daring, Kuantitatif, Quasi-Eksperimen, Uji Wilcoxon, Uji U Mann Whitney*

Untuk menguasai bahasa Inggris pelajar harus memenuhi empat aspek keterampilan berbicara, keterampilan menulis, keterampilan mendengarkan, dan tata bahasa. Seperti halnya keterampilan lainnya, keterampilan berbicara memainkan peran penting dalam bahasa. Berbicara harus dikuasai oleh peserta didik karena kemampuan ini akan membantu mereka untuk berkomunikasi secara efektif. Ini memungkinkan pendengar untuk memahami apa yang dikatakan pembicara dan menghindari kesalahpahaman. Namun mengajar berbicara bukanlah hal yang mudah. Para siswa menghadapi banyak kesulitan selama proses pembelajaran seperti kurangnya interaksi, kelancaran berbicara dan pengucapan yang tidak tepat. Permasalahan tersebut dapat diatasi dengan memanfaatkan perkembangan teknologi. Salah satu teknologi informasi yang dapat meningkatkan keterampilan berbicara siswa adalah dengan menerapkan Podcast Daring.

Penelitian ini dilakukan dengan tujuan untuk menjawab rumusan-rumusan masalah: (1) Bagaimana keefektifan pengajaran keterampilan berbicara menggunakan Podcast Video Online di MTsN 3 Malang? (2) Apakah Podcast Video menarik minat siswa selama proses pembelajaran keterampilan berbicara di MTsN 3 Malang? Dalam penelitian ini, peneliti menggunakan metode Quasi-Experimental. Pesertanya berasal dari Kelas 8 SMP Islam 3 Malang. Data dikumpulkan dengan menggunakan oral-test. Peserta dibagi menjadi 2 Kelompok (Kelompok Eksperimen dan Kelompok Kontrol). Hasil temuan diperoleh dari perbandingan skor oral-test Kelompok Kontrol dan oral-test Kelompok Eksperimen.

Berdasarkan hasil temuan, peneliti menyimpulkan bahwa mengajar berbicara dengan menggunakan Video Podcast Daring memberikan dampak yang lebih efektif daripada metode konvensional. Keefektifan Podcast ini dapat dilihat dari kemampuan *pronunciation* dan *fluency* siswa yang meningkat. Hal ini dibuktikan dari rata-rata skor Kelas Eksperimen berbeda signifikan dengan Kelas Kontrol. Rata-rata skor 7,33 untuk Kelompok Eksperimen dan 5,92 untuk Kelompok Kontrol ($7,33 > 5,92$). Mengajar berbicara menggunakan Video Podcast Daring juga efektif untuk meningkatkan Kefasihan dan Pengucapan bagi siswa. Video Podcast Daring juga menyediakan banyak dialog bahasa Inggris yang dapat didengarkan dan ditonton oleh siswa dengan mudah. Metode ini dapat memberikan contoh yang baik bagi siswa untuk belajar. Siswa juga merasa nyaman terhadap suasana podcast dan dapat berperan aktif dalam proses podcast, sehingga ketertarikan siswa meningkat dan membuat mereka tetap fokus selama pembelajaran.

ABSTRACT

Wachid, Muchammad Nur. 2021. The Effectiveness of Teaching Speaking Skills by Using Online Podcast Video at Islamic Junior High School 3 Malang. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Hj. Like Raskova Octaberlina, M.Ed

Keywords: *Speaking Ability, Online Podcast Video, Quantitative, Quasi-Experimental, Wilcoxon Test, Mann Whitney U-Test*

To master English the learner must accomplish the four aspects speaking, writing, and listening. As like the other skills, speaking skill is playing an important role in language. Speaking must be accomplished by the learners because this ability helped them to communicate effectively. It allows the listener to understand what the speakers are saying and avoid misunderstanding. However, teaching speaking is not an easy thing. The students' face many difficulties during the learning process such as lack of exposure, less of fluency and improper pronunciation. Those problems can be overcome by using technological developments. One of the information technologies that can enhance students' speaking skill is by implementing Online Podcast.

This study was conducted to solve two research problems: (1) How is the effectiveness of teaching Speaking Skills by using Online Podcast Video at Islamic Junior School 3 Malang? (2) Does online podcast video attract students' interest during the speaking learning process at Islamic Junior School 3 Malang? In this study, the researcher used Quasi-Experimental method. The participants were from 8 Grades at Islamic Junior High School 3 Malang. The data were collected by using oral-test. The participants are divided into 2 Groups (Experimental and Control Groups).

The result indicated that using Online Podcast Video gave more effective impact than conventional method. Podcast improved students' pronunciation and fluency. It was supported by seeing the mean score of Experimental Class differs significant from Control Class. The mean score 7.33 for Experimental Group and 5.92 for Control Group ($7.33 > 5.92$). Online Podcast Video also provide tons of English dialog that can be listened and streamed by the students easily, it provides a good example for the students for learning. Students also feel comfortable with the podcast atmosphere and can play an active role in the podcast process, so that students' interest increases and keeps them focused during learning.

التلخيص

واحد، محمد نور. 2021. إنفعالية الفيديو الحلقي أي " Podcast " الشبكي في كفاءة تكلدم الطلاب بالمدرسة المتوسطة الحكومية الثالثة مالانج. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية و التعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرفة : الدكتورة ليكي راسكوفأ أوكتايرليا الحاجة , الماجستير.

الكلمات المرشدة : مهارة الكلام, الفيديو الحلقي أي " Podcast " الشبكي, النوعي, الطريقة *Quasi-*, *Eksperimen*, الامتحان *Wilcoxon* , الامتحان *U Mann Whitney*

كان الطلاب لا بدّ لهم من أربع حصال : مهارة الكلام و مهارة الكتابة و مهارة الاستمع و التركيب اللغوي. و مهارة الكلام لها دور مهمّ في اللغة. الكلام من الكفاءة المهمة لأنها تأثر على إنفعالية الاتصال. و يمكن السامع الفهم بها عما قال المتكلّم و يمكن إبعاد الخطأ في الفهم. و لكن التعليم في الكلام ليس أمراً سهلاً. واجه الطلاب التحدّيات الكثيرة أثناء عوائد التعليم و هي نقصان الاتصال و فصحة الكلام و الخطأ فيه. و الحلّ منه بتطوّر التكنولوجيا منها إجراء الفيديو الحلقي أي " Podcast " الشبكي.

الهدف من هذا البحث إجابة خلفية البحث الآتية : (1) معرفة ترقية فصحة الطلاب بوسيلة الفيديو الحلقي أي " Podcast " الشبكيإصلاح نقصان كلام الطلاب بوسيلة الفيديو الحلقي أي الشبكي?(2) معرفة ترقية فصحة. " Podcast " الطلاب بوسيلة الفيديو الحلقي أي الشبكي? استخدم هذا البحث طريقة البحث " *Quasi- Experimental* ". و المشتركون فيه من أعضاء فصل الثامن بالمدرسة المتوسطة الحكومية الثالثة مالانج. و الحقائق مجموعة من طريق الامتحان القبلي و البعدي. كان المشتركون مقسومين إلى فرقتين : فرقة التجريب و فرقة المراقبة. و النتيجة فيه مأخوذة من محصول الامتحان القبلي و البعدي من فرقة التجريب و الأخير من الفرقتين.

و النتيجة من هذا البحث أن تعليم الكلام باستخدام الفيديو الحلقي أي " Podcast " الشبكي له أثر كبير منفعل بالنسبة من الطريقة الأخرى. و البيان ذلك من معظم نتيجة فرقة التجريب بعيد فوق نتيجة فرقة المراقبة. معظم النتيجة 7,33 لفرقة التجريب و 5,92 لفرقة المراقبة (7,33>5,92). تعليم الكلام باستخدام الفيديو الحلقي أي " Podcast " منفعل لترقية فصاحة الطلاب و تلفظهم. و الفيديو الحلقي أي " Podcast " يهتئ أكثر الحوار في اللغة الانجليزية المسموعة عند الطلاب و هذا مثال جيد للطلاب.

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the research, research question, objective of the research, significance of the research, limitation, and definition of key terms.

1.1 Background of the Research

Speaking skill is playing an important role in language. It becomes a core part in sharing perceptions, ideas, and means to other individual in oral communication. In addition, according to Nunan (1989), speaking skill defines as a productive skill that construct of systematic verbal which contains meanings.

Based on the experts Shiyama (2008) and Ricky (2018), speaking is performing interactional process that enhance both of processing or producing words and receiving the words to provide interactive communication. Regarding to the previous statements, speaking skill must be accomplished by the learners because this ability will help them to communicate effectively. It allows the listener to understand what the speakers are saying and avoid misunderstanding.

In related to this, God already mention in the Holy Quran the use of speaking which is stated below:

Qur'an An- Nahl verses 125

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ
هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُنْتَهِدِينَ

Meaning:

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided.

In Qur'an An-Nahl verses 125 above, Allah has warned the human to watch our words. We are suggested to speak good words and for good purpose. Speaking is one way to connect with others, to pursue or to warn. To educate is not an exception. In this study, the researcher talked about speaking ability which is to educate and connect people in a good way.

Teaching and enhancing speaking skills are not easy things. This condition often occurs, especially, in the area where the learner is not in the English-speaking environment. For example, in a non-Native country such as Indonesia, most of the students cannot produce English words correctly. As a result, most of the students are not confident in speaking English. It also hinders them to be active during the learning process. The reason behind it may be caused by their fear of mispronunciation or lack of fluency.

One of the problems which occurs in acquiring good speaking skill is also founded by Iskandar Bustari and Diana Ahmad (2017) mentioned in their paper that the English-speaking environment become the major aspect in supporting students' confidence in practicing speaking English. Supported by Novita

(2019) in her research, that EFL learners and students are facing the same problems, beside of the unsupported environment to learn speaking skills, media that used by the researcher was not improving, it caused students' motivation no longer focusing on the lesson.

In the research site, the writer found the same problems appear at Islamic Junior High School 3 Malang. The researcher found some obstacles such as: students' pronunciation was not clear, their fluency was not smooth, and media are not various. They mostly do their activities by writing their tasks or assignments with little portion of speaking exercises.

The issues appear because the participant has less exposure in speaking activity. This fact is also supported by the other researcher who stated that EFL (English Foreign Language) students have no motivation or inspiration to improve their speaking skill because of fear of making mistakes (Rahman, 2013).

Reflected on the phenomenon above, the problems that students encounter in learning speaking can be overcome by using technological developments. As we know, in this era, technology has an important role in helping any kind of human activities, including in education such as in teaching and learning process. In accordance with Safitri (2017), the technology also provides many facilities to improve the student's speaking skills. This is also supported by other researchers, Guy Philips (2014), who obviously mentioned that technology serves active activity, collaborative teamwork, and helps students

with wider sources. Based on this technology, to some extent, can increase students' motivation in boosting speaking skill.

One of the information technologies that can enhance students' speaking skill is by implementing Online Podcast. According to Jordan (2007), the definition of Podcast is coming from two words, "pod" and "broadcast. The podcasts are video or audio files that is available on the internet and social media such as Website, YouTube, Spotify, and Anchor, etc.

Unlike webinars, conferences, and news anchors, language expression used in Podcasts is very casual, without restriction from media policy regulations. This media gives a challenging impression to the listeners because the topics discussed by the speakers are very transparent without being censored. The learning atmosphere in the Podcast can catch student's attention and make students feel comfortable during learning.

The other advantage of Podcast as a learning media is related to millennial learners, we do not argue that all of the students are included as the millennial generation. The reason why podcasts have become popular lately is these media provide things those millennial learners need. Millennials are "widely acknowledged as having been born between 1981 and 1996," (Reuters, 2019). Driven by endless opportunities for self-promotion and self-reflection on social media and the culture is changing. For almost 15 years, Jean Twenge of San Diego State University in California has been researching these shifts. Millennials put a huge emphasis on self-esteem than on learning young people's personalities are evolving from previous generations, becoming more

narcissistic and selfish (Twenge, 2012). Podcasts allow students to participate in the conversation while also allowing the audience to view the conversation. It gives the speaker a sense of belonging and recognition from those around him. That's why podcasts are gaining popularity these days: they can enable a speaker to unleash his or her narcissism.

In addition, is Podcast video is very flexible for online learning. For example, in a pandemic situation where the students are not allowed to come to the class, the teacher can create an online meeting. Online podcast video only requires internet connection and smartphone or computers. Rossel-Aguilar (2015) obviously wrote Podcasts are convenient to be used, the files can be accessed freely on the internet.

In conclusion, in order to achieve effective communication, the students must speak good fluency and correct pronunciation in spelling words. In this case, the researcher wants to discover deeper the potentials of Podcast Video towards speaking mastery. This study aims to determine whether Podcast Video gives a significant impact on students' ability at Islamic Junior High School level.

1.2 Research Problem

This study focused on the new alternative way of learning speaking skills through Online Podcast Video. Therefore, the researcher formulated the problems as follows:

1. How is the effectiveness of teaching speaking skill by using Online Podcast Video at Islamic Junior School 3 Malang?

2. Does online podcast video attract students' interest during the speaking learning process at Islamic Junior School 3 Malang?

1.3 Research Objective

The objectives of this research are stated below:

1. To examine the effectiveness of teaching Speaking Skills by using Online Podcast Video at Islamic Junior School 3 Malang.
2. To examine whether online podcast video can attract students' interest during the speaking learning process at Islamic Junior School 3 Malang.

1.4 Significance of the Research

Results of this study are expected to give a significant impact on three parties, they are:

1. Teachers

The result of this study can be an additional reference for teaching speaking skills.

2. Other Researchers

This study provides useful information which can be used for further research. And gives specific information that will be useful for them for example, conducting a research in field of speaking skill with the same method in different areas or subject.

1.5 Limitation of The Research

The design of the research is to test the effectiveness of Online podcast video in enhancing the students' speaking skills, especially in pronunciation and fluency.

1.6 Definition of Key Terms

Based on the research problems in this study, the description of the definition of terms in this study is as follows:

1. Online Podcast Video

Online Podcast Video is a single or series of spoken word digital audio or video files that users can watch on a personal device for easy access.

2. Islamic Junior High School

Islamic Junior High School is Islamic based educational institutions that equivalent to Junior High School.

3. The Lack of Students' Pronunciation.

Lack of student's pronunciation is situation where the learner speaks English words incorrectly or speaker's voices were not clear and a bit hard to understand.

4. Lack of Students' fluency

Lack of student's fluency is situation where the students were not able to speak English quickly and smoothly.

CHAPTER II

LITERATURE REVIEW

Literature Review is a theoretical review that discusses any related theories about research problems, the theories include the general definition of the Podcast and Speaking ability and the previous of the study.

3.1 Speaking Ability

To master English, the learner must accomplish the four aspects: speaking skills, writing skills, listening skills, and grammar. Speaking skills is one of them. Speaking is a productive skill, the speakers produce words to express their feeling to make interaction occurs. According to Putri (2019), speaking skills are an interactive process of communication that connects speakers and listeners to share ideas and information. As the expert said about the purpose and the importance of speaking skills, the students are strongly recommended to learn it.

In the classroom oral skills were not the main target. It can be seen, during the learning process, speaking was not dominating the teaching activities. Remembering that speaking is a difficult skill to master. There are various reasons why speaking skills are rarely developed in language classes.

The first reason may be caused by the teaching system that focused on writing activities. Oral interactions are uncommonly used to measure students' ability. In Addition, most of the exams are measured by using the

written test. These statements supported by Heini and Marja (2019) claim that written language and grammatical accuracy are emphasized as learning goals in teaching strategies and resources. (Heini and Marja, 2019).

The other related reason is the teachers feel uncertain about their spoken language proficiency, vowels, and pronunciation. The teacher frequently provides students the opportunity to speak, however, students who seem to be scared of making errors and being criticized face the same issues. According to Borg, (2006), the lack of involvement in speaking during the lesson process can be caused by the teachers who may not feel proper in their abilities to talk.

Even if it is announced as training of communicative languages. Language spoken in classrooms has not been widespread. If there are interactive activities and simulations, some teachers only read the written text on the handbook instead of explaining the meaning in detail (Corbett, 2003).

3.2 Speaking Aspect

As we know, speaking skill is very important. The students are required to achieve good speaking skills to improve their effectiveness in communication. According to Harmer (2002) in order to accomplish speaking skill, learners must understand the parts of speaking, those are pronunciation, vocabulary, fluency, and grammar.

1. Pronunciation

Based on the expert, pronunciation is the creation of sounds that is employed for generating meaning (Yates, 2002). According to Seidlhofer (1995), The production and perception of a language's significant sounds in order to acquire meaning in settings of language usage is known as pronunciation. Other experts argue that pronunciation is the voice of a sound system not hindering communication between the sound maker or the receiver (Paulston and Burder, 1976). This includes segmental sound generation and perception, stressed and unstressed syllables, and the "speech melody," or intonation. Furthermore, the manner in which we conduct ourselves Factors like voice quality and speech pace have a big impact on sound.

As well as total volume All of these elements are there whenever we speak something. Even in a two-syllable speech, present concurrently from the start as in "Hello!" or "Good day". In order to make the listener understand what the speaker is saying. Besides avoiding misunderstandings between them, proper pronunciation improved the effectiveness of speaking. Good pronunciation skills could impress the listeners and attract their attention for a longer time (Horby, 1989).

People's pronunciations vary depending on where they were born, their work environment, their friends, their parents, and the country in which they grew up. Pronunciation can be learned by

listening and practice, in addition the influence of surrounding circumstances also take a big part. There are two primary phases to learning how to speak a language, according to Fraenkel (1984):

a) Receptive or List stage

In this stage the listener start to learn to listen the sound and voice from the speaker. They learn to differentiate the significant vowels, pattern and sound by focusing on the way speaker say the language.

b) Productive or Speaking stage

In this stage, they begin to speak and produce the sounds they have previously learned. They can begin to become familiar to the daily pronunciation practices that have been taught to them in order to improve their tongue reflexes and pronunciation quality.

2. Fluency

Fluence is fluidity, smoothness, speaking speed, phrase length, lack of excessive pauses, and also the absence of unpleasant hesitance (Louma, 2004). Great fluency makes the speaker produce a better explanation, sounds, natural and remove distraction during speaking. It helps to catch the listener's attention and be more effective in transferring information. In conclusion, Fluency also takes an important part in speaking, it allows the speaker to speak.

In addition, fluency is the language used by speakers like a native speaker with a minimum of silence (Stockdale, 2009).

Oral fluency is an essential ability to understand, as highlighted (Tindal, 2016) and (Rasinki, 2014). They feel that fluency as an ability is the ultimate objective of reading understanding. According to Disalle and Rasinski (2017), 90 percent of comprehension issues, are attributable to oral fluidity impairment. Students who lack fluence in reading in the early years of university are therefore prone to experience issues throughout subsequent studies. It is so important to acquire and enhance early learning literacy skills (Rasinski 2014). In many English learning programs in different nations, this has, however, been overlooked.

3. Vocabulary

Vocabulary is a word in every function that has meanings. According to Putri (2019) vocabulary is playing a useful role to give meaning to any nouns, verbs, adjectives, etc. As important as Fluency and pronunciation, vocabulary provides the materials in communicating both in oral and written form. The importance of vocabulary is also obviously stated by Rivers (1991), vocabulary is very necessary for learning language, without it, students will find difficulties to use the structure and function.

4. Grammar

Grammar is the rule to make words organized according to the principles of the language. Brown (2000) also mentions that the standard order and connection of words in a sentence is governed by grammar, which is a set of rules. This skill can help the students arrange their words into effective sentences both in oral and written form.

3.3 Podcast

Based on Jordan, the podcast is a mixture of two words, “podcast” and “broadcast” (Jordan, 2007). The podcast is an audio or a video file, which can be downloaded, for example, YouTube, Instagram, Spotify, and others site where the users can access the audio or video and download it without paying any cost. The podcast file can be streamed or played on any device such as smartphones, laptops, and computers.

Kavaliauskiene states in his study which podcast could contain learning materials which provide ways in delivering a lesson to provide teacher in preparing materials (Kavaliauskiene, 2008). Other researchers also strengthen the statement besides, according to Rosell-Aguilar and Fernando (2005), the podcast is a library that contains a lot of materials and content in digital form and the user can easily catch it on their device.

The podcast has become so popular these days. The reason behind it is because this media is very close to young people. The podcasts offer extensive informal language that young people like. It is not limited by restrictions imposed by media policy. This media gives listeners a tough

impression since the subjects covered by the speakers are quite open and uncensored. The learning environment in the podcast can attract students' attention and make them feel at ease while studying (Lavircana, 2013). This makes podcast become a media that accommodates millennials people and become a means to be closer to them. According to Herman (2013), students can listen to podcasts with more relaxing languages, and the delivery is cool so that people can be entertained. Additionally, using everyday language is easier to understand, and people who listen to podcasts able to absorb information while having fun.

Since podcasts offer extensive informal language. This media gives listeners a tough impression since the subjects covered by the speakers are quite open and uncensored. The learning environment in the podcast can attract students' attention and make them feel at ease while studying. In the previous study, Mohammadzadeh (2010) said that podcast serves a significant effect towards students' speaking ability and slightly endurance student's concentration and decrease the lack of attention. Supported by Putri (2019), Podcast media affirmatively shows good point for students in case it would bring the students closer to the target language, and it affects students' attitude and motivation. This fact allows the teachers to enable students in establishing confidence with podcasts in the language learning process and make the learning situation enjoyable.

3.4 Previous Research

After analyzing previous studies, the researcher finds gaps between the previous study and this research. The significant differences are explained as follows:

1. Ceyhun Yükselir and Şevki Kömür (2017). Using Online Videos to Improve Speaking Ability of EF Learners. That study aims to improve the speaking abilities of EFL students at prep school by using online videos at Osmaniye Korkut Ata University. The study was carried out with 20 low level students in 5 classes in an English Language prep class. Results show that those who watched videos improved their speaking ability and scored high than those who didn't ($F=22,962; 0,000<0,01$). Thus, it can be concluded that using online videos in classes can be of vital importance and effective in improving EFL learners' speaking ability.
2. Iskandar Abdul Samad, Ahmad Bustari, Diana Ahmad (2017). The Use of Podcast in Improving Student's Speaking Skill. This research aims to figure out the improvement on students' speaking skills by using this Podcast. the sample of this study with total 30 students. This pre-experimental study employs pre-test and post-test. These tests are provided in the form of oral tests. The data from these tests were then calculated by using statistical formulas. The result showed that the post-test score was higher than the pre-test ($t_{score} = 8.21 > t_{table} = 2.045$). The finding showed that there was

a significant improvement of the students' speaking skills performance after undertaking treatments.

3. Novita Lestari (2019). Improving the Speaking Skill by Vlog (videoblog) as Learning Media: The EFL Students Perspective. The purposes of this research were: 1) to know how students' perspective on the use of video blog to improve speaking skill and 2) to study about what student's strategy in using video blog to improve speaking skill. The samples were 5 students of Information and Technology (IT) Department in one of University in Indonesia who learnt speaking subject. This qualitative research applied a purposeful sampling technique to get samples. The method of the research concerned to the students' perspective in the use of video blog and students' strategy to use it while the data came from the students' interview and observation. The result shows that students' perspective on the use of video blog to improve speaking skill is good through various strategies. Furthermore, students have good English skills by using video blog as the media to learn English.

To depict the gaps between current research and previous studies, the table of Originality of the Research is provided below:

Table 1.1
Originality of the Research

No.	Researcher and Title of the Research	Similarity	Difference	Gap

1.	Ceyhun Yükselir and Şevki Kömür (2017). Using Online Videos to Improve Speaking Ability of EF Learners	Both this study and the researcher's study were researching speaking ability	This study uses Online Videos as a media to improve the speaking ability	The researcher aims is to use Online Podcast Video as a new Media and fresh Platform in enhancing speaking ability.
2.	Iskandar Abdul Samad, Ahmad Bustari, Diana Ahmad (2017). The Use of Podcast in Improving Student's Speaking Skill.	Both this study and the researcher's study were researching speaking ability and use Podcast in improving speaking ability.	The subjects of this study were Senior High school level.	The researcher aims to use sample of different level, in the researcher study the sample was from Junior High School level.
3.	Novita Lestari (2019). Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective.	Both this study and the researcher's study were researching speaking ability	This study use Video Blog as a media to improve the speaking ability	The researcher aims is to use Online Podcast Video as a new Media and fresh Platform in enhancing speaking ability.

CHAPTER III

METHODOLOGY

This chapter clarifies the methodology that is used to conduct the research. It covers research design, subject of the research, research instrument, data collection, and data analysis.

3.1 Research Design

Based on the research question above, this study used a Quantitative methods approach. The quantitative method is emphasizing statistical, mathematical to evaluate and measure data or phenomenon (Aliaga and Gundeson, 2002). The type of design used in this study is quasi-experimental. This study aims to determine whether Online Podcast Video gives a significant impact on students' speaking skills. The treatment used in this study is Online Podcast Video. The teacher conducted a Podcast roleplay with the students.

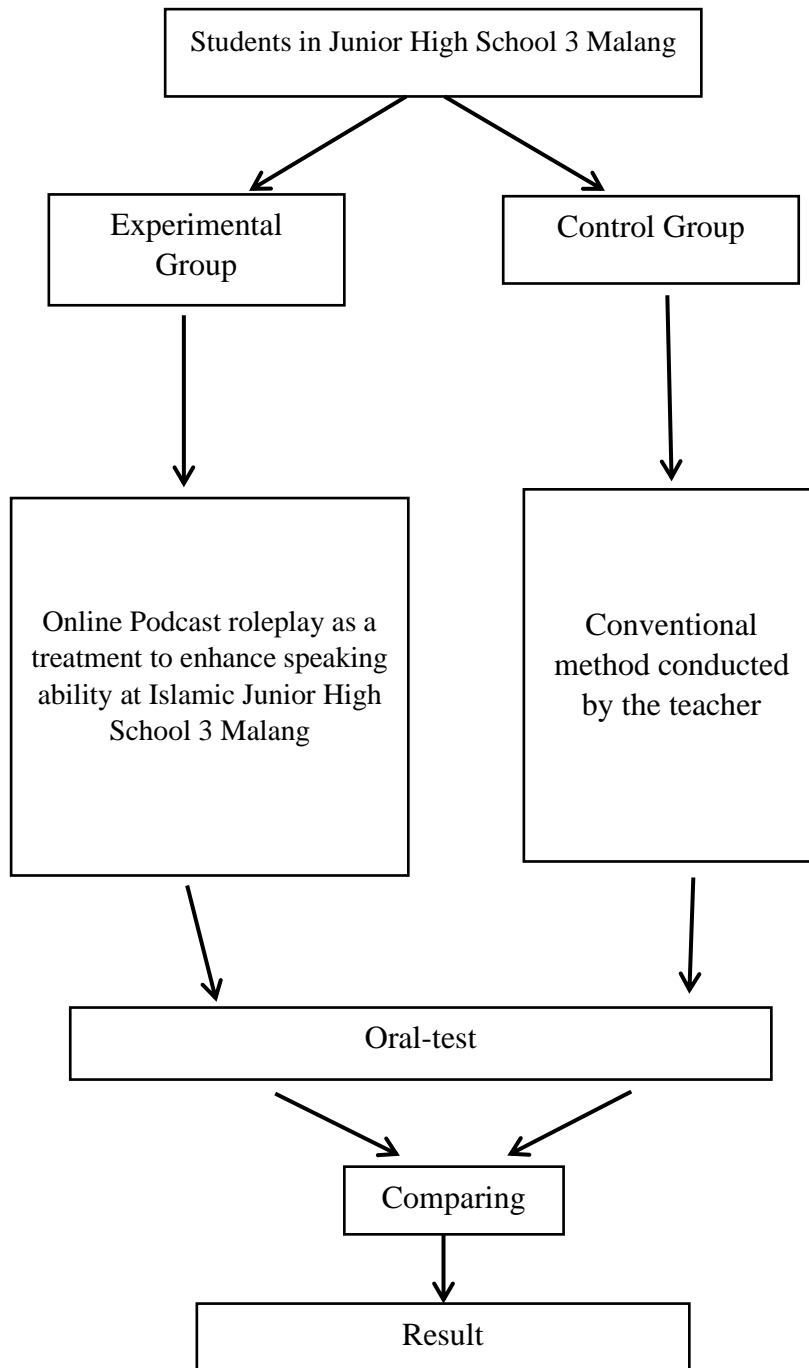
There are two groups in this design. First is the Experimental group which received treatment and the Control group which does not receive any treatment. From the first meeting until the eighth meeting, the Experimental group received treatment from the researcher. On the other side, the Control group does not receive any treatment from the researcher, they only receive the normal teaching from the teacher. At the end of the eighth section oral test would be given to both groups. The test is in oral form using Voice Note Through Whatsapp. The oral-test score of both groups are compared and

determine the final result. In addition to collect the data of students habits and behaviour during the online learning, the researcher conduct observation during the treatment process via zoom meeting, the result of the observation are described narratively in the findings.

The researcher used a non-parametric test, Mann Whitney U-Test was used to determine the deviation between the means of the Experimental group and Control group obtained from both groups by comparing their oral-test scores. This was proof that the Online Podcast Video gives a significant impact on student's speaking ability.

The technical framework of this design can be displayed in following diagram:

Diagram 3.1 Technical Framework



3.2 The subject of the Research

The subject of this study contains how the population is described and sampling and sample are used.

3.2.1 Population

Islamic Junior High School 3 Malang was selected to be observed by the researcher. The researcher researched 8 grades in that school. The participants are 24 students of 7 boys and 17 girls withing 14-15 years old. The reason behind why the researcher took research there because the researcher had found a case problem in the classroom during the teaching and learning process in that school.

3.2.2 Sampling and Sample

The method to collect samples is Sampling. Sample must be a group of persons, objects, or things taken for measurement from a wider population, for researchers to generalize the findings of the study sample to the full population, the sample must be representative of the population. The researcher used Convenience sampling to collect samples. Convenience sampling is considered the choice of sample members based on their convenient accessibility, only members who are easily available to the researcher are selected (Bharwaj, 2019). Regarding the access of the researcher, the participant is taken from eight grades at Islamic Junior High School 3 Malang the total participants are 24 students from two classes.

3.3 Research Instrument

A research Instrument is needed to help the researcher in collecting data from the participants (Arikunto, 2007). As supported by Creswell (2002) mention that an instrument is a tool for measuring, observing, and record quantitative data. The data of this study was gained by oral-test. In addition, in order to measure the improvement of student's speaking ability. The researcher uses Mann Whitney U-Test and calculated by using *SPSS 25 for windows*.

1. Oral-test

Oral testing is a test in which the speaker delivers an oral response. Criterion-referenced Test The exam assesses the performance of a student with respect to the set performance level. In this research, the oral-test was carried out after the treatment given.

2. Mann Whitney

Mann Whitney is a non-parametric test that does not require normal data or homogeneity of the data. Based on Bruce and Frey (2018) The Mann Whitney U test is used for comparing differences between two separate groups when the variable is ordinary or continuous, but typically not spread.

3. Observation

In this research, Naturalistic Observation was selected by the researcher to collect the data. According to Mcleod (2015), Observation (observing what individuals do) appears to be a natural way to do psychological research. Naturalistic Observation is a technique involves

observing involves studying the spontaneous behavior of participants in natural surroundings. The researcher simply records what they see in whatever way they can. According to Allen (2017), Naturalistic observation implies gathering data from its natural surroundings.

4. Scoring Rubric

In this study scoring rubric is as an assessment tool that briefly indicates achievement or other criteria across all the components of any subject's work, such as Pronunciation, Grammar, Fluency, and Vocabulary. Suwandi and Taufiqulloh, mention in their paper that using a set standard enable teachers to classify the students' score into certain stages of speaking proficiency (Taufiqulloh, 2009).

The researcher used Speaking Fluency Assessment Rubric adapted from FLA Foreign Language Assessment Rubrics, Grading rubric oral exam NED1104 herfst 2018. The table of the Rubric is shown below.

Table 3.1 Speaking Fluency Assessment Rubric NED1104

Categories	0 - inadequate	1- need improvement	2- meet expectation	3- exceeds expectations
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice	Uses appropriate expressions and a wide range of vocabulary learned in and out class
Grammar	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall fluency	Speaks with much hesitation, which often interferes with communication	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation.
			flow of conversation	Speaks with confidence.

3.4 Data Collection Technique

The data collection showed how the research instrument were applied, how the scores were measured, the rubric, and the technique to collect the data. In order to collect all the data, the researcher conducted eight meetings including treatment and the oral-test. In addition, observation was conducted to gain data on students' habits and behavior during the online learning

3.4.1. Oral Test and Treatment

The first meeting was conducted in March and the last meeting was ended in May. The form of the students' answer was oral form, the researcher gave some questions and the students have to answer the question by using 100% oral communication.

The students were expected to expand their understanding regarded the lesson being taught by using podcasts. By using this media, teacher was enabled to map the progress of student's speaking ability and to give further improvement for the next treatment. Below is a detailed explanation of the data collection process.

1. First Meeting

In the first meeting, the researcher was allowed by the teacher to replace him in the class. Regarding Pandemic Covid-19, the class was conducted as an online class via Whatsapp group. In the first step, the researcher introduced himself then explained all steps to both participants in the Experimental group and Control group to make them understand the technical process and to avoid misunderstanding.

The treatment section was held from the first meeting until the eighth meeting. The researcher used the podcast as the media to deliver learning materials. The treatment was administered for eight meetings, and each meeting took 10-25 minutes for treatment and 15 minutes for summary. The treatment was only applied in the Experimental group, beside the Control group did not receive any treatment from the researcher.

The treatment in the first meeting was a Podcast Video about “present tense”. The podcast videos were about asking for personal information entitled family, holiday plan, hobbies, etc. The students were expected to listen and focused on the podcast. In the second until fourth meeting the topic of the podcast videos was “past tense” followed by “future tense” in the sixth meeting. In the eighth meeting the students given chance to participate in the podcast. The topic of the podcast was “future tense”. In the summary section (15 minutes before the class ends) the students are allowed to raise some questions and freely discuss the topic that has been discussed. In addition, the researcher gave feedback in the last minutes before the class ends.

2. Oral-test

After the last treatment was completed, the researcher stopped giving treatment to the Experimental group. In May both groups Experimental and Control were given oral-tests.

The researcher sent the test to both groups. The researcher asked all the participants to finish the test before the limited time ended. The students' voices were recorded by using Voice Note through Whatsapp.

3.4.2. Observation

In addition, during the treatment process the researcher observed the students' behavior and their activity. The observation was conducted Online by using zoom meeting during the lesson process. The results of the observation were interpreted descriptively based on the observation guideline.

3.5 Validity of the Research Instrument

A validity test is conducted to determine whether the measuring instrument used in measuring something that is intended to be measured in the research is appropriate to be used or not. In this research, the validity test was carried out whether the oral-test (research instrument) given to the research subjects were valid or not. In testing the validity of this research instrument, the researcher used Pearson Product Moment with SPSS 25 edition. Such the other statistical tests, the validity test has the basis for making decisions as follows:

- If $r\text{-count} > r\text{-table}$, then the research instrument is valid;
- If $r\text{-count} < r\text{-table}$, then the research instrument is not valid.

Table 3.2 Correlation of Validity

Correlations		
Sdr	oral test	total
<hr/>		

Oral test	Pearson Correlation	.112	1	.900**
	Sig. (2-tailed)	.728		.000
	N	24	24	24

In the table above, the number of samples (N) from both Groups is 24 students. The oral-test is known to have a Pearson correlation value of 0.900. It can be stated that the oral-test instrument is valid, because $0.900 > 0.708$ (r-count is more than r-table).

Therefore, with the Pearson product moment test correlation. Research instrument for oral-test in this research was confirmed valid and accurate.

3.6 Normality Test

Mann Whitney U-Test are categorized as a non-parametric test. Since this study applied Non-parametric Test. The data is not required normally distributed. Hence the researcher shown the descriptive analysis of Normality of the data below.

Table 3.3 Normality of the Data

	Shapiro-Wilk		
	Statistic	df	Sig.
oral-test Experiment	.929	12	.373
oral-test Control	.929	12	.370

Based on the result of the statistical normality test above, the researcher used *Shapiro-Wilk test* on SPSS 25. *For windows*. If the significance value <

0.05 the data considered not normal. If the significance value > 0.05 the data is considered normally distributed. The value of significance is shown as follows.

- The significance value of oral-test Experimental is 0.373 (normal)
- The significance value of oral-test Control is 0.370 (normal)

Based on the significance values above oral-test Experiment, and oral-test Control are normally distributed because of the value of significance > 0.05 .

3.7 Data Analysis

The data analysis used in this study was using Mann Whitney U-Test. A experimental study encompasses the management of an independent variable without allocating the participants randomly to treatments or conditions (Arthur, 2013). Supported by other researchers Barbara (2016) mention that, two-group testing, regression analysis, and time series analysis are methods used for analyzing data and they have distinct assumptions, data needs, strengths, and limitations. Based on the previous experts' statement besides, this study employed oral-test and divide the participant into two groups (Experimental and Control) to gain the data from the participants.

Hence, Mann Whitney U-Test was applied to compare the two means score between the Experimental group and Control group. The result of the U-Test would be the finding to determine whether Online Podcast Video gives significant impact on students' speaking ability at Islamic Junior High School 3 Malang. However, the data were analyzed by using Mann Whitney to find out whether this study is statistically significant for H_0 and H_a . The formula of U-Test is given below:

The U-Test formula (T Suwandi, 2011):

$$U_1 = R_1 - \frac{n_1(n_1 + 1)}{2}$$

or

$$U_2 = R_2 - \frac{n_2(n_2 + 1)}{2}$$

Description:

U_1 = Null Hypothesis 1

U_2 = Null Hypothesis 2

R_1 = Sum of the ranks for group 1

R_2 = Sum of the ranks for group 2

N_1 = Number of respondents 1

N_2 = Number of respondents 2

The researcher figured out the findings of this study by testing the hypothesis after comparing the means from both groups. The statistical hypothesis is shown:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Description:

H_0 (Null Hypothesis) = Podcast online video does not give any significant impact on student's speaking ability.

H_a (Alternative Hypothesis) = Podcast online video gives a significant impact on student's speaking ability.

a) If the value of Asymp.sig.< 0.05 H_0 (null hypothesis) will be rejected.

And H_a (Alternative Hypothesis) will be accepted, which means the

rates of the mean score above the experimental group higher than the control group. The podcast video improves the student's speaking ability.

- b) If the value of Asymp.sig, > 0.05 , H_0 (null hypothesis) will be accepted. And H_a (Alternative Hypothesis) will be rejected, it means rates of the mean score above experimental group are same or lower than the control group. The podcast video does not give a significance impact on student's speaking ability.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter depicts the research finding. The research finding has been gained by the researcher during the research conducted in Islamic Junior High School 3 Malang during March and April 2021.

4.1. Research Finding

In this research, the researcher conducted oral-test to obtain the data. The test was in oral form using voice notes through WhatsApp media.

4.1.1 Oral-Test Result

The oral-test was distributed to the students of VIII grades in Islamic Junior High School Malang 3 through class group in WhatsApp. The researcher conducted the test in two classes as the experimental group and the control group. The table below provides the score of students for each class who took the oral-test.

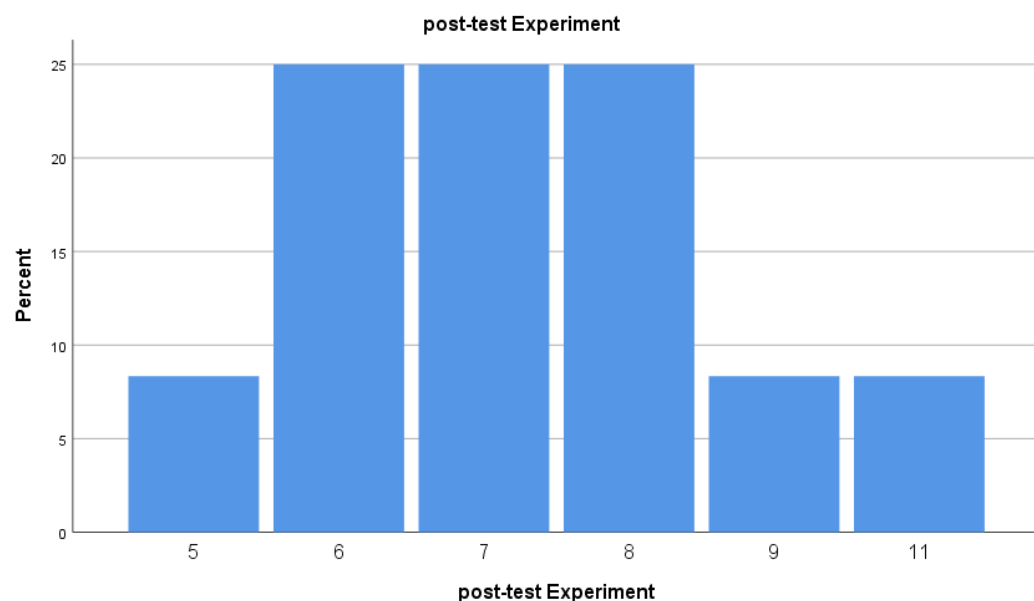
Table 4.2 Oral-test Result

	N	Minimum	Maximum	Mean	Std. Deviation
Oral-Test Experimental	12	5	11	7.33	1.614
Oral-Test Control	12	4	8	5.92	1.443

Valid N (listwise)	12				
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Table 4.2 above shows the oral-test score from the Experimental group and Control group. Hence, it can be interpreted that the lowest score of the oral-test in the Experimental group is 5 and the highest score is 11. The mean of the oral-test is 7.33. and the standard deviation is 1.614. total participants who followed the test from the Experimental group were 12 students. Meanwhile, in the Control group, the lowest score is 4 and the highest score is 8. The mean of the oral-test is 5.92. and the standard deviation is 1.443. total participants who followed oral-test from Control group were 12 students. The total participant from both groups were 24 students.

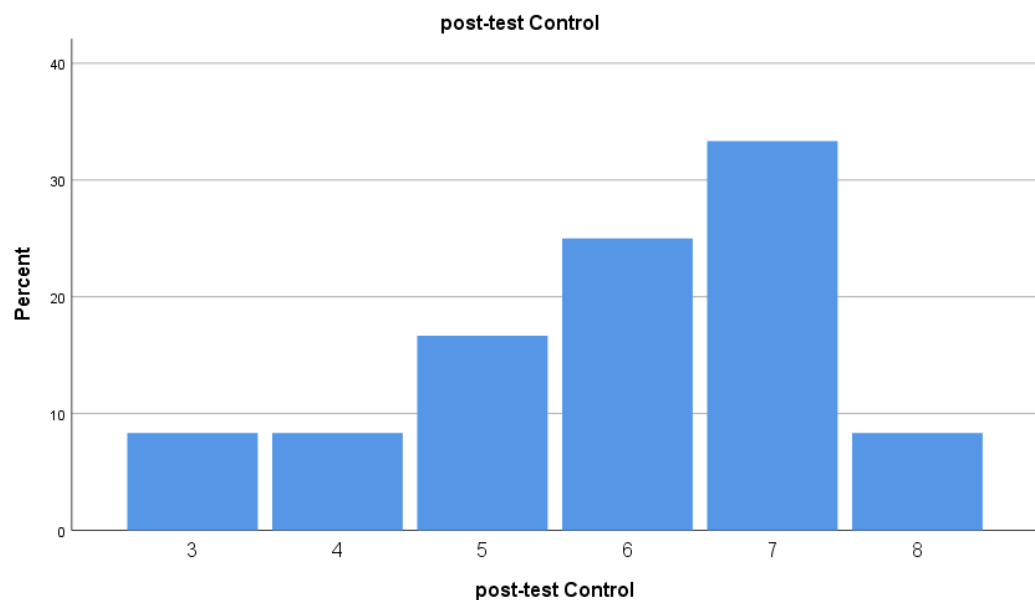
Graphic 4.3 The Frequency Distribution of Oral-Test Experiment



Based on the graphic chart 4.3 of oral-test Experiment above it shown that the percentage of students' score. The total sample who took oral-test in the Experimental group were 12 participants. The detail list is interpreted as follows:

- Student whose scores 5 is $1/12 = 8.3\%$
- Student whose scores 6 is $3/12 = 25\%$
- Student whose scores 7 is $3/12 = 25\%$
- Student whose scores 8 is $3/12 = 25\%$
- Student whose scores 9 is $1/12 = 8.3\%$
- Student whose scores 11 is $1/12 = 8.3\%$

Graphic 4.4 The Frequency Distribution of Oral-Test Control



Based on the graphic chart 4.4 of oral-test Control above it shown that the percentage of students' scores. The total sample who took the

oral-test in the Control group were 12 participants. The detail list is interpreted as follows:

- Student whose scores 3 is $1/12 = 8.3\%$
- Student whose scores 4 is $1/12 = 8.3\%$
- Student whose scores 5 is $2/12 = 16.6\%$
- Student whose scores 6 is $3/12 = 25\%$
- Student whose scores 7 is $4/12 = 33.3\%$
- Student whose scores 8 is $1-12 = 8.3\%$

4.2. Data Analysis

In this research, the researcher used Mann Whitney U-Test to analyze the data form Experimental Group and Control Group. The result of comparing the both scores determined the finding of this research.

4.2.1. Mann Whitney U-Test

Mann Whitney is a non-parametric test that does not require normal data or homogeneity of the data (Bruce and Frey, 2018). The goals of Mann Whitney U test are to determine whether there is a significant difference between the Experimental group and Control group or no significant difference between the Experimental group and Control group.

The Hypothesis is; If the value of Asymp.sig. < 0.05 H_0 (null hypothesis) will be rejected. And H_a (Alternative Hypothesis) will be accepted, it means the rates of the mean score above the experimental

group higher than the control group. The podcast video improves the student's speaking ability.

If the value of Asymp.sig, > 0.05 , H_0 (null hypothesis) will be accepted. And H_a (Alternative Hypothesis) will be rejected, it means the rates of the mean score above the experimental group are the same or lower than the control group. The podcast video does not give a significant impact on student's speaking ability.

Table 4.6 Mann Whitney Statistic

	Class	N	Mean Rank	Sum of Ranks
oral-test Score	Experimental Group	12	15.54	186.50
	Control Group	12	9.46	113.50
	Total	24		

Based on the statistic table above the mean of the oral-test Experimental Group is 15.54 from 12 participants and the mean of the Control Group is 9.46 from 12 participants. The total number of participants who conducted the oral-test were 24 students.

Table 4.7 Mann Whitney U-Test

	oral-test Score
Mann-Whitney U	35.500
Wilcoxon W	113.500
Z	-2.152

Asymp. Sig. (2-tailed)	.031
Exact Sig. [2*(1-tailed Sig.)]	.033 ^b

Based on the Mann Whitney U-Test table the Asymp.sig. of oral-test Experimental Group and Control Group are 0.031 which mean <0.05 . Due to the value of Asymp.sig. < 0.05 H_0 (null hypothesis) will be rejected. And H_a (Alternative Hypothesis) will be accepted, which means the rates of the mean score above the experimental group higher than the control group. The podcast video improves the student's speaking ability.

4.3. Discussion

Based on the findings above the researcher finds some information about the students' encouragement during online learning and students' speaking skills in the Experiment group at Islamic Junior High School 3 Malang. In addition, the researcher found a correlation between them.

2.3.1 Students' Speaking Skills

The data of students' tests were collected in oral form by Voice Note through Whatsapp. The researcher asked the participants to submit the test one by one directly to the researcher's Whatsapp number. The test was conducted at the end of the meeting after the treatment section.

Each question in the test had a different limited time. Students have 18-20 minutes to finish the oral-test before they had to submit

their answers. Researcher used Mann Whitney U-Test to compare oral-test score between the Experimental Group and the Control Group.

a. Mann Whitney U-Test Result

Based on the Mann Whitney U-Test statistic in Table 4.7, we can imply that the value of $Asmp.sig.$ 0.031 for oral-test Experimental Group and Control Group. The value of $Asmp.sig$ from Experiment scores is < 0.05 it means that the hypothesis is accepted. There is a significant difference between oral-test Experimental Group and the oral test Control Group. The Online Podcast Video helps improve students' speaking skills in Experimental Class.

b. Students' Fluency and Pronunciation

Related with the improvement of students' speaking skill, their fluency and pronunciation also significantly boosted. The students' fluency and pronunciation in the experimental class were showing a quite difference than students in Control Group. It proved by the mean of fluency and pronunciation score in Experimental group were slightly higher than Control group. The mean of pronunciation in experimental group was higher ($2 > 1.41$) than the control group. Furthermore, the mean of fluency skill, experimental group beaten control group with ($2,08 > 1,33$).

Online Podcast Video provides students to receive a lot of dialog and explanation and forced them to be active in speaking during the learning process, the Online Podcast Video can be a good example to

create active speaking behavior. Students become fluent speakers, they can speak more than they do now, and they can easily be made to feel more comfortable (Selingson,1997).

Based on analyzing the data above, the researcher concludes that Online Podcast Video can be a new effective learning media to teach speaking. Based on the class that receives treatment gain a more mean score of $7.33 > 5.92$ than the class that only taught using the conventional method. It can be considered that Online Podcast Video is effective for teaching speaking.

2.3.2 Students' Interest in Online Learning

Online Podcast Video is significantly effective to create active speaking learning and provide a chance for the students to speak. Not only that Online Podcast videos provide a good example of English dialog and students can easily listen and learn how English words are pronounced. On the other hand, speaking ability is not an easy skill to master in a short time. It needs years of practice and consistency during learning. But why the students in the Experimental group can speak longer and speak better than the control group?

Based on the researcher's observation during the treatment and podcast roleplay in the Experimental group, the researcher found the factors that boost students' motivation to speak better. The motivation comes from their mind, they know that their answers heard by other

participants. This is closely related to their natural behavior pattern of desiring to be noticed and expressing themselves to their surroundings.

This has to do with millennial narcissistic habits. They are obsessed with the reputation and recognition of others. This can be proven by everyday events, for example in junior high or high school students. These students almost post their daily activities such as going to the gym, shopping at the mall, going on a beach vacation, they even record themselves while eating and share it on the internet. These students also like to share their experiences and opinions with close friends or the public. This is commonplace when people have problems and tell their close friends to calm their feelings.

Podcast provides a place and opportunity to express students' narcissism. the podcast is an effective medium because it encourages and supports the existence of students to be known by people. they try their best to impress their friends and their surroundings.

In the experimental group, the students can take advantage of the preparation time given by the researcher to prepare the text, choose words and even use the google translate feature to translate their writing into English. This improvement can be seen in their oral-test answers, which are longer, more varied, and have a higher level of speaking loudness, indicating a higher level of confidence.

While in the Control group, the students' answer is simpler and shorter than the students' answer in Experimental group. This is due to

a lack of motivation and awareness among students to improve their speaking ability. They only responded to fulfil their job responsibilities. Even though they were given ample time to prepare, they did not make good use of it, as evidenced by their oral-test responses, which are nearly identical to or even shorter than students' responses in Experimental group.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the conducted research. The conclusion is presented as the entirety view of the research based on the outcome that have been discussed in the previous chapter. Then the suggestions are stated to give recommendation for the future research related to the practice of authentic assessment.

5.1. Conclusion

Based on the result of the findings, the researcher concludes that teaching speaking by using Online Podcast Video gives more effective impact than the conventional method. It was proved from the Mann Whitney U-Test result the Asymp.sig. is 0.031 which mean <0.05 . Due to the value of Asymp.sig. < 0.05 H_0 (null hypothesis) will be rejected. And H_a (Alternative Hypothesis) will be accepted, which means rates of the mean score above the experimental group higher than the control group. The podcast video improves the student's speaking ability at Islamic Junior High School 3 Malang.

Teaching speaking using Online Podcast Video is effective to enhance speaking skills for the students. This reason is also reinforced by the expert stated that the best way in enhancing students' fluency is more talk and practice (Selingson,1997). Online Podcast Video also provides tons of English dialog that can be listened to and streamed by the students easily, it will provide a good

example for the students for learning. Online Podcast Video also provides an enjoyable atmosphere during the learning process. This media gives a challenging impression to the listeners because the topics discussed by the speakers are very transparent without being censored. It makes Podcast can catch student's attention and make students feel comfortable during learning.

Another advantage of podcasts is, these media accommodate the needs of students' existence, podcasts provide a place and opportunity for students to play an active role in speaking practice. Students' desire to be heard and noticed by others is a powerful motivator for them to improve their speaking abilities. They want to look great and impress their friends and the people around them.

Online Podcast videos not only provide a new way of learning to speak, but they can also be a problem solver in the pandemic situation in which schools and public facilities were temporarily shut down with regards to the Covid-19 virus. This platform is practical because it cuts costs and it easy to find remembering it freely spread over the internet (Jordan, 2007).

As the result, this research indicates that Online Podcast Video is an effective learning medium to enhance students' speaking skills at Islamic Junior High School 3 Malang.

5.2. Suggestion

Based on the findings above and the conclusion of the research, the researcher suggests the following parties develop Online Podcast Video for further research.

a) English Teacher

According to the findings and the conclusion above, Online Podcast Video is significantly effective to create active speaking learning and provide a chance for the students to speak. Not only that Online Podcast videos provide a good example of English dialog and students can easily listen and learn how English words are pronounced. The researcher hopes that this new learning way could give a worthwhile online learning solution during this pandemic situation. The researcher hopes that this new learning method could be implemented in the classroom, of course considering many aspects such as internet connection, students' tools, and other terms and agreements.

b) Other Researcher

The researcher expects a lot from other researchers. Because this study is experimental quantitative, further research is needed to explore and support how the use of Online Podcast Video can improve students' speaking ability at Junior High School Level. Perhaps further study will implement this new learning method in higher educational levels. Or using podcasts in the offline way (face to face) with the students in the classroom.

c) Students or English Learners

The students need more active speaking practice to help them improve their speaking skills. They may continue to create or maintaining speaking behavior once they finished their activity in school

or classroom. As experts say in his statement that characterized as a dynamic combination of structured experienced, contextual knowledge, values, and expert's perspective which gives a structure to evaluate and integrate new various experiences and information from any source (Hasbullah and Andi, 2019).

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Appendix I Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

JalanGajayana 50, Telepon (0341) 552398 Fax imile (0341) 552398 Malang

[http:// fitk.uin-malang.ae.id](http://fitk.uin-malang.ae.id). email : fitk@uin_malang.ae.id

Nomor : 805/Un.03.1/TL.00.1/01/2021 12 Maret 2021
Sifat : Penting
Lampiran

Hal Izin Penelitian

Kepada
Yth. Kepala Madrasah Tsanawiyah Negeri 3 Malang
di
Jalan Mandiri No. 9 Lawang, Jawa Timur

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	Muchammad Nur Wachid
NIM	17180031
Jurusan	Tadris Bahasa Inggris - S1
Semester - Tahun Akademik	Genap - 2020/2021
Judul Skripsi	The Effect of Online Podcast Video Towards Students' Speaking Ability in Islamic Junior High School 3 Malang
Lama Penelitian	Maret 2021 sampai dengan April 2021

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasamanya Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

Appendix II Validity of Research Instrument

Validity test is conducted to determine whether the measuring instrument used in measuring something that is intended to be measured in the research is appropriate to be used or not. In this research, the validity test was carried out whether the oral-test (research instrument) given to the research subjects were valid or not. In testing the validity of this research instrument, the researcher used Pearson Product Moment with SPSS 25 edition. Such the other statistical tests, the validity test has the basis for making decisions as follows:

- If $r\text{-count} > r\text{-table}$, then the research instrument is valid;
- If $r\text{-count} < r\text{-table}$, then the research instrument is not valid.

	Shapiro-Wilk		
	Statistic	df	Sig.
oral-test Experiment	.929	12	.373
oral-test Control	.929	12	.370

Based on the result of the statistical normality test above, the researcher uses *Shapiro-Wilk test* on SPSS 25. *For windows*. If the significance value < 0.05 the data considered not normal. If the significance value > 0.05 the data is considered normally distributed. The value of significance is shown as follows.

- The significance value of oral-test Experimental is 0.373 (normal)
- The significance value of oral-test Control is 0.370 (normal)

Based on the significance values above oral-test Experiment, and oral-test Control are normally distributed because of the value of significance > 0.05 .

Appendix III Instrument Validation letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Malang, Jawa Timur
<http://fitk.uin-malang.ac.id> email: fitk@uinmalang.ac.id

Nomor : 987/Un. 03.1/TL.001/01/2021 22 Maret 2021
Lampiran : -
Perihal : Validasi Instrumen

Kepada
Yth. Bapak/Ibu Dr. Hj. Like Raskova Octaberlina, M. Ed.
di tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Muchammad Nur Wachid
NIM : 17180031
Program Studi : Tadris Bahasa Inggris - S1
Judul Skripsi : Validasi Instrument Speaking Test
Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M. Ed.

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n. Dekan
Wakil Dekan Bid. Akademik,

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix VI Instrument Validation Sheet

Instrument Validation Sheet

Validation Sheet Blueprint of Pre-Test and Post-Test for Research entitled
The Effect of Online Podcast Video Towards Students' Speaking Skills at Islamic Junior
High School 3 Malang

Validator	:	Dr. Hj. Like Raskova Octaberlina, M, Ed
NIP	:	19741025 200801 2 015
Expertise	:	English Speaking
Instance	:	Tadris Bahasa Inggris
Validation Date	:	22/03/2021

A. INTRODUCTION

This validation sheet is used to obtain an assessment from the validator (Mr./Ms.) on the research instrument that is used in this research. Every feedback is essential for improving the quality of the instrument used in this research. Researcher owes a lot for the willingness of validator in filling out this validation sheet.

B. GUIDANCE

Please give a score on each item of the statement using the sign (N) in the scale as follows 1 = Very Poor; 2 = Poor; 3 = Average; 4 = Good; 5 =Very Good.

C. ASSESMENT RUBRIC

No.	Indicator	Score					Feedback
		1	2	3	4	5	
1.	Research Instruments are well constructed					✓	
2.	Research Instrument are reliable with the Research Questions				✓		
3.	Research Instrument use good and proper language and grammar					✓	
4	Research Instrument are easy to understand					✓	
5.	Research Instrument can help researcher collect				✓		

	data about students' speaking skills						
--	---	--	--	--	--	--	--

D. CONCLUSION

Based on the assessment, it can be concluded that this instrument is;

Please strikethrough (abe) on the answers that do not match the conclusion.

1. This instrument can be used.
2. ~~This instrument cannot be used.~~

Appendix V Research Instruments

A. Oral-Test

Oral-test Instrument

Grade : VIII

Institution : Madrasah Tsanawiyah Negeri Malang 3

In this test, you will be able to demonstrate how well you speak English. The test will last approximately ten minutes. You will be asked questions by an interviewer.

As you speak, your voice will be recorded. Your score for the test will be based on your speech sample. Be sure to speak loudly enough for the machine to record clearly what you say. Now please start your voice recorder so that it will record what you say. Your voice recorder should now be running and recording. Do not stop your voice recorder at any time during the test. If you have a problem with the voice recorder during the test, notify the test supervisor immediately.

Part 1: Question on Personal Point of View

2 to 3 minutes

Part 1 of the test will start with the examiner asking you to state your name and show your identification.

Next, you will be asked general questions about yourself such as what your future job and the reason behind it (why you choose that job), your feeling during the class etc.

The examiner will ask scripted questions and will listen to your answer.

This part of the test follows a question-answer format focusing on your ability to communicate opinions and information on topics by answering a range of questions.

Question Part 1:

You have 5 minutes to prepare and taking notes.

1. What is your Future Job? (15 sec)
(apa pekerjaan mu di masa depan?)
2. Why do you choose that job? (30 sec)
(kenapa anda memilih pekerjaan tersebut?)
3. During the Online Class do you think that your Speaking Skill improved? (20 sec)
(selama Pembelajaran Online apakah kemampuan berbicara anda meningkat?)
4. What is the biggest obstacle for you during the Online Class? (1 minute)
(apa kendala terbesar anda selama Pembelajaran Online?)
5. How do you solve those problems? (1 minute)
(bagaimana anda mengatasi masalah tersebut?)

Part 2: Individual Long term

4 to 5 minutes

After Part 1, the examiner will give you a topic and will ask you to talk about it for one to two minutes.

The topic will be handed to you on a paper, and you can use a piece of paper and a pencil for making notes. On the paper, you will see the speaking prompt and some points you can cover in your talk relating to this.

You will have exactly one minute to prepare and make notes before you speak. The examiner will use a timer and will tell you when your time is up.

The examiner will tell you when to start your talk and will remind you that they will stop you after 2 minutes. The points on the task card will help you to think of what to say and you should try to keep talking for the full 2 minutes. They may ask you a question about what you have said before going on to the next section.

This part of the test assesses your ability to speak at length on a particular topic, using appropriate language and organizing your ideas in a logical

way. You can use your own experience on the topic to help complete the long turn.

Question Part 2:

You will have 3 minute to prepare and taking notes.

1. Describe something or someone you own which is very important to you. (2 minutes)

(dekskripsikan sesuatu atau seseorang yang anda miliki yang sangat berarti bagi anda)

You will have 20 minutes to prepare and taking notes.

Choose the following Topic and describe the topic. (2 minutes)

- | | |
|---------------------------|---------------------------|
| 1. Mountain | 6. Mountain |
| 2. Beach | 7. Beach |
| 3. Visiting Grandpa House | 8. Visiting Grandpa House |
| 4. Jungle | 9. Jungle |
| 5. Winter | 10. Winter |

-This is the end of the test-

B. Observation Sheet

Background

This observation was formulated for seeking students' habits and behaviour towards the use of Podcast during online learning process. Observation is the active collection of data from a primary source, it can also include the perception and recording of data using scientific instruments (Kosso 2011 and Mendez 2009). Hopefully, by figuring out the students' habits and behaviour can support answering the research question: (2) Does online podcast video attract students' interest during the speaking learning process at Islamic Junior School 3 Malang?

Objective

This Observation is designed to help the researcher collects data about students' habits and behaviour towards the use of Podcast during online learning. This observation sheet become a guideline while conducting the research using Observation. The researcher also uses a specific rubric to assess the video conferencing.

Collection Technique

Researcher conducts the observation during treatment start from first meeting until eight meeting. The researcher uses Zoom meeting as a media to observe the students' habits and behaviour.

	Observation Indicators	Notes
Students Interest in Online Learning	Student answers the teacher's greeting	
	Student responds to the teacher question	

Students Interest in Online Learning	During the Podcast treatment, the student pays attention to the teacher explanation and not easily got distracted	
	Student feels comfort during the Podcast treatment	
	Students are confident to ask to the teacher and share their ideas	
	Student's voice is clear and was not nervous	
	Students are excited to the Podcast	
	Student follows the teacher instructions well	
	Students make the best use of their time during the Podcast preparation	

Appendix VI Assessment Rubric

Categories	0 - inadequate	1- need improvement	2- meet expectation	3- exceeds expectations
Vocabulary	Uses only simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice	Uses appropriate expressions and a wide range of vocabulary learned in and out class
Grammar	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall fluency	Speaks with much hesitation, which often interferes with communication	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.

Appendix VII Students' Score

A. Oral-Test Experimental Group

No.	Nama	Score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	RA	2	2	1	2	7
2	ADL	2	2	2	2	8
3	SSH	3	2	3	3	11
4	ALQ	1	1	2	2	6
5	MYA	1	1	2	1	5
6	UAH	2	1	2	2	7
7	RNS	1	1	2	2	6
8	MBH	1	1	2	2	6
9	ARS	2	2	2	3	9
10	SZA	2	2	2	2	8
11	AS	2	1	2	2	7
12	NGS	2	2	2	2	8
Total Mean		1,75	1,5	2	2,08	7,33

B. Oral-Test Control Group

No.	Nama	Score				Total
		Vocabulary	Grammar	Pronunciation	Fluency	
1	AAZ	1	1	2	2	6
2	MAE	2	2	1	1	6
3	HANS	0	2	1	1	4
4	AA	1	0	1	1	3
5	ADN	2	1	2	2	7
6	AN	1	2	1	1	5
7	MNF	1	1	2	2	6
8	LN	2	3	1	1	7
9	DD	3	1	2	2	8
10	IR	1	1	2	1	5
11	SNH	2	2	1	1	6
12	NS	2	2	1	1	6

Total Mean	1,5	1,5	1,41	1,33	5,92
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Appendix VIII Sample Transcription of students' Answer

In this part, some of students' voice note will be transcribed into text.

Student Name : Danissa Dara

Class : Control

Oral-test

Part I

Dara : In the future, I want to be a pilot. Because I like travel and fly high in the sky. During the online class, my speaking ability still the same. My biggest obstacle is I can not understand the materials without being explain first. Especially for mathematic or physic. My way to solve the problem is study as much as possible. And ask a friend or my teacher.

Part II

Dara : The most valuable person in my live is my mother. She is my beloved mom. She always support me. And give me present. She always help me, when I need her help. I loved my mother.

Part III

Dara : Sea and sea creatures is an organism that live below the footage zone of the ocean. These creatures most survive in extremely harsh condition such as hundred of waves, small oxygen, very little food, no sun light, extreme cold. most of these creatures live in abyss. These creatures can live hundred even thousand hundred above the sea level, and survive from the extreme pressure deep.

Student Name : Zara Kumalasari

Class : Control

Oral-test

Part I

Zara : Assalamualaikum warrahmatullahiwabarokatuh. In the future I want to be a counsellor. I want o help people who have interference with himself. Number two, no. the way to overcome it is by looking explanation in the Internet.

Part II

Zara : my mom. I have lovely mother. Her name is Diva. She is the best mother in the world for me. Although I was sick, she always help me whenever I need her. I am very glad to have her. Thank you

Part III

Zara : Lions are mamals. They live in dessert. They are carnivours, therefore they have sharp teeth and claws to rip off their prey. The male lion has hair growing around his neck.

Student Name : Salsabila Candra Kirana

Class : Control

Oral-test

Part I

Salsa : In the future I want to be intel. The job is very cool. Because it makes the country proud and find mysterious suspect. Not at all, my speaking ability is not improved. Because of this online version and I am not sociable. The problem is hard to understand, I don't know what the teacher teaches. Sometime the videos in the internet is not good, for children who don't have cell phone is difficult to study. The way to

overcommit is by asking the teacher and repeating the video they gave.
And by praying and worshipping

Part II

Salsa : My idols, he is from south Korea. He is very success man in the world.
He told me to love my self.

Part III

Salsa : The cat also known as the domestic cat for the house cat. The word cat refers to the cat in the house not to tigers and lion. Cat have long tails, and have soft fur. Cat love to eat and meowing.

Student Name : Adindda ata azahra

Class : Control

Oral-test

Part I

Adindda : Assalamualaikum warahmatullahi wabarakatuh. What is your future job is, I want to become a pulmonary doctor. During the Online Class do you think that your Speaking Skill improved. I think it's the same as before I started. The biggest obstacle forum guide online class, answer. I have problems in the field of Islamic history, because I don't like reading.

Part II

Adindda : Mom and dad are the one who special for me. Mama is the most patient women. Papa is the hero in my family. Papa and mama always support my decision and gave me a lot of love.

Part III

Adindda : Cats are cute animals, and easy to find. Cats have soft fur, great ears. In this type can be seen from the tightness of the viewer and the shape of the face. Cats are *manja* to us, and cats are also mammals.

Student Name : Abimayu rahagi

Class : Experiment

Oral-test

Part I

Abimayu: I want to be an intrapreneur, because I think the job is good for me. Number three. Yes, because I am required to speak in social media in good language. Online learning is difficult to understand the material, Because online learning is more difficult than face to face learning. I solve this problem by search materials on the internet and asks friend to help me understand the materials. By using smartphone I can study English in my house by my self.

Part II

Abimayu: The most meaningful item to me is a smartphone, because with the smartphone I can do anything. I can connect with the people and friend far from my house. I can search for materials in the internet and study the materials in my house, I can replace book with smartphone. I can do anything withmy smartphones. And I can play games and chess to train my logic.

Part III

Abimayu: Cats are mamals with four legs, there are carnivourist. Cats have very sharp eye sight. Cat is a furry animal that has a long tail and sharp

claws. Cats are often kept as pets. cat is soft and become the favourite because they are cute.

Student Name : Agni dwi larrasati

Class : Experiment

Oral-test

Part I

Agni : I want to be a doctor, because it was my dream, since childhood, and I want to help other people. My speaking is not good and also I want to be useful for others. Yes, I have noticed that my speaking skills improve a lot. My problem during online class, is that it is difficult for me to accept new theory, but I can handle it by reading a lot of books. For me personally, online class, our learning from home. By utilizing today's technology, but there are some obstacles that I experienced during online class, including, it is difficult for me to receive new theory signal problems, and some problems, but I can offer come them by being diligent in studying and diligently, reading books.

Part II

Agni : Something that important for me is my cat. His name is Yepy. his colour is orange and white, his weight is 3.2 kilograms. He has chubby cheeks. My cat, always accompany me when I am alone at home. That's why I adore him so much. but sometimes. He is very naughty. He loves trying to catch the other cats. He is very like wet food, and chicken. I love him so much.

Agni : Mountain is more than my favourite place to traveling. Mountain is very high place in the mountain. The weather is very cool. That's why, when you're fishing mountain, your suit wear jacket. My favourite Mountain is

Bromo. The view is wide from there, the scenery is very beautiful and Bromo is the closest mountain from my house, me and my family have been often Promo.

Student Name : Arreta Aulia Kirana

Class : Experimental

Oral-test

Kirana : One, my future job is become a doctor. Because I can help people who are sick who need help immediately. and doctor is a noble job I can save people live by heal and cure them from illness. My speaking ability is improved, because I have practice speaking a lot in the class. The teacher asks me to speak a lot, even my grammar is not correct. Sometime I got notice and asks to speak several times. The biggest obstacles in online learning is the schedule, I often miss the schedule for learning. The way to overcome is by become discipline and be more diligent in looking for materials is not yet understood

Part II

Kirana : The most important person for me is my parents. They raise me when I was a baby, and give me a lot of loves. They often work hard for me to make me happy and buy me delicious meal and things. They always accompany me when I am alone. My parents often ask me to wash my dishes and clean my bed. But sometimes my parents treat me to holiday in beach and mall that makes me really happy. I love my parents.

Part III

Kirana : Lion is wild animal. They have characteristic like brown colour. Lion has the mustache, in front of the mouth. Lion is has four feet, lion is king of jungle. lion has a big voice, that make all of animals in jungles, afraid with

them. lion uses its powerful forelegs to grab or slap down large prey that would otherwise outrun it. The jaws are short and strong with long canine teeth that are used to quickly kill the prey, either by biting the neck and strangling or by biting the nose and suffocating. A lioness measures about three meters. The lion stands over one meter tall at the shoulder. He has long hair on his head, neck and shoulders. The hair here is called the mane. The lioness has no mane and is usually a little smaller. When her cubs are born, they are about the size of domestic cats.

Student Name : Augy Laily Q

Class : Experimental

Oral-test

Part I

Augy : The job I want in the future is to become a doctor. I want to work as a doctor because I want to help people who are sick, and be able to treat sick people closest to me, and doctor is noble job I want to save people live and heal them form disease and fight the corona virus. The obstacle is accepting new theory. the online learning not explain the material and the theory. I have difficult on accept new theory. I can offer this by reading more theory and searching the Internet. I also can ask friend to explain the materials.

Part II

Augy : Mother, my mother name is Emaa. She is businesswoman in the house. She is very patient and friendly woman. She is She care about her children expecially to my little sister. Even though she is busy. She support me a lot and sometimes help me to understand the learning material in the school. I am so grateful for having a mother like her.

Part III

Augy : Visiting grandpa's house. Because of covid we are not allowed to go outside, that I'm at home I went to my father's house. My grandfather's house in Lumajang. When I got there, I was greeted with a large car, and separate groups that have from one of the is my friend for this is object. My father's house is very large. It has never judged, starting from my mother's side, there are four bedrooms and two bathrooms, apart from the livingroom. There is also a very specials kitchen. My grandmother, cook special food, behind my grandfather's house, there is also a very large field. I cant taste the fresh air and enjoy the situation.

Appendix IX Letter of Completion of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 3**

Jalan Mandiri 9 Lawang Kabupaten Malang
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SURAT KETERANGAN

Nomor : B-276/Mts.13.35.03/PP.00.5/04/2021

Yang bertanda tangan dibawah ini :

Nama : Dra. Warsi, M.Pd
NIP : 196807011993032003
Jabatan : Kepala MTsN 3 Malang

Menerangkan dengan sebenarnya bahwa Mahasiswa di bawah ini

Nama : Muchammad Nur Wachid
NIM : 17180031
Fakultas/Program Studi : FITK/ Tadris Bahasa Inggris
Nama Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim

Telah melaksanakan penelitian dengan judul **"THE EFFECT OF ONLINE PODCAST VIDEO TOWARDS STUDENTS' SPEAKING SKILL IN ISLAMIC JUNIOR HIGH SCHOOL 3 MALANG"** pada bulan **Maret** sampai dengan **April 2021**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



30 April 2021

Appendix X Thesis Consultation Logbook



KEMENTERIAN AGAMA
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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 http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

BUKTI KONSULTASI SKRIPSI

JURUSAN TADRIS BAHASA INGGRIS

Nama : Muchammad Nur Wachid
 NIM : 17180031
 Judul : **The Effect of Online Podcast Video Towards Students' Speaking Skills in Islamic Junior High School 3 Malang**
 Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M.Ed

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan Pembimbing
1	22/02/2021	Bab 1 (<i>Background of The Study</i>)	
2	17/03/2021	Bab 1 dan Bab 2	
3	31/03/2021	Bab 3 (<i>Research Methodology and Instruments</i>)	
4	07/04/2021	Instrumen Penelitian	
5	25/05/2021	Bab 4 (<i>Research Findings</i>)	
6	03/06/2021	Bab 4 (<i>Research Findings and Discussions</i>)	
7	05/06/2021	Bab 4 (<i>Discussion</i>)	
8	06/06/2021	Bab 5	

Malang, 08 Juni 2021

Menyetujui,

Mengetahui,

Dosen Pembimbing

Ketua Jurusan Tadris Bahasa Inggris

Dr. Hj. Like Raskova Octaberlina, M.Ed
 NIP. 197410252008012015

Dr. H. Langgeng Budianto, M.Pd
 NIP. 196810202003122001

Appendix XI Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap : Muchammad Nur Wachid
Tempat, Tanggal Lahir : Malang, 26 Agustus 1999
Jenis Kelamin : Laki-laki
Agama : Islam
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
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Nama Wali : Budayani



Riwayat Pendidikan

1. 2003 – 2005 TK Dharma Wanita Lawang
2. 2005 – 2011 SD Ummu Aiman Lawang
3. 2011 – 2014 MTsN 3 Malang
4. 2014 – 2017 MAN 1 Kota Malang
5. 2017 – Sekarang UIN Maulana Malik Ibrahim Malang

Malang, 08 Juni 2021

Mahasiswa,

Muchammad Nur Wachid

NIM. 17180031