

## CHAPTER II

### LITERATURE REVIEW

#### A. The Nature of Speaking

##### 1. Definition of Speaking

Speaking is an active skill that enables the sharing of ideas, thoughts and concerns with others through spoken language. It is also a crucial aspect of language learning. According to Firmansyah (2017: 119), a person's speaking ability does not manifest immediately; rather, it must be cultivated through deliberate practice. Speaking is a skill that requires consistent development and improvement to become an effective means of communication (Mary, 2019).

According to Zahra & Sugiyatno (2023) have observed, proficiency in spoken English and the capacity for directed discourse can serve to demonstrate a person's aptitude for engagement with their environment. Furthermore, the capacity to speculate can be seen to enhance an individual's potential. However, it is notable that some students experience difficulty in expressing themselves orally in English. This presents a significant challenge, particularly in the context of spoken communication (Setyawan et al., 2018).

At the University of Muhammadiyah Purwokerto, the English Education programme employs the use of the English language on a daily basis. This enables students to participate in speaking courses from the outset of the semester until its conclusion. The objective of this study, therefore, is to analyse the use of the English language in daily communication.

## 2. Aspects of Speaking

Thornbury (2013) states that there are several aspects in the speaking process. The first aspect is the conceptualisation and formulation process. In conceptualisation itself there are three other aspects involved, namely discourse, topic, and communicative purpose. Meanwhile, the formulation stage involves the selection of strategies in using certain levels of discourse, syntax, and vocabulary. The second aspect is the articulation process, in which a speaker produces utterances by using his or her speech apparatus.

The third aspect is the process of self-monitoring and improvement. Self-monitoring will occur simultaneously with the other three aspects (conceptualisation, formulation, and articulation). If this happens in conceptualisation, then the speaker will fail to express what he wants to say. Then, if this happens in the formulation stage, it will make the speaker slow down or pause, or even rearrange how the speech is. While, if this happens in the articulation stage, then the speaker will make corrections or improvements in his pronunciation.

The fourth concept is automaticity which involves the use of fixed chunks and the use of memorised utterances at the formulation stage. The fifth aspect is fluency. The last aspect is managing speech. This aspect involves the ability to control turns in the interaction and use discourse markers and paralinguistics (cues). In short, what is involved in speaking is a motor skill.

## **B. The Nature of Podcast**

### **1. Definition of Podcast**

In today's advanced era, there are many media that can be used to improve our abilities and one of them is podcasts. Podcasts are media uploaded via the internet in the form of audio or video files. Now podcasts can be used in the academic field, and provide a lot of material in learning. A podcast is an audio or video recording that is uploaded to a website or application, so that users can easily download and listen to it anywhere and anytime. A podcast according to Rosell-Aguilar and Fernando (2015, p.38), is comparable to a public library in that it sends any materials or resources the consumer needs directly to their devices. Users can get it for free and without having to register or pay anything. When they wish to learn something, they can select one of available discussion topics. Of course, Rosell-Aguilar and Fernando (2015, p.32) were correct when they stated that “the podcast was a convenient and easy to use format”. As was already mentioned, podcast are undoubtedly simple to obtain, appealing, and they inspire students to learn.

Podcasts have become one of the fastest growing media in recent years. Podcasts are digital audio files that are created through recording and then uploaded to an online platform to be shared with others to be listened to. In this case, the audio file in the form of a podcast can be accessed directly from a desktop, device or even sent to a portable media device such as an MP3 player to be listened to 'on the go'. Making podcasts is also relatively easy, even everyone is allowed to participate. So it is only natural that this technology in

the form of sound media is widely available and has become famous. Locker (2018) also revealed that podcasts have now reached more than 155 countries, with at least 525,000 active podcast shows and 18.5 million users. And until now people are still listening.

Podcasts are one of the media products that the Indonesian population is interested in. Citing data from GlobalWebIndex (GWI), the percentage of podcast listeners in Indonesia is the second largest in the world as of the third quarter of 2021. Podcast listeners in Indonesia reached 35.6% of the total internet usage aged 16-64 years. Indonesia only lost to Brazil, where the percentage reached 37%. Podcasts are the third favourite audio content according to the same report, radio shows are second, and audio books are fourth.

## **2. Kind of Podcast**

According to Mendio, D & Valiant, V (2021) podcasts have their characteristics and types. The characteristics of podcasts are divided into: a. one-time production, b. serial production where every day, week, or month there will be a new "episode" produced, c. can be downloaded automatically when new content is uploaded by the "podcaster", d. can listen anytime and anywhere. While the types of podcasts are:

- a. Podcasts in general, namely audio podcasts. Made with a voice recorder and the format is mp3.
- b. Enhanced podcasts, in the form of audio podcasts with the addition of slides and images. Usually this podcast is done for presentations with

narration and chapters. The format used is mp4a or mp4b, but it can also be a .mov file and even PDF.

- c. Vodcast, or video podcast. Made with a camera recorder and digital video and the format is mp4 or mov.

### **3. Advantages and Disadvantages of Podcast**

In education, podcasts have several advantages. In accordance with Bahadorfar (2014) Podcasts allow students to use technology-based teaching systems as they are today in the school environment and allow switching from traditional face-to-face without having to lose the student-teacher relationship. Every technology certainly has its advantages and disadvantages. Likewise, podcasts are also a technology that may have its advantages and disadvantages. As said by Man (2006) podcasts have several advantages in their use as follows: 1. increases student motivation, 2. helps teaching in large classes, 3. can be used to teach students with mixed abilities, 4. focuses attention on accuracy.

The disadvantages are still uncertain, and may vary. From signal problems, non-existent recording devices and even cheating students in recording because the teacher does not know their activities outside of school. So a teacher must be prepared for all the risks of the shortcomings of using podcasts when using them in learning.

## **C. The Nature of Attitudes**

### **1. Definition of Attitude**

An attitude may be defined as a process of communication interaction, where by an individual respond to a stimulus, whether in the form of a question or a statement, that is received. In other words, attitude is also closely related to the object received by the receptor. Furthermore, attitude is a significant factor influencing the process of learning a foreign language, in this case English. Attitude plays a pivotal role in guiding students' behaviour, which gradually evolves during the learning journey. Attitude encompasses beliefs about perception and emotion, and thus is closely linked to language and learning, ultimately impacting the success of language acquisition (Oroujlou and Vehedi, 2011).

As stated by Ifedayo et al. (2019), in order to ascertain or quantify student attitudes and behaviors, it is necessary to utilize an instrument comprising a minimum of 13 items. In contrast, other studies posit that self-learning management and e-learning comfort can be assessed through the use of questionnaires and online surveys as measurement tools (Jackson, H., 2019).

In this study, attitudes and perspectives are based on affective and cognitive aspects. As written by Giner-Sorolla (1999) in the research of Berg et al (2006). The cognitive and affective components of an attitude are related to an overall evaluation of whether an individual with an attitude opposes or even supports an object. The relevant cognition is a valuable belief held by the individual

about the attitude object. In contrast, the relevant affect is a set of feelings and emotions associated with the attitude object.

## **2. Aspects of Attitude**

According to Orfan (2020), there are three aspects of attitude in language: cognitive, affective and behavioural.

### **a. Aspect of Cognitive**

This cognitive component pertains to the function of cognition in an individual's attitude towards a psychological object, such as beliefs. In research, it encompasses thoughts about technology.

### **b. Aspect of Affective**

This affective component is divided into two aspects: positive and negative emotions. In this study, the affective aspect is related to technology, specifically a podcast in which the subject makes a statement that could be classified as either happy or unhappy.

### **c. Aspect of Behavior**

This behavioral aspect pertains to how an individual behaves and responds in diverse circumstances. The term "behavior" is defined as an action with positive or negative tendencies related to psychology.

## **D. Previous Studies**

Several relevant studies have explored the use of podcasts in language learning, but important differences reveal the unique contributions of this research on Students' Attitudes Towards the Use of Podcasts in Speaking Courses. Suparjana

et al. (2016) investigated students' attitudes toward podcasts at Tanjungpura University, using structured interviews to gather data. Their findings indicated positive attitudes toward podcasts as a learning medium. However, their study did not provide a detailed examination of specific language skills or the speaking course context. In contrast, the current study focuses explicitly on students' attitudes related to podcasts' role in developing speaking proficiency within a formal academic setting, adding a more targeted pedagogical perspective.

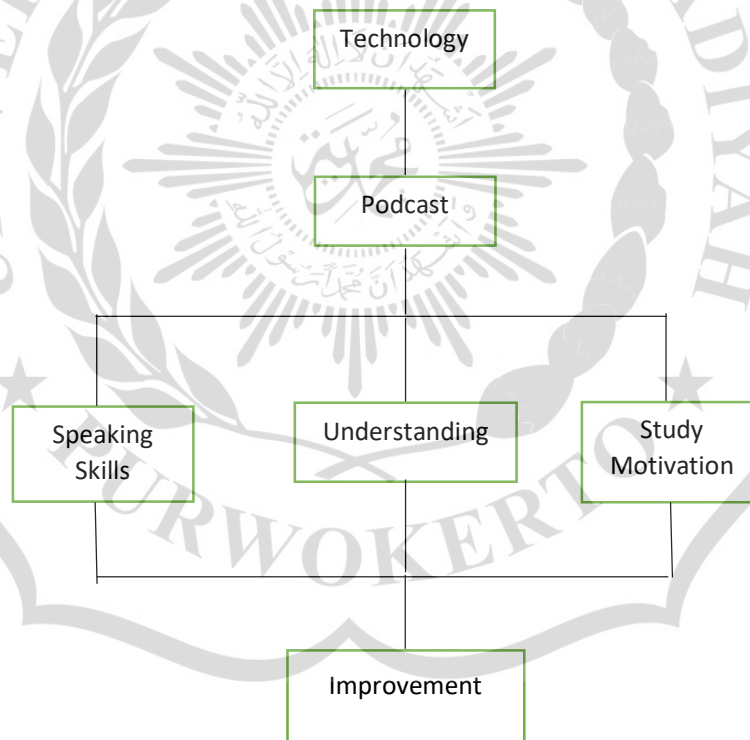
Similarly, Yoestra and Putri (2018) highlighted the potential of podcasts to improve both listening and speaking performance in EFL learners. Their research emphasized general performance improvements and the overall benefits of podcasts in teaching listening and speaking. However, their work did not delve into students' subjective experiences or perceptions regarding podcast use within a dedicated speaking course. The current study fills this gap by focusing on students' attitudes, offering insights into their learning experiences and perceived skill development within a speaking-focused curriculum.

Harahap (2020) examined the impact of podcasts on students' listening skills, reporting positive perceptions and increased motivation for learning English. Although this study addressed students' interest in podcasts as a motivational tool, it did not explore their use in speaking courses or provide a detailed attitudinal analysis related to speaking skill enhancement. In contrast, the present research integrates both attitudinal data and performance-related perceptions specific to speaking instruction.

The novelty of the current study lies in its contextual specificity, targeting speaking courses at Universitas Muhammadiyah Purwokerto, and its comprehensive analysis of students' attitudes using a mixed-methods approach. Unlike prior research, it provides a focused exploration of how podcasts influence speaking proficiency development, bridging the gap between technology integration, pedagogical strategies, and students' subjective learning experiences in EFL speaking courses.

#### E. Basic Assumption

In this basic assumption, the researcher describes it in the tree diagram below:



Seen in the tree diagram above, the beginning of this basic assumption is the use of technology in the form of podcasts in teaching and learning activities. The use of podcasts is expected to improve speaking skills, understanding, and also motivate students to learn English, especially in their speaking skills.