

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is very important for human life, because with language people can interact with each other and can live a better in social life. The language is so vital in life, therefore humans can not be separated from these. Keraf (2001), gives two language sense. The first understanding states the language as a communication tool between members of the community in the form of sound symbols produced by the tool. Second, the language is a communicational system that uses symbol vocal (sounding words) that is arbitrary (has meaning). Based on the understanding that displayed above, the author conclude that Language is structured communications tool, which serves as a means of delivery and recipient of the messege in the form of ideas or information.

English is the most commonly spoken language in the world. English has emerged as a mandatory medium of instruction in communicating between countries. In Indonesia, English has become the language commonly used, even though English is only a foreign language, not the first language or mother tongue. Learning English aims to teach children around the world and is expected to be able to compete with the global community. Therefore, everyone is motivated to learn to master English as one of the steps to advance themselves in this era of globalization.

The main objective of teaching English based on the 2013 Indonesian curriculum is to develop students' potential to have communicative competence in

interpersonal, transactional, and functional discourse. In Indonesia the minimum completeness criteria (KKM) of the student is 75. Therefore, all aspects of learning ranging from objectives, materials, teaching processes, media, sources, to assessments are attempted to approach the use of English both inside and outside the classroom. Speaking is one of the language skills that show a person's ability to convey messages or opinions and communicate. In speaking pronunciation is very important, as a tool to correct messages correctly. With the correct pronunciation, the information and ideas conveyed will not be wrong and there will be no miscommunication between the speaker and the recipient and the interaction will run easily. Therefore, pronunciation is very important in the communication process.

Further Richards (2008) said that in communicating with others, one should understand what others say, by capturing the meaning through what is listening. Pronunciation is very important in communication, so that people who listen to us are not confused about what we mean. The correct pronunciation allows us to be able to give and receive the correct information in communicating.

Problems in learning pronunciation are still often encountered in several schools. For example, based on the author's direct observations and experiences at SMA N1 Tarutung, it was found that student activities during English learning only focused on writing and reading activities and grammar. Students rarely ask questions or speak in English with their friends and teachers when learning English. Teachers also realize that they are still lacking and have difficulty in providing new methods in learning to speak, especially on pronunciation problems which are quite annoying. Self-speaking activities are still lacking,

students often speak English even though it is mixed with Indonesian, for students' own pronunciation is not fluent, there is a Batak accent which is the local language.

This phenomenon is often encountered in the pronunciation of words that are still a lot wrong; they still pronounce the word according to what is written, for example:

Table 1.1 The Phenomenon of Pronunciation Student's

No	Words	Original Pronunciation	Student's Pronunciation
1	Knowledge	'nɒlɪdʒ	k'nolech
2	Psycholinguistic	ˌsaɪkəʊlɪŋ'ɡwɪstɪk	psikolinguistic
3	Biology	baɪ'ɒlədʒi	biologi

Table 1.2 The students' score in pre observation test

NO	INITIAL NAME	PRONUNCIATION SCORE
1	AM	60
2	AS	60
3	CL	60
4	DL	75
5	DS	60
6	ES	50
7	EH	55
8	FS	65

9	GS	78
10	GL	60
11	IS	65
12	MT	75
13	NS	68
14	VH	60
15	YN	60

Based on these problems, the author invites students to be more active and enjoy learning and interest to improve students' pronunciation inside and outside the classroom. Podcasts provide a teacher's opportunity to support students develop pronunciation skills and . Podcasts not only accelerate listening skills but also stimulate other languages such as pronunciation, grammar and vocabulary, in teaching learning. The reason the writer chooses PODCAST as the research medium is because according to the writer the media can help and improve students' pronunciation and can motivate students to learn, also entertain them and fill their spare time to listen to English and try to speak well at the same time so it's can improve the KKM score of students .

According to Rashtchi in Sze Journal's (2006) states that Podcast is an innovative medium that can meet the needs of students and classes. The use of Podcasts as a medium in learning English in Indonesia as a medium to increase effectiveness in speaking has also been proven by previous researchers. Utri fitria (2015) found there was a significant difference in listening and speaking English learning achievement of class XII students of MAN 3 Palembang who are taught

by using Podcasts and those who don't. Based on the explanation above, the writer is very interested in carrying out study entitled : The Application of Podcast as an Intructional Tool to Improve English Learners' Pronunciation at Second Grade of SMA N1 Tarutung

1.2 The Problems of the Study

Based on the background of the study above, the writer formulate the reserch problem as follow :

1. Does the PODCAST media can improve English learners' KKM pronunciation at second grade students of SMA N 1 Tarutung ?
2. How PODCAST can improve English learners' KKM pronuciation at second grade students of SMA N 1 Tarutung?

1.3 The Objective of the Study

The objective of this study are :

1. To figure out whether Podcast can improve English learners' KKM pronunciation at second grade students of SMA N 1 Tarutung
2. To describe Podcast as instractional tool to can improve English learners' KKM pronunciation at second grade students of SMA N 1 Tarutung

1.4 The Scope of the Study

In this research, the researcher will investigate the application used to teach English to the second class of SMA N1 Tarutung specifically to improve pronunciation. In a fact there are four skills to improve our EFL, such as listening, speaking, reading, writing, while there are 3 sub skills of language, such as vocabulary, grammar and pronunciation. In this ocassion the writer focus on

sub skill namely Pronunciation. To help and support our learning activities usually use media as a tool to improve our ability. There are several types of media that use in learning process, such as print media, audio media, audio-visual media and multimedia, and in this occasion writer focuses on multimedia specifically Podcast as to improve students' pronunciation at SMA N1 Tarutung, grade 11 IPA 1, in the academic year of 2021/2022.

1.5 The Significance of the Study

The result of this study is expected to be used theoretically and practically :

1. Theoretically

1) For English teachers

The result of this study could become a new model to improve students' pronunciation ability by using Podcast as a media

2) For English learner

The result of this study is expected to be able to give positive influences to students in their English pronunciation ability by using Podcast media.

3) For other researchers

The research of this study could become a reference to other researchers who want to study think aloud strategy more intensively in teaching pronunciation

2. Practically

1) For English teachers

The result of this research can help teachers to apply this way and improve the quality of student's English pronunciation

2) For English education students

The research of this study hopefully become the new strategy and improve their knowledge in English teaching and learning process

3) For other researchers

The finding of this study hopefully becomes one of useful references used to improve students' learning achievement.

CHAPTER II

LITERATURE REVIEWS

2.1 Theoretical Framework

2.2 Pronunciation

There are several definitions of pronunciation according to some experts. For, the first according to (Kristina, Diah, et al. 2006: 1) pronunciation is the act or way of pronouncing words; speech utterance. In other words, it can also be said that it is a way of pronouncing a word, especially a way that is generally accepted or understood. In a sense, pronunciation entails the production and reception of speech sounds and the attainment of meaning. According to Yates (2002 as quoted in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that are used to create meaning. Pronunciation is the activity of producing sounds or sounds that help in the communication process without disturbing the speaker and listener. From this understanding, the writer concludes that pronunciation is the result of speaking and listening activities where as a way to help us describe words or languages in the form of information, opinions, suggestions, ideas or ideas that are meaningful in certain dialects or accents.

Fraenkel (2012) describes the two main steps of learning how to pronounce a language:

1) Receptive/registration stage

At this stage, we figure out how to recognize huge sounds and examples by paying attention to language.

2) Productive/talking stage

At this stage, we figure out how to talk or create what we have realized previously.

Articulation is a learning required in learning a language. Elocution in English is one of the significant and troublesome abilities to get and acquire, in its own learning it requires some investment to work on great and right articulation. Articulation is one of the fundamental prerequisites of learning skill and is likewise one of the main elements of language educating for this situation English. Great elocution prompts learning while helpless articulation causes extraordinary hardships in language learning (Pourhosein Gilakjani, 2012). From this assertion, it tends to be presumed that acceptable and right articulation is an elocution that can be perceived which is the primary objective of learning articulation to work with the correspondence cycle.

A word or language can be articulated in various waysPronunciation varies for every individual or gathering, contingent upon factors: the region where they grew up, the region wherein they now live, have a discourse or voice problem, their ethnic gathering, social class, or instruction. From the clarifications of a few specialists over, the analyst infers that elocution is the manner in which an individual articulates a word or ^{language} that is by and large acknowledged or comprehended by the audience, from the manner in which the word is articulated.

2.2.1 The Element of Pronunciation

In learning pronunciation, there are important elements that must be considered when speaking. According to (Ramelan 2003) there are two main elements in speaking, namely:

2.2.1.1 Segmental Features

Segmental Features are elements that refer to sounds or sounds, such as vowels and consonants. In the segmental features, there are differences in speech and how to produce sound. Segmental features refer to sound that is orderly and sequential. Segmental features consist of vowels and consonants.

1) Vowel

Vowels or in Indonesian called "living letters" are language sounds or sounds produced by the open human vocal cords causing no air pressure to collect in the glottis. The air pressure that collects in the glottis causes the sound. Speech sounds due to air coming out of the lungs and not exposed to obstacles or obstacles. Vowels can animate the sound of the language used by a person because they can stand alone or singly and produce their own sounds.

As per (O'grady 2010) vowels are sonorous, syllabic sounds made with the vocal tract more open than it is for consonant or glides. There are two sorts of vowels, to be specific unadulterated vowels and diphthongs. Unadulterated vowels are addressed by one person, comprising of long vowels and short vowels (Wahyukti, 2008:56). Long vowels are demonstrated by a long sign comprising of two spots or coloms.

Examples of long vowels in English:

/i:/ = feel

/a:/ = garden

/u:/ = true

/ɔ:/ = all

/ɜ:/ = dirty

Examples of Short Vowels in English:

/ɪ/ = kill

/ə/ = about

/ɒ/ = stop

/ʌ/ = enough

/ʊ/ = puush

2) Consonant

Consonants or in Indonesian "death letters" are phonemes that are not vowels in other words are the opposite of vowels or letters other than or not including vowels. Different from vowels, consonants is where the flow of air through the mouth or speech apparatus is blocked at the places of articulation. As with vowels, consonants are also one of the most important elements in speaking or speaking, because the presence of consonants can help complete the meaning of the language conveyed. In English the job of consonants ought not be disparaged, in light of the fact that consonants offer more to making English justifiable.

Ramelan (2003) states that there are several types of consonants, namely: plosive, fricative, affricative, nasal, lateral and glide consonants.

a) Consonant plosive

Consonant plosives are described as consonant sounds produced by constriction of the mouth that allows no air to escape from the vocal cords and. There are four phases in plosive production: closure, containment, release and post-release.

Sounds that include plosive consonants are:

1. /p/ = pen
2. /t/ = tell
3. /k/ = sky
- 4 /b/= back
5. /d/ = day
6. /g/= goal

b) Fricative Consonants

According to Ramelan (2003) a fricative consonant is delivered when the active air meets the restricting of the aviation route and the obstacle of the active air is supposed to be halfway. Fricative consonants are portrayed by a murmuring sound created via air getting away from the little sections in the mouth. Some examples of Fricative Consonants:

1. /f/ = future
2. /v/ = live
3. /θ/ = thirty
4. /ð/ = without
5. /s/ = size
6. /z/ = zero

7. /ʃ/ = shake

8. /r/ = run

9. /h/ = hold

c) Affricative Consonants

Affricative consonants are perplexing consonants that start with the plosive stage and afterward change to the fricative stage. An affricative phase is produced when there is a kind of cessation of air from the mouth when the tip of the tongue is behind the upper teeth, then, at that point, to create sound is to deliver air by moving the tongue back behind the alveolar edge. The pneumatic force delivered in the Affricative stage is substantially more than in the Plosive stage. Affricatives are much more complicated to pronounce. In Affricative Consonants there are 2 types of sounds, namely Voiceless (voiceless) and Voiced (voiced).

1) Voiceless

To create affricative voiceless consonants we don't have to utilize vocal ropes.

/tʃ/ = choose /tʃu:z/, beach /bi:tʃ/, change /tʃeɪndʒ/, chops /tʃɒps/, China /'tʃaɪnə/

2) Voiced

Unlike Voiceless in Voiced, we use vocal cords.

/dʒ/ Examples: joy /dʒɔɪ/, siege /si:dʒ/, John /dʒɒn/, orange /'ɒrɪndʒ/

d) Nasal Consonants

In phonetics, nasal, is also called nasal occlusive or nasal termination as contrasted with oral termination or nasal consonants. Nasal consonants are often called nasal consonants because the sound they produce comes out through the

nose. Nasals are the result of the sound obtained by producing a blow of air from the inside and then passing through the mouth with the lips, tongue and base of the tongue, which causes air to pass through the nose and produce a buzzing sound. Examples of nasal in English

/n/ = name

/ŋ/ = bring

/m/ = mouth

e) Lateral Consonants

Lateral consonants are those when air is delivered through the sides of the tongue by connecting the tongue to the teeth. Parallel consonants move through the focal point of the mouth. Parallel consonants are delivered by raising the tip of the tongue to the top of the mouth so wind stream streams more than one or the two sides of the tongue. So in vase Lateral consonants the air flow flows along the sides of the tongue, but is blocked in the middle of the mouth. Lateral consonants in English are of two types, which are usually called /l/ (clear) and '(dark) dark.

The clear l sound is a lateral sound where in the principle a piece of the tongue is shifted downwards, the l/ dark sound is a lateral sound that causes the main body of the tongue to lift. For instance, in the word 'look', the sound/l/sounds more clear than the word 'center'. Thus, the sound/l/in the word 'look' is named clear/l/, and in the word 'center' it is named dim/l/.

f) Consonant Glide

In phonetics and phonology, semivowels or float consonants are consonant sounds like vowels however just as syllable limits, not as syllable centers. The

term Glide Consonant also refers to all types of transition sounds. Speech sounds in Glide Consonants are between the vowel and consonant boundaries. However, due to the lack of pressure and the weak force of the breath, the Glide sounds are classified as consonants. Glide Consonants divided into three in English: /w, j, r/.

/j/ = This consonant represents the position of the vowel /J/ or /I/ to another vowel. Lips are generally neutral or spread out. When following the consonants /p, t, k/ then /j/ loses its sound and becomes muted which causes some friction to be heard. The consonant /j/ never appears after a vowel or in a final position. The consonant /j/ is pronounced like a vowel, in that it has practically the same articulation as a vowel but is very short. But /j/ is a consonant because it only comes before a vowel and cannot form a syllable.

/w/= Like /j/, /w/ is voiced and can only be sounded before a vowel. The sound /w/ is never placed after a vowel or at the end of a word. Remember that there is no friction when we pronounce this sound unless it is found after /p, t, k/ where /w/ loses its sound. The sound /w/ is considered a consonant because it always stands in front of a vowel and is never syllable.

/r/ = is a Glide consonant that does not resemble any of the English vowels such as /j/ and /w/. The soft palate is raised so that no air can escape through the nasal cavity. The position of the idah is not too close to the ceiling for friction, unless sound is found after /p, t, k/ where /r/ loses its sound and we hear some friction. The letter /r/ only appears before a vowel, never before a consonant. The letter /r/ is pronounced if the word that follows it begins with a vowel (e.g. "Teacher").

2.2.1.2 Supra Segmental Features

Supra segmental is used to style a word or sentence. There are three kinds of supra segmental characteristics, namely stress, intonation, and syllables.

1) Stress

Stress (Strength) has an important role in English. The difference in the emphasis spoken will lead to different meanings. Emphasis is the level of strength or loudness of a sound that causes a syllable to stand out.

2) intonation

Intonation is movement high and low voice. Intonation is used to describe a large number of different meanings, including emotions and attitudes.

3) syllable

Syllables are pieces or fragments of words, in Indonesian often called syllables. In each word there are several syllables, and in one syllable consists of a series of vowels and consonants.

2.3 The Problem of Pronunciation

Harmer (2007:249) describes several problems in learning Pronunciation, namely:

A. What Students Can Hear

Some students have difficulty in listening to the pronunciation of a spoken language. It often happens when speakers of the first language speak the language with a voice that is not clear which causes students to be less clear in listening to what the speaker is saying. Sometimes native speakers of the language in this case English are different from the pronunciation of other native speakers, which triggers confusion for students about what the native speakers they hear are

sometimes different from what students learn. Hearing problems that often occur in other students are as we know English has many similar pronunciations which causes students to be confused in the meaning of what they are listening to.

B. What Students Can Say

Pronunciation issues are the most widely recognized issues experienced by understudies. As we know, every human being from birth has their own habits when speaking and make sounds, these factors greatly affect speaking skills. As they develop into understudies and spotlight on a language or two they will lose the propensity for making a portion of those sounds. Learning a foreign language can cause physical intimacy, one of which is to make sounds using certain parts of the mouth, such as the avula, or nasal cavity, itching and many more. To overcome this problem, teachers are required to be able to show and explain exactly where and how the sound is pronounced.

C. Intonation Problem

The most common problem is the intonation problem. Some students find it very difficult to hear identify sounds and sounds. Students have difficulty identifying various patterns of raising and lowering notes. These difficulties will trigger problems in learning English. The inability of students in language intonation will cause problems in delivering and receiving the information conveyed by the speaker and misunderstanding received by the recipient.

2.4 To Solve Pronunciation Problems

From the problems in Pronunciation that have been discussed previously, Gerald Kelly (2000:13) describes how to solve these problems.

1) Foundation in Theoretical knowledge

Theoretical knowledge base really needs to be considered in overcoming the problems faced in Pronunciation. Theoretical knowledge must be studied well so that there are no mistakes in studying and practicing pronunciation. In this case, before teaching pronunciation to students, the teacher needs to learn or practice first. Teachers must be able to know how to sound production to be spoken, so that when the teacher teaches students, they are able to pronounce well from what they imitate from the teacher.

2) Practice Skills

When learning pronunciation, several strategies are needed to facilitate learning pronunciation. The strategy given by the teacher or instructor must be easy to understand. Teachers must be able to attract students' interest in learning pronunciation. The material presented in Pronunciation learning must be easily understood by students. Therefore, teachers or educators must pay attention to the practice in the classroom, and of course understand the strengths and weaknesses of their students, so that they can provide practical actions for the Pronunciation learning being taught.

3) Access to good ideas for classroom activities

In learning pronunciation, the teacher's role is very important, one of which is by reviewing the level of understanding and interest of students in the material presented. A good teacher is a teacher who understands the difficulties and strengths of his students. Therefore, in Pronunciation Learning, the teacher must be able to provide and present interesting strategies. With an interesting

strategy, it will trigger students' interest and motivation in learning Pronunciation.

2.5 Strategies in Pronunciation Teaching

According to Kelly (2000), there are several strategies in teaching pronunciation.

1. Drilling

Drilling is the main way of practicing pronunciation in class. The basic form of Drilling is to involve the teacher as the first speaker and then the students imitate after that. Drilling's goal is to help students achieve better pronunciation by triggering and helping them remember new words. This helps students come up with words, phrases and pronunciations that come before them. Teachers usually use clues such as pictures, pantonyms or movements, etc. to help students understand what is being said in helping the learning process together in class. The main role of a teacher in Drilling is to provide and present models of words, phrases, and language structures that can be copied by students directly after being practiced by the teacher. There are 2 types of Drilling.

a) Substitution drilling

Substitution drilling is a drilling variation that involves the structure and then replacing some words from the sentence and then combining them with the complete sentence that has been provided.

Example :

Teacher1 : the book is in the corner

Student 1 : the book is in the corner

Teacher 2 : the book is on the cupboard

Student 2 : the book is on the cupboard

b) Open pair drilling

It is almost the same as drilling substitution which involves the sentence structure by replacing some words from the sentence, but the difference is that in this phase the teacher will give some direct questions to the students, where the questions will be replaced with some of the words, then the students will answer the questions directly given by the teacher. The teacher will invite all students to ask each other and respond in turn in order.

Example :

Student 1 : have you ever been to South Korea ?

Student 4 : No, I haven't

Student 5 : have you ever been to Canada ?

Student 2 : Yes, I have

2. Chaining

Chaining is used to identify long sentences and involve words that are difficult to hear. At this time the teacher separates certain words from the complete sentence, and classifies them separately so that students can repeat them gradually until the end and become complete sentences. There are two types of Chaining:

a) Back chain

Students are trained to pronounce sentences and puts difficult-to-pronounce sentences at the back, and gradually begins to complete sentences and get longer. Students' mistakes in pronouncing certain words will be sorted by the

teacher separately. Every sentence that has been practiced by the teacher will be repeated by the students.

Example :

.....would've been told.

.....if I'd seen him.

b) Front chain

Students are trained to pronounce sentences and put words that are difficult to pronounce at the beginning of sentences and then gradually increase in length and form complete sentences. Students' errors in pronouncing certain parts of the word will be sorted by the teacher separately. Every sentence that has been practiced by the teacher will be repeated by the students.

Example:

If I'd seen him....

I would've.....

I would've told him.

3. Giving Feedback

Giving feedback is making corrections to students in the hope of reducing errors made by students. Providing feedback will also help students be targeted and accurate in their use of their own language. From feedback can also strengthen the connection between teachers and students. With feedback, it can motivate and increase students' self-confidence in learning, in this case Pronunciation.

In providing feedback the teacher must have many diverse strategies and techniques in correcting students' skills. In addition, diverse and interesting

strategies and techniques can attract students' attention and trigger learning enthusiasm and motivation in learning in this case learning Pronunciation. With feedback or correction, it can reduce learning errors which of course can increase students' confidence and trigger other students to be motivated in learning to speak and speak English.

2.6 Media in Teaching Pronunciation

Media is a tool or intermediary to convey messages, whether in the form of information or ideas and ideas. Media is also often interpreted as a channel that is able to convey and deliver messages from the communicator (transmitter) to the communicant (receiver). Media is needed in communicating, in order to better support the messages and information provided more clearly and directed. The role of the media is very diverse and widely used, especially in today's increasingly advanced era along with the development of technology and science.

According to Cangara, media is a tool or means used to convey messages from communicators to audiences, while the notion of mass media itself is a tool used in delivering messages from sources to audiences by using communication tools such as newspapers, films, radio and television (Cangara , 2010:123,126). There are several types of media, including, print media, visual, audio, audio-visual, and multimedia. From these types of media, the goal is to be used in influencing the senses of sight, touch and hearing. In addition to influencing the human senses, the media can also stimulate thoughts, interests, feelings, attention and of course knowledge. The term multimedia is often likened to a very sophisticated and sophisticated technology, such as Internet websites, CDs, which combine text, Not all media involve technology, such as books, newspapers, and

more. From this explanation, it can be concluded that the media is developed by technology that is increasingly evolving with the times. Media is a set of materials or tools that are very important in helping the teaching and learning process.

2.7 Media as Instructional Tool

Instructional tools are instructive innovation tools of educational technology tools to support and assist your course. In this case the media is as a learning aid to assist and improve the learning process. Media as an instructional tool can present new combinations and strategies in learning. Your needs will fluctuate depending on whether your classes will be face-to-face, remote simultaneous, remote offbeat, or mixed. Below you will see a brief overview of the modes followed by a series of connections to devices that can be used to assist your classroom in teaching and learning activities.

2.7.1 Instructional Modes

In-person - Students will meet face to face in the classroom on a set schedule.

Remote Synchronous - Students will meet face to face online on a set schedule.

Remote Asynchronous - Students will not meet face to face but will interact online.

Combination - any combination of the above modes.

2.8 Types of Recent Media

2.8.1 Wikipedia

There are lots of helpful websait addresses that can be used by everyone, for example Wikipedia. Millennials today are certainly no stranger to Wiki or often called Wikipedia because this website is one of the most widely used websites, especially for information seekers. Wikipedia is a site or website address that is very easy to use and available with a simple appearance, because Wikipedia is a media or website that really helps us in digging for information.

2.8.2 Blog

Similar to Wikipedia, Blogs are also a type of website. Blog is managing or presenting a number of information that is given or published personally or institutionally. In contrast to Wikipedia which provides general information about education, politics, economics and discussion that can be accepted by everyone, the information on the Blog itself is more diverse and more interesting. Because there are various information providers on a blog, the information presented also varies, including the author's experience, message impressions, and other information that can be personal or public. which provides images or animations and even videos depending on the author of the blog.

2.8.3 Videos

Video is a medium commonly used in learning and receiving information. Receiving video-based information is very interesting because we vary our senses at the same time as if we are participating and much more understanding what is being said. From learning in the form of videos, we can practice directly what is taught or explained by the presenter. Video-based learning is also very interesting

because it is presented in a unique and varied way and can be watched anywhere on our handheld screens.

2.8.4 Games

A game is a structured form of play, usually performed for entertainment or fun, and sometimes used as an educational tool. With game-based learning, it allows students who are learning to be more interested and motivated. Learning through games involves a variety of students' sensory and physical tools that allow them to be more enthusiastic. Games can also increase their sense of support and encourage them to try. Giving gifts or rewards to students in the games they play will increase their motivation to learn more.

2.8.5 Podcasts

Podcast or Play on Demand Broadcast is a series of digital media files (both audio and video) published at any time and often on the download by syndicated web in which users can download it a time over the Internet freely. Podcasts can be heard on any device that supports mp3 / mp4 files like on computers, smartphones, and MP3 players. Podcasts provide a teacher's opportunity to support students develop speaking skills. Podcasts not only accelerate listening skills but also stimulate other languages such as pronunciation, grammar and vocabulary, in teaching learning. Podcasts it is one of the very interesting media to study pronoucions, in addition to because he is easily accessible and listened whenever and wherever, topics topics discussed in podcasts are also diverse and overloaded in an interesting way.

2.9 Podcast

The term 'digital broadcast' are th new media and developing. A web recordings is a computerized media document which are plays of sound or sound and vision (sound with something can see); with vision, it is made accessible from a site. According to Phillips (2017) Podcast is audio digital file which is create and can be heard by online platform and can share to others people by web or application. Web recording can be opened or potentially downloaded (taken from site offering it and put om something of your own), likewise can be played on a PC, and it is downloaded from a site to be played on a little compact player intended to play the sound and vision.

Most sound digital broadcasts are placed into an organization called 'MP3'. Presently, webcasts may go from 20 minutes to 2 hours, so this sort of listening is suggested for cutting edge understudies. Most generally solid like prerecorded public broadcasts, with meetings, conversations, or analyses on ongoing occasions, and there are web recordings about any point you can imagine, from leisure activities to well known TV shows, sports to innovation. The determination interaction is like how you'd pick a video. Ensure it's fitting for your understudies as far as length, content, and level of trouble.

The term 'digital broadcast' are new and developing. A web recordings is a computerized media document that plays (sound) or sound and vision (sound and something to see); with vision, it is made accessible from a site. Digital broadcast can be opened as well as downloaded (taken from site offering it and set om something of your own), additionally can be played on a PC, and it is downloaded

from a site to be played on a little convenient player intended to play the sound and vision.

Podcast is a sound document made accessible on web. It is a blend of two words broadcasting (the term utilized for the transmission of TV and radio and iPod (a notable compact media MP3 player created by Apple PC Inc.) . Podcasts has been contrasted with radio telecom since it ordinarily has a solitary maker (or gathering of individuals creating it) and the sound transmission is shipped off bunches of audience members. What's distinctive about web recordings is that, not normal for radio, the individual listening doesn't need to pay attention to it at the hour of broadcasting. Rather than a radio transmitter, Podcast is put away on the web as an advanced sound document and this sound document would then be able to be moved to any PC or computerized gadget, like an iPod or MP3 player. The audience members would then be able to pick when they tune in.

Digital recordings don't contrast essentially from messages spoken on tapes or CD. Instructors have consistently recorded developers from the radio or the web onto a tape or a CD. With digital recordings it is simply more straightforward. You prefer a web recordings and each time an update (another portion or a new modified) is accessible it is naturally downloaded to your PC. If you think it is appropriate you can keep it, or you simply erase it. So you don't need to be at home or program your recorder, it is completely done consequently. A digital recordings might be utilized just to furnish propelled understudies with extra language input. Notwithstanding, if you wish to utilize them in class you want to invest energy on choosing appropriate ones and foster undertakings and exercises to direct your understudies in the listening system. These regularly

include exercises to assemble the understudies' earlier information regarding the matter of the webcasts (pre-listening action), a few while-listening exercises and some post-listening exercises. For the whilelistening exercises some evident bogus inquiries the understudies can check while listening likewise assist them with focusing on the text. In the post-listening stage you can zero in on explicit jargon things and, if accessible, hand out the record.

From listening to podcasts, it can also help students in learning and direct practice on how to pronounce the correct words from the language being studied in this case is English. Broadcasts and various Podcast themes can also help students in learning Pronunciation which can be said as one of the difficult skills to be fun and interesting. Podcasts that have a variety of topics can also help students update and improve new vocabulary that is spoken in everyday life because of the limited knowledge of how to pronounce correctly for fear of being ridiculed or ridiculed for mispronunciation, in this case it refers to their confidence. Students' confidence in communicating increases because they listen to people who speak English.

Podcast can be gotten to effectively and rapidly by the students. This propels them to take part in different ELT homeroom exercises. Likewise, it offers them freedom to energetically react to educators and the levels of their learning speeds up alluringly. Podcast are essential for imaginative internet learning and can fill various needs: to improve the reach and register of English language listening practice material accessible for the understudies to use in an assortment of ways; to give expanded network between various components of the course; to build the degree for conversation action, and so on

The subject of digital broadcasts on a few levels and manages the inquiries of the benefits of web recordings, choice of the most advantageous ones, and talks about how to augment gaining from them.

The benefits of Podcast are:

- 1) Learners can benefit from global listening, even if they only listen from three to five minutes a day;
- 2) Students will be exposed to the new language;
- 3) The intermediate learner has a need for authentic texts and to be exposed to a variety of voices.

Podcasts is not just intended for listening. Often there is a transcript provided along with worksheets. A number of websites interact with the students and ask them to write in with questions or comments. Using good viewing and interesting listening activities attract the students' attention. By learning podcast, the students were motivated to search the podcast directories and to quickly and accurately find best ELT podcast material based on their interest. The podcasts online have given the language teacher a wealth of materials for teaching listening skills.

The added advantage of a podcasts is that it can be downloaded by the students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign. Pick an interesting podcasts, and it'll be one assignment your students will be looking forward to. One innovative usage of podcasts is to have a student listen to a podcasts and read along its transcript. Then the student will make a recording of the material on a

cassette tape and turn it into the teacher along with a written journal. The teacher then listens to the student's recording and gives appropriate feedback to the student. This type of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skills.

Students enjoyed and gained confidence in learning English language with the new technology. The students study new expressions in web-enabled environment and simultaneously jotted down the vocabulary they found difficult to understand.

2.10 Review of Related Study

As the purpose of this study, namely to find out whether there is an increase in pronunciation through the podcast application. The author presents a discussion of two previous studies related to this research to strengthen this research.

The first research entitled Improving Student's speaking Skill by Using Media Podcast as British Council for tenth grade students at SMK Jambi Medan conducted by Fetri Angriani Sihotang. In this case, the writer and the previous researcher both discussed Podcast as a research medium and in the research method the researcher used the classroom follow-up research method as well as the author. The difference between the previous researcher and the writer is the skill used, if the previous researcher made the speaking skill the target, while in this case the author focuses on Pronunciation. The CAR method is a combination of two methods, namely qualitative and quantitative. In this study, the same test design will be used, namely Pretest-Posttest. And from the test, there are several

differences, because previous studies discussed all elements of speaking, while in this study the authors focused on Pronunciation as evidenced by the scoring data presented.

The second is a study conducted by Harika Hamzaoğlu & Zeynep Koçoğlu with the title The application of podcasting as an instructional tool to improve Turkish EFL learners' speaking anxiety. In this case, the previous researcher used Turkish learners as the data sample, and in this study focused on the anxiety experienced by the sample data, in this study there were various anxieties faced by the students when speaking English where the square of English was not the mother tongue in the sample. The research data is the same as the sample and population that will be studied by the author. This also motivates the writer to research more about speaking English but focuses on students' pronunciation. The method of writing this research is the same as using the CAR method. Although both studies applied podcasts to improve proficiency in related skills, in this case the authors focused on pronunciation skills.

2.11 Conceptual Framework

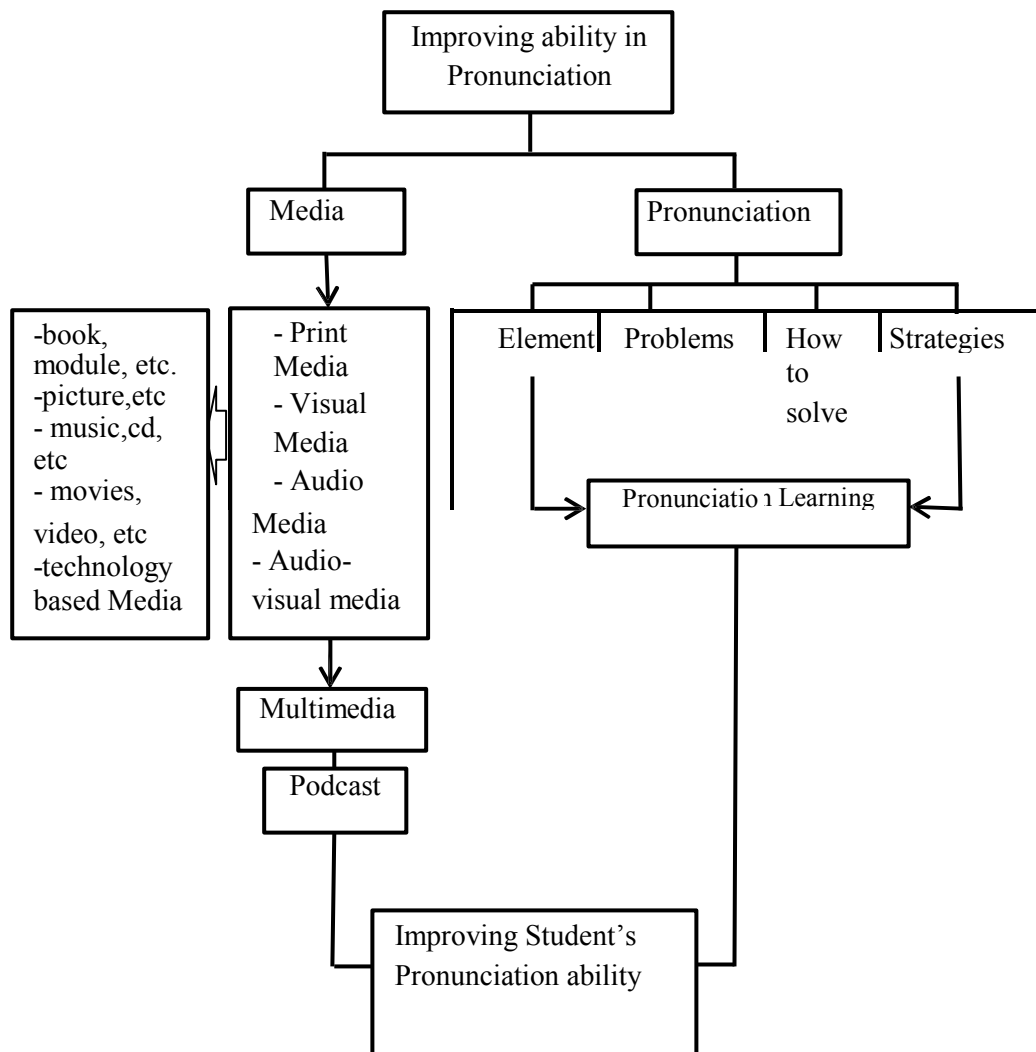


Figure 2.11 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

The research design used a classroom action research. According to Burns (2010: 2) action research was a part of a broad movement that had been happened in education generally for some time. It is related to the ideas of “reflective practice” and “the teacher as researcher”. Furthermore, Elliot in Burns (2010: 5) defined action research as the studied of a social situation with the viewed to improve the quality of the action in it. So, this research was did to look for the weaknesses and tried to got the way to improve the quality of the activitied.

From the above understood, it concluded that action research was researched conducted by an individual or individual. Researched focused on improved quality and changed things for the better. Besides, the researched need at least one collaborator to record and discuss the action that had been done.

In action research, there were some processes. According to Kemmisand McTaggart in Burns (2010: 7), action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection.

3.2 Population and Sample

The population and sample used for classroom action research. In this studied the writer explained each clearly as followed

3.2.1 Population

Wallace (1998:258) stated that population was any group of people that the researcher analyzed. The population of the research was the second year students of SMA N 1 Tarutung. There was 3 classes program study IPA, IPA 1, IPA 2, IPA 3 and the total of the students is 96.

3.2.2 Sample

The sample was only a small part of the population selected for observation and analysis. There were several ways to get a sample. That were, random sampling, cluster sampling, and stratified sampling. The writer used random sampling. Random sampling was drawn by lottery system. The writer used random sampling to obtain the sample and the writer will select XI IPA 1, which consists of 30 students.

3.3 The Instrument of Collecting Data

Data collection was based on quantitative and qualitative data. The quantitative data are collected by counting the score of pronunciation test. When the writer collected quantitative data by conducted a pronunciation test with the student. The researcher presented 1 topic of podcast recording to students. Qualitative data was conducted as long as teaching process to know the situation in those. In collected the qualitative and quantitative data, the writer used:

1. Observation

Observation was an important role not only in classroom research, but also more generally for supported the professional growth of teacher, in addition in the processed of school development.

2. Diary notes

In diary notes consisted of the reseracher's involment in project and the result of diary notes wrote each meeting to show how much the improvement of the students.

3. Test Instrument

a. Pre-test

According to Creswell (2012:297) a pre-test provided a measure on some attribute or characteristic that you assessed for participants in an experimented before they received a treatment. The researcher gave pretest for all students before they got treatment in the class.

b. post-test

According Creswell (2012:297) a post-test was a measure on some attribute or characteristic that is assessed for participants in an experiment after treatment. The researcher gave post-test for all students after they got pre-test and treatment. The aim to know the result of the scoring then was compared with pre-test.

4. Documentation

According to Hopkins (2008:122) explained that document surrounding a curriculum or other educational concern can illuminated rationale and purpose in interested ways. The used of such material can provided background information and understood of issues that would not otherwise been available.

RUBRIC

According to Camila Botero Cardona, Daniel Esteban Londoño, the objective assessment of English pronunciation are:

Table 3.1 Rubric assessment of English Pronunciation

CRITERIA	Superior	High	Basic	Low
Naturalness: the student uses an oral fluency according to the level in which he/she is, that is to say, when speaking does not separate each word in a static way, but manages a speech in a consistent manner positioning each sound and joining them between words, and in this way occur naturally.	The student positions the sounds correctly during all the time therefore, she/he manages to connect every word in a natural way	During most of the time he/she maintains connection between words showing fluency in their sounds	For a large part of the time there is difficulty to connect certain sounds with others reflected in his oral speech.	Most of the time there are difficulties related with the connection of the words showing a static pronunciation
Word stress: The student uses a correct pronunciation when speaking, by the fact that he/she has learned to recognize the accents of the words.	There is acceptance by the instructions of the teacher about the correct stressing of the words learned during the entire time, thus it is done naturally	During most of the time, he/she stresses the words in the correct way, reflecting this on his naturalness when speaking	There is evidence of difficulty in recognizing some stressed words during a large part of the time	There is no evidence of an appropriate word stress which affects completely their naturalness when speaking.
Intonation: Natural and appropriate intonation for the assessment moment in which he/she is since this is a subcategory of the attitude.	It evinces an appropriate intonation during all the time corresponding to the context in which he/she is, reflecting a positive attitude	Proper intonation was used during the majority of time showing a positive attitude.	There is a difficulty during some moments when performing an intonation appropriate to the context, appearing statically.	There is no natural intonation showing a static attitude during all the assessment.

3.4 Technique of Collecting Data

1. The data of this research was the score of the students.
2. The technique of Collecting the data of this research were :
 - The researcher presented some vocabulary and order each student to pronounced it as a pre-test
 - Then the researcher gave a podcast as a treatment which is consist some words based on the pre-test before
 - Students asked to practice directly in the future explaining and discussed in the podcast that heard
 - The students who explained again would be recorded as research data and evidence as a post-test
 - Transcribed the pronunciation score from the test that presented assessed students' pronunciation based on the pronunciation assessment rubric

3.5 Research Procedure

The procedure of this research is conducting by administrating 2 cycles. Each cycle had four phases: planning, action, observation, and consideration. The following figure illustrated the research processed.

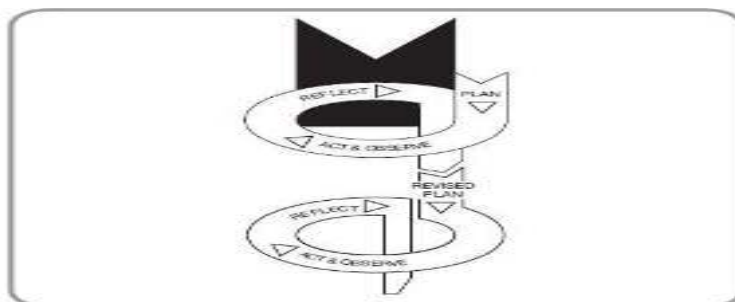


Figure 3.5 illustrates the spiral model of action research

3.5.1 First Cycle

In this cycle, the students reading comprehension will be measured and their problems in reading comprehension will be analyzed. The detailed steps for the first cycle are as followed:

Planning

A planning was an order to do something. The plan regarded everything related to the action to take and prepared everything needed for the teaching and learning processed. There were many activities carried out in the plan, they were:

- 1) Created of Lesson plan for cycle 1
- 2) Created of teaching materials
- 3) Prepared of tools for collecting data such as observation sheets and diaries

Action

This segment implied the processed of activities did. Action became the implementation of planning

Observation

The observation was observed the student's reaction by applied the app used while the action was performed. The purpose of these steps was to found information in the course of education and learning. The motivation behind this means was to discovered data in instructed and learning processed, like the conducted of the understudied while the application was executed, likewise this means the analyst ensure the circumstance of studied hall aware in a decent circumstanced.

Reflection

Reflection was the assessment or the criticism cycle from the activity. It used to assist the educator with settling on choice. Reflection had assessment angles to assess the impact of an issue and propose the method for taking care of it. Assumed that the consequence of the reviewed arrived at not really set in stone. At the point when the required score can't be accomplished, further cycle applied.

3.5.2 Second Cycle

However, in order to achieve the set goals, the researcher needed to find a good plan to solve the problem. Therefore, by performing the second cycle, the researcher can see the improvement in the student's reading comprehension. The researcher used the same procedure as in the first cycle. In this cycle, the researcher made some modifications in the learning process.

Planning

After knowing and analyzing the scores in the first cycle, the researcher made some revised plan according to students' needs such as:

This cycle used prepared and designed text.

After the first cycle, many students were inactive in the education and learning process. The researcher managed each student by asking if they did not understand the process.

Redesigned the procedure for teaching pronunciation

Prepared for the test to measure the results of the study.

Action

Action in the second cycle was the implementation of revised plan of the first cycle. The procedured in cycle had changed in order to improved students Pronunciation. The activitied in the second cycle could saw as followed:

The researcher reviewed students' achievement in cycle I and gave some comments, opinion and motivations to did the best in second cycle.

The researcher reviewed the pronunciation comprehension and the procedured of pronunciation

The writer asks the students to share everything about the test that given by the writer

The writer will record the practice of the students

Observation

Observation sheet did when classroom action research was went on by the collaborators sheet. The collaborator observed the whole processed of action.

Reflection

In reflection of cycle II, the researcher concluded that the result of the second cycle had reached the aim determined, because the students had understood and comprehended the text. The researcher kept applied the steps in cycle II, but to improve the students' score, understood and comprehended the test, the writer improved her planning by explained the steps clearly, changed materials, gave motivation, used the Podcast as a media in learning processed and controlled the class better than in the first cycle. If the cycle II unsuccessful so will continue to the next cycle.

3.6 The Reliability and Validity

3.6.1 Reliability

Arikunto (2010:178) stated that tested consistency with this measurement to ensure reliability. If you got the same or similar results under the same conditions, the test was reliable. This was the expression used to find the reliability

$$R = \frac{K}{(K - 1)} \left[1 - \left(\frac{\sum (K - \sum x_i^2)}{\sum (x_i)^2} \right) \right]$$

Where :

R = Reliability of instrument

K = The number of items in the test

M = The mean of the test score

S = Standard deviation of the test reliability

The calculation of the reliability

0.0-0,20 : Very Low

0.20-0,60 : Low

0.60-0.80 : High

0.80 < : Very high

3.6.2 Validity

To get the validity of the data, Burns (1999) propose five criteria of validity.

1. **Democratic validity**, which was related to the extent to which the researched was truly collaborative.

2. **Outcome validity**, which was related to notion of actions led to outcomes that were “successful” within the researched context.
3. **Process validity**, which raised questions about processed of conducted the researched.
4. **Catalytic validity**, which was related to the extent to which the researcher allowed participants to deepen their understandood of the social realities of the context and how they could made changed in the teachers’ and learner’ understandood.
5. **Dialogue validity**, which parallels the processed collaborative enquiry or reflectived dialogue with “critical friends” or other practitioners.

Table 3.2 Validity of the test specification in Pronunciation test

CRITERIA	SPECIFICATION	KIND OF TEST	SCORE
Naturalness	the student uses an oral fluency according to the level in which he/she is, that is to say, when speaking does not separate each word in a static way, but manages a speech in a consistent manner positioning each sound and joining them between words, and in this way occur naturally.	ORAL	35
Word stress	The student uses a correct pronunciation when speaking, by the fact that he/she has learned to recognize the accents of the words.	ORAL	35
Intonation	Natural and appropriate intonation for the assessment moment	ORAL	30

	in which he/she is since this is a subcategory of the attitude.		
			100

3.7 The Technique of Data Analysis

Qualitative data analyzed from observations during the researched. Quantitative score data, on the other hand, was analyzed by a pronunciation test. The following formula applied to the percentage of students who passed or failed the language test in each cycle.:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Class of mean

$\sum X$ = Total of score

N = Total number of students

The percentages of students who got success and unsuccessful in pronunciation test for each cycle applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students who get success

R = Total of students who get success

T = Total number of students

3.8 Scoring the Test

In scoring the test of this researched, oral gave to the students in order to evaluate the students pronunciation's. In pronunciation Camila Botero Cardona,

Daniel Esteban Londoño, (2019) the objective assessment of English pronunciation in oral test are: Naturalness, word stress, intonation

Tabel 3.3 Rubric Assessments for Pronunciation

1. Naturalness

No	Characteristics	Range	Score
1	Superior The student positions the sounds correctly during all the time therefore, she/he manages to connect every word in a natural way	35	
2	High During most of the time he/she maintains connection between words showing fluency in their sounds	30	
3	Basic For a large part of the time there is difficulty to connect certain sounds with others reflected in his oral speech.	25	
4	Low Most of the time there are difficulties related with the connection of the words showing a static pronunciation	20	

2. Word stress

No	Characteristics	Range	Score
1	Superior There is acceptance by the instructions of the teacher about the correct stressing of the words learned during the entire time, thus it is done naturally	35	
2	High During most of the time, he/she stresses the words in the correct way, reflecting this on his naturalness when speaking	30	
3	Basic There is evidence of difficulty in recognizing some stressed words during a large part of the time	25	
4	Low There is no evidence of an appropriate word stress which affects completely their naturalness when speaking	20	

3. Intonation

No	Characteristics	Range	Score
1	Superior It evinces an appropriate intonation during all the time corresponding to the context in which he/she is, reflecting a positive attitude	30	
2	High Proper intonation was used during the majority of time showing a positive attitude.	25	
3	Basic There is a difficulty during some moments when performing an intonation appropriate to the context, appearing statically.	20	
4	Low There is no natural intonation showing a static attitude during all the assessment.	15	