

**COMPARATIVE STUDY OF STUDENTS SPEAKING ACHIEVEMENT
BETWEEN THE STUDENTS TAUGHT THROUGH COOPERATIVE
PODCAST LISTENING AND THOSE THROUGH ORIGINAL PODCAST
PROCEDURES AT MTS ISMARIA AL-QUR'ANIYYAH
BANDAR LAMPUNG**

A Thesis

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**MASTERS DEGREE IN ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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BANDAR LAMPUNG**

2022

ABSTRACT**Comparative Study of Students Speaking Achievement between the Students Taught through Cooperative Podcast Listening and Those through Original Podcast Procedures at MTS IsmariS a Al-Quraniyyah Bandar Lampung****BY****RANY JULIA KESUMA. S**

The current study aimed to find out i) the difference of speaking achievement between the students taught through cooperative podcast listening and those through original podcast procedures, ii) the speaking aspect that significantly improved in both, experimental and control classes. The design of the research was true-experiment design in which there were two groups: the control and the experimental groups. The subjects were 26 students from the second-year students at MTS Ismaria Al-Quraniyyah. The data were collected through speaking tests and they were analyzed using the Independent group T-Test and one-way ANOVA.

The results showed that there was a statistically significant difference of speaking achievement between the students taught through Cooperative podcast listening and those through original podcast procedures. That is, the Cooperative learning principle-based podcast procedure improves better students' speaking achievement than original podcast procedures with the significant level, 0.05.

Every single aspect of speaking also significantly improved after the students were taught through Cooperative podcast listening. This indicates that the method facilitates students to improve their speaking achievement aspect that improves the most.

Key Words: Cooperative Learning, podcast, speaking achievement.

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A Thesis

Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree

by:

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CURRICULUM VITAE

Rany Julia Kesuma. S is the second child of Mr. Sukirno and Mrs. Sriyani. She was born on July 20th, 1993 in Kotabumi. She has two brothers, their names are Rizki Novendi Perdana and Albar Al Hakim. She has one young sister, her name is Pradhita Andira Dianastari.

When she was 5 years old, she started his formal education by entering TK Tunas Harapan Kotabumi and graduated in 1999. Then she continued her study at SD Xaverius Kotabumi and graduated in 2005. After that, she pursued her study at SMP Xaverius Kotabumi and graduated in 2008. Then, she continued her study at SMAN 1 Kotabumi and graduated in 2011. Because of her interest in teaching and learning English, she took her undergraduate degree in the English Education Study Program, the Teacher Training and Education Faculty of Islamic University Raden Intan Lampung in 2011 and graduated in 2016.

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DEDICATION

Bismillahirrohmannirrohiim, by offering my praise and gratitude to Allah SWT for the blessing given to me, this script is proudly dedicated to:

- ❖ The greatest inspirations in my life: My beloved Father and late Mother: Mr. Sukirno and Mrs. Sriyani, and also my stepmother, Mrs. Sri Sulistyonike.
- ❖ My beloved siblings: Rizki Novendi Perdana, Albar Al-Hakim, and Pradhita Andira Dianastari, as well as my beloved sister-in-law, Andrawita Gustena, and my sweet niece, Aghniya Jannatu Nadra.
- ❖ My almamater, Lampung University.

MOTTO

“Only I can change my life. No one can do it for me”

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Thank Allah SWT the Greatest, the Almighty, and Merciful God, for blessing the writer with faith, health, and the opportunity to finish this research entitled Comparative Study of Students' Speaking Achievement Taught through Cooperative Podcast Listening and Original Podcast Procedure through Online Learning at MTS Ismaria Alquraniyyah Bandar Lampung

This research is submitted as a compulsory fulfillment of requirements for obtaining a master's degree of the Postgraduate English Education Study Program, the Department of Language and Arts, Teacher and Training Education Faculty, University of Lampung.

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Hopefully, the researcher hoped that this research would give a positive contribution to the development of the study field and the reader.

Bandar Lampung, June 2022

The Writer,

A handwritten signature in purple ink, appearing to read 'Rany Julia Kesuma S.', is positioned above the printed name.

Rany Julia Kesuma S.

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I INTRODUCTION

This chapter discusses the introduction of the research which deals with several points such as the background of the problem, identification of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms. Each of them is elaborated on below.

1.1 Background

Speaking achievement is a crucial aspect of language skills that EFL students need to master (Rao, 2019). Moreover, Speaking is the main skill in communication (Al Hosni, 2014). Therefore, speaking serves an amount of significance that learners should deal with. The acquiring of speaking achievement relays on several aspects; delivering opinions or information, and maintaining a relationship (Nirmawati, 2015). Therefore, speaking achievement is very significant for L2 learners need to master.

However, in Indonesia, English is widely acquired as a foreign language which means English is only used in the classroom as the teaching-learning material rather than in daily communication (Sulistyo, 2016). In addition to it, teaching-learning English in Indonesia is focusing on implementing the grammar-translation method which is widely applied in teaching-learning activities (Refaai, 2013). The implication of the grammar-translation method gives a greater impact

on students' accuracy in terms of language rules. Moreover, students receive and experience more grammatical rules to acquire. Yet, students' communication activities become less concerned (Jaelani & Zabidi, 2020).

Moreover, some aspects influence students' speaking achievement, one of which is students are difficult to understand the topic (Hosni, 2014). Regarding this point, the communication demanded between students is not conveyed. In addition, communication problem occurs when the speaker fails to determine the message due to the lack of vocabulary and lack of knowledge in using words on certain occasion (Aziz; Fata; Balqis, 2018). Moreover, students in EFL countries have less opportunity to interact with English native speakers. Thus, their listening sense in determining the message through intonation and words is low. Therefore, students need to get used to listening to the utterances to understand the topic of the communication.

There has been much research on improving speaking achievement. To mention a few, a study by Wulandari (2019) examined the effect of making Instagram Vlogs on students' speaking achievement. It shows that the use of Instagram Vlogs boosted students' fluency in terms of fillers and pauses in giving a speech. A similar study examining the effect of implementing storytelling on students' speaking achievement is conducted by Zuhriyah (2017). It shows that there was an improvement in students' students speaking achievement, for example, vocabulary, grammar, and fluency. However, most students' obstacle in performing speaking is comprehending the utterances (Aziz; Fata; Balqis, 2018).

Interestingly, most speaking research is focusing on “talk” rather than “speak” (Wulandari, 2019; Zuhriyah, 2017; Alikhani & Bagheridoust, 2017). Moreover, students in a class are more than just individuals and the class environment forms a social relationship with whom they experience interaction and communication. Thus, students need an environment that enhances their comprehensibility in terms of understanding the idea or opinion.

Dealing with this, the teaching-learning activity needs to apply an activity that encourages students to comprehend the ideas. In other words, the activity needs to apply the environment or concept that enables interlocutors to attempt to overcome problems in conveying their meaning, resulting in both additional input and useful feedback on the learner’s production (Pratiwi, 2013). Dealing the input and output system, according to Krashen’s theory about input hypothesis (1993) large amount of listening should precede learners to gain sensitive feelings in correcting one’s error or provide feedback.

In addition, Krashen emphasized the importance of quantity and the quality of input. Moreover, Alsulami (2016) claims that the only way to acquire a second language is through exposure to sufficient input. Besides the sufficient input, Alsulami (2016) argues that comprehensible input needs to be supported by a meaningful and comprehensible output through producing either spoken or written language which means to allow learners to practice their input by facilitating their situation for practicing it.

Referring to input hypotheses, a certain activity was carried out during the teaching-learning to provide input (listening to a podcast) and to provide output. To sum up, the needs to provide circumstances where learners get comprehensible input and practice the input to be a comprehensible output in terms of carrying out the conversation through conversation based on topics.

There is an activity that provides students the grounding language instruction and repetition to produce a speaking product. The implementation of podcasts may foster language learning by serving students with repetitive listening (Menezes & Moreira, 2011) and hence lead to possible changes in the learners' self-efficacy perception. However, podcast implementation has widely been applied in language learning (Basaran and Cabarglu, 2014). Podcast implementation is usually applied mostly in teaching listening (Menezes & Moreira, 2011).

Moreover, podcast implementation is believed to provide students with more authentic and personal experiences to develop their language skills (Hasan & Tan, 2013). Further, the podcast has its unique feature and is different than other audios in terms of content. The audio served by the podcast presents authentic material and sources from which students get to benefit from the source. Besides this, podcast materials reflect the native speakers' daily life (Alfa, 2020). Regarding the usage of a podcast in classroom activities, some researchers have offered some points of view and reasons for including Podcasts in language learning classrooms (Aguilar, 2016; Al Qasim & Al Fadda, 2013).

There have been many studies regarding the implementation of a podcast in English language teaching. To mention Basaran and Cabarglu (2014) examined the effect of podcast implementation on students' self-efficacy. It shows that the implementation of podcasts improved students' self-efficacy in terms of writing, speaking, reading, and listening.

A similar study also conducted by Naidionova and Ponomarenko (2018) examined the use of podcasting technology to develop students listening skills. The result showed that students were able to understand the context since it provided the authentic condition and was supported by repetition. Another research regarding the implementation of a podcast in improving learners' listening skills is also conducted by Ramli (2017). It provided students the potential environment where students experience authentic instructions and a creative also motivated setting.

The use of podcasts in improving students' listening skills has been widely explored (Ramli, 2017, Abdulrahman & Basalama & Widodo, 2018). Based on the above rationale, the use of podcasts in a language classroom enables students to comprehend content, enhance their proficiency, and improve their listening comprehension.

However, the implementation of a podcast to improve students speaking in an EFL setting are very rare. Therefore, this study implemented podcasts in improving students speaking achievements. Exploring the possible effect of

podcast implementation on students' speaking achievement, this study examined the assertion that beliefs that listening and speaking have a strong bond and correlate with each other (Celik & Yavuz, 2015; Abu-Snoubar, 2017; Bozorgian, 2012). Moreover, implementing podcasts in enhancing students' speaking achievement and students' listening skills does share different procedures (Namaziandost, Bohlulzadeh & Rahmatollahi, 2017).

For enhancing listening skills, several steps need to be implemented in applying podcasts as the material (Yoestara & Putri, 2019). There is (1) Pre-listening activity, (2) First listen, and (3) Pair process. However, in applying podcasts in enhancing students' speaking achievement, it employs different procedures. Since it does not only emphasize students to understand the circumstances of the listening but also widens students' understanding of using the idioms or utterances in casual communication. Therefore, it requires additional steps to modify to improve students' speaking achievement.

Although the comprehensible input was considered important in language acquisition, interactionists pointed out some critics of its insufficient. Adding to the meaningful and comprehensible input and output, Sarem, and Yusef (2014) concerns with implementing interaction as a device to enable language learners to gain more knowledge. Since, it is believed that through interaction, language learners can process the input to be meaningful. To provide sufficient interaction, a promising alternative instruction has appeared that is cooperative learning.

Sabarun (2011) claims that the use of cooperative learning is a good method to enhance students' language skills, especially productive skills. Cooperative learning provides students with an active environment where students can share their ideas. Moreover, Zuraina & Ali (2018) agree that the use of cooperative learning serves students the platform to analyze and synthesize ideas which could lead to high-level thinking and understanding.

However, in modifying the steps of implementing podcasts based on cooperative learning, several aspects need to be considered such as enhancing students' understanding of the topics, triggering students to elaborate, and applying the new utterance in casual conversation. Hence, regarding the aspects of implementing podcasts in teaching speaking, the steps need to employ the situation where (1) the language learners can comprehend the circumstances of the podcast, (2) the language learners can recognize the new expressions, and (3) the language learners can connect the new expressions with their old expressions, (4) the language learners can produce the new expressions in a different situation as the topics.

The process where the learners store the new information provides them a situation to absorb all the new information and recognize them. Moreover, the process where the learners link the new information with the old information enables the learners to produce products with the new information they get. These

processes aid learners in memorizing and producing the new product (Cordingley, 2015).

There have been many studies on implementing cooperative learning in teaching-learning activities. To mention a few, a study from Anwer, Tatlah, and Butt (2018), investigated whether there is a significant difference of students' achievement in reading Cooperative Learning. It was found that there is a significant difference of students' achievement in reading achievement before and after being taught through Jigsaw Cooperative Learning. In the next study, Fadila, Septiana, Amelia & Wahyuni (2019) claims that Cooperative Learning can increase students' reading achievement of a new item. The result indicates that the increase in students' reading comprehension scores in the experimental class after treatments was significant.

Related to the previous research about the use of the cooperative learning principle in teaching language aspects, it is believed to give a good influence on language skills, especially speaking. However, combining the podcast procedure in listening skills and cooperative learning principles in improving speaking achievement needs some adjustments. Hence, the procedures are divided into three core steps; (1) Input which includes pre-listening activities and first listening, (2) Process which includes discussion and pairing process, and the last (3) Product which includes performing podcast and reforming new performance based on the expressions given in the podcast.

However, the study of improving speaking ability through podcast listening procedures based on the cooperative learning principle is rare. Regarding the function and the effect of the cooperative learning principle which enables learners to store the new inputs and recall the late inputs and also link them up, it aids learners in absorbing new inputs from the podcast and re-produce them well. Therefore, this research was intended to find out the effect of the podcast listening procedure based on the cooperative learning principle to improve students' speaking ability.

1.2 Research Questions

Based on the problem stated above, the problems are formulated below:

1. Is there any significant difference of the students' speaking achievement between students taught through the Cooperative learning principle-based podcast procedure and students taught through the original podcast procedures?
2. Which speaking aspect improves the most after the students are taught through Cooperative podcast listening and the students are taught through original podcast procedures?

1.3 Objectives of the Research

By relating to the formulation of the problems, the objectives of the research are as follows:

1. To examine whether there is any significant difference of the students' speaking achievement between students taught through the Cooperative

learning principle-based podcast procedure and students taught through the original podcast procedures.

2. To examine which speaking aspect improves the most after the students are taught through Cooperative podcast listening and the students are taught through original podcast procedures.

1.4 Uses of the Research

The uses of this research are as follows:

1. Theoretically

The research is intended to support the theory of the cooperative learning principle that can help language learners to absorb the information and recall it in a new setting. Moreover, it supports the theory that both listening and speaking are naturally correlated.

2. Practically

- a. The research result can be implemented as a reference for a teacher or researcher who wants to teach speaking in various ways.
- b. The result of this research is expected to provide specific procedures for modifying podcast listening procedures based on cooperative learning.

1.5 Scope of Research

This research is aimed to investigate the difference of speaking achievement between students taught through podcast procedure for speaking and students taught through cooperative podcast listening. Moreover, the sample

of the research is 26 second-year students of MTS Ismaria Alquraniyyah Bandar Lampung.

1.6 Definition of Terms

Some terms are defined in order to give a basic understanding of the related variables and concepts. These are stated below:

1. Speaking is the activity where two persons or more share information, ideas, or opinions.
2. Cooperative learning is an approach to groupwork that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team
3. A podcast is an audio/video file that is uploaded to the website where the website users can download it through the internet freely

This chapter has discussed the background of the problem, identification of the problem, research question, the objective of the research, uses of the research, scope of the research, and definition of terms.

II LITERATURE REVIEW

This chapter is concerned with several points related to the theories used in this study, such as the concept of speaking and teaching speaking; cooperative language learning; procedure in implementing podcasts to teach speaking; assumption as well as the hypothesis of it.

2.1 Speaking

Speaking is the process of constructing and sharing meaning and thought, the use of verbal symbols in a variety of contexts (Rao, 2019). In addition, speaking is a communication process where people interact with each other. Therefore, speaking is the most important aspect of learning a second language or foreign language. Moreover, learners need to be exposed to activities where they get the communicative activities and expressive abilities in which the goal is set to be a fluent speaker.

Moreover, speaking involves sound to express meaning to make interaction occur. (Samad & Bustari & Ahmad, 2017). This means that speaking is an interactive process of communication that connects ideas between speakers and interlocutors with certain intentions or purposes. Therefore, learners need to encode the ideas or message of someone's speech and process it and produce appropriate responses to the ideas (Refaai, 2013). In short, to be able to speak, ones need to have a listener

to share ideas and thoughts so there are be communication take place. In addition, Haris (Burns, 2019) says that speaking has some aspects as described below.

1. Pronunciation refers to the person's way of pronouncing words. One who learns English as a foreign language must be able to use English pronunciation as well as other skills.
2. Grammar is the study of rules the study of language inflation. It is a system of units and patterns of language.
3. Vocabulary refers to the words used in language. Phases, clauses, and sentences are built up by words. In short, vocabulary is very important because without words we cannot speak at all.
4. Fluency refers to the one who expresses quickly and easily. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.
5. Comprehension denotes the ability to understand the speaker's intention and general meaning. It means that if the person can answer or express well and correctly, it shows that he comprehends or understands well.
6. Accuracy refers to how to correct learners' use of the language system, including their use of grammar, pronunciation, and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.

Referring to the explanation above, it can be concluded that speaking has an important role in daily communication to express the speaker's thoughts and ideas. However, to have communication occur, speakers need to have an interlocutor to share the thoughts or ideas.

2.2 Teaching Speaking

Teaching and learning of speaking should not focus on speaking phrases or everyday expressions only but also needs to involve the activity where the language learners can communicate in a real situation setting (Khamkhien, 2010). Therefore, a speaking lesson needs to notice a kind of bridge in linking the learners to the world outside the classroom. Therefore, the teaching-learning activity needs to employ several features; 1) practice opportunities; 2) purposeful communication; 3) meaningful situations. Hence, three stages need to be employed in developing speaking achievements. They are setting up, practicing speaking, and also feedback.

Hence, in class the activity, the goal of teaching speaking should improve students' communicative skills. To achieve communication skills, teaching-learning activity needs to provide students with an environment in which they can communicate and it promotes their learning autonomy. Therefore, learners should be exposed to activities where they have more chances to talk a lot using the target language Alsulami (2016). However, the limited teaching-learning activity in class is the obstacle that language teacher needs to deal with (Tavil, 2010). To aid the problem, working in groups might aid in increasing the amount of practice of speaking that learners may get.

There are five principles in teaching in the Speaking context (Thituyetanh, 2015):

- Be aware of the difference between a second language and a foreign language in the learning context.
- Give students a chance to practice with both fluency and accuracy.

- Provide opportunities for students to talk by using group work or pair work.
- The plain-speaking task involves negotiation for meaning.
- Design classroom activities involve guidance and practice in both transactional and interaction speaking.

In conclusion, teaching speaking is an activity that is expected to make the students participate in the class to improve their communicative skills. The chance for the students to speak is needed. Teaching speaking really should consider many aspects that will decide whether the students" will be successful or not in improving their speaking after they do the activity. A teacher needs to apply activities that promote their speaking to make them practice their speaking with others in the class.

2.3 Podcast

This part discusses the concept of the podcast and the previous study of a podcast which has been administered.

2.3.1 Previous Research of Podcast

There have been many studies dealing with the implementation of a podcast in improving students' listening comprehension. One of which is from Sangkala & Haq & Sakka (2015). They implemented podcasts in teaching listening. The sample of their research was senior high school students in Gowa. Moreover, the use of podcasts also improves students' listening comprehension.

Another study was proposed by Miranty & Rachmawati (2016). They designed the podcast material in the teaching-learning activity of listening. They

implemented four instruments; direct observation, interview, questionnaire, and test. The sample of their research is varsity students taking a listening class. It found that there was much effectiveness in implementing podcasts in the teaching-learning activity of the listening class. One of which is the goal of communication is provided in the activity since students will get exposure to the situation in which real communication takes place. Moreover, the repetition of the podcast makes students used to the normal speed of native talking.

Another study was proposed by Abdulrahan & Basalama & Widodo (2018) they examined the use of a podcast in improving students' listening skills. The sample of the research was 30 senior high school students. It was found that the use of podcast in teaching listening promote students' positive attitude towards students' motivation in involving students' listening class activity. Moreover, a podcast provides authentic materials and interesting activities.

In short, the use of podcasts in language teaching provides students the authentic material in which students will get used to the normal speed of native talks and also get exposed to natural communication. Moreover, the implementation of the podcast will promote students' learning autonomy.

2.3.2 Concept of Podcast

A podcast is a series of video and digital audio broadcasts which is able to be downloaded and played on mobile devices (Bustari & Samad, 2017). Podcast utilizes voice which is the most influential tool that relates to the audiences

quickly. Therefore, a podcast is a series of sound files that consist of educational information in a comprehensive manner to make the user advanced learners.

Podcasting is one of the innovative ways of broadcasting through the internet and also it can be used to transfer digital audio content automatically to mobile phones. It is believed that podcast provides learners with full access to authentic resources from nonnative English-speaking background (Al-Ahdal, 2020). Moreover, podcast serves the real-life listening source that allows foreign language learners take benefits from it.

However, the importance of implementing podcasts is available to be implemented from the beginner level to the advanced level (Samad & Bustari, 2017). He adds the beginner can take advantage of general listening and exposure to new language aspects such as vocabulary, and pronunciation. Moreover, intermediate students are able to take advantage such as access to authentic materials and exposure to a variety of voices. Meanwhile, for the advanced level, they are able to take the information as they need since podcasts provide various types of information. Moreover, the implementation of a podcast in English classroom activities promotes students' self-confidence in delivering the ideas and comprehending the English skills.

There are three types of podcasts we can use in language teaching-learning activities (Miranty & Rachmawati, 2016):

1. Authentic Podcast

This podcast does not aim at the teaching-learning process. However, this type of podcast can be used as enrichment in listening activities.

2. Teacher's Podcast

This podcast is produced by a teacher. Usually, the teacher produces this podcast as additional material for students to learn.

3. Student's Podcast

This type of podcast is produced by students. This podcast aims at the cultural exchange between students around the world of their experiences.

Therefore, a podcast is a series of videos and sounds which is able to be downloaded and played on mobile devices. Moreover, the podcast contains significant aspects for nonnative language learners especially in foreign language countries such as authentic materials and real-life communication.

2.4 Cooperative Learning

This sub chapter discusses the concept and principles of Communicative Language Teaching.

2.4.1 Concept of Cooperative Learning

Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for motivation for his or her own learning and motivation to increase the learning of others (Yuliasri, 2017).

Similarly, cooperative learning has been defined as a learning approach in which learners work in small groups for their own and each other's benefit and it is often contrasted with competitive and individualistic learning approaches. Johnson, Johnson, and Halubec (1994) cited in Johnson and Johnson (2017) defined cooperative learning as the instructional use of small groups through which students work together to maximize their own and each other's learning.

It may be contrasted with competitive learning in which students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain and individualistic learning in which students work by themselves to accomplish learning goals unrelated to those of other students.

It appears from the above statement that cooperative learning is more than just learning in groups that may increase or hinder students' development it is learning which provides effective strategies and structures to develop learners, a sense of responsibility, and skills of collaboration and cooperation. In summary, cooperative learning is a powerful approach to learning because it is both an effective pedagogy and a compelling philosophy and world view which are not found in any form of group work.

2.4.2 Principle of Communicative Language Teaching

Güngör (2018) emphasizes five basic principles of cooperative learning: positive interdependence, individual accountability, equal participation, simultaneous interaction, and group processing. For cooperation to work well, teachers have to

structure the five essential elements in each lesson. The characteristics of each principle are summarized below:

1. Positive Interdependence

This is the heart of cooperative learning as it fosters a commitment to success as each person's efforts benefit not only him or herself but the whole group. Cooperation cannot take place without interdependence.

2. Individual accountability

Each member is regarded as important and must be accountable for contributing his or her share of work.

3. Equal participation

All students have to participate actively in the learning process.

4. Simultaneous Interaction

Encourages face-to-face interaction and the promotion of each other's success by sharing resources and helping, supporting, encouraging, and praising each other's efforts to learn. The group is regarded as both an academic support system and a personal support system.

5. Group processing

Students are taught how to provide effective leadership and develop decision-making, trust-building, communication, and conflict management skills. Group members discuss and monitor how well they achieve their goals which members' actions are helpful and unhelpful as well as make decisions about what behaviors to continue or change.

Cooperative learning can be successful when these principles are in place and when students are actively encouraged to support each other's learning. In a

cooperative classroom, a student who tries hard and helps others to learn should be praised and encouraged by my groupmates.

2.5 Procedure in Teaching Using Podcast

This sub chapter discusses about the procedure in teaching using podcast.

2.5.1 Procedure in Teaching Speaking Using Podcast

A podcast is a source of authentic material which is available to be used as media in teaching English skills such as speaking, listening, reading, or writing. However, the way how it is implemented is different in each skill. Here is the procedure for implementing podcasts in teaching speaking as adapted by Ramli (2017).

1. Pre-Listening

In pre-listening, the activities provided are to enhance students' schemata. The teacher plays the podcast once and asks students to recognize where and when the conversation takes place. If students can't identify the information of the podcast player, the teacher provides the picture and he or she asks about the situation taking place. In the last session, the teacher provides some new vocabulary or expressions.

2. While Listening

During while activity, students listen to podcasts with some follow-up activities such as true-false or short-answer questions. In addition, a teacher gives comprehension questions to assess students' understanding.

3. Post Listening

Students are given different topics related to a certain topic. Then they exchange ideas or opinions to discuss some issues on a certain topic and find the alternative solution how to overcome the problems. This activity is followed by a role-play session. After the discussion, students are provided some questions which might be asked: it can be the issue or the person/people introduced in the program. Based on their pairs or groups, they can divide their roles as presenter/ speakers or environmentalists and start to ask and answer the questions.

They can improve their ideas as their strategies to keep the show going. At the end of class, the teacher shares some websites providing podcast such as VOA or BBC and allow the students to download them based on their interest so they can learn every time and everywhere to improve their English proficiency.

2.5.2 Procedure in Implementing Cooperative Learning Podcast in Teaching Speaking

In short, these are procedures of a Cooperative learning-based podcast in teaching speaking based on Candlin's design as cited in Wang (2020).

1. Pre-Listening Activity

a. First phase

In the pre-listening activity, the teacher builds students' schemata to acknowledge the material which is learned. A teacher can write the topic or display some related questions to the topic. Moreover, a teacher can ask some questions related to the topic to activate students' schematic knowledge and motivate students. In

the end, a teacher needs to write some new expressions which are appeared in the podcast.

b. Second phase

The teacher plays podcasts for the once and asks what is going on in the podcast. Moreover, a teacher asks students questions about the background of the podcast such as place, casts, and situations. Students are required also to pronounce the expressions which were the objectives of each day

2. While Listening Activity

a. Extensive Activity

Students listen to the podcast outside the class and they need to write all the conversations in the podcast. Moreover, students try to copy the intonation and follow the pronunciation of each word.

b. Intensive Listening

In class, a teacher plays the listening line for each line. After each line, students need to follow the speaker's intonation and pronunciation. In addition, a teacher asks students several simple short answer questions such as place, number, date, or time. To provide an enjoyable class, it is available for the teacher to provide a game. The teacher plays and stops the podcast; students need to replay the last line played by the teacher

3. Post listening Activity

A teacher prepares his or her questions for the podcast played. In addition, a teacher also prepares a blank to transcribe to be answered by the students. Moreover, the teacher provides several situations with certain questions and students need to answer them with certain expressions.

4. Constructing Product

a. First phase

A teacher may write some expressions in jumbled order and students need to rearrange them into correct ones. In addition, the teacher groups students into several groups in which the member of the group is as many as the casts in the podcast played. Moreover, each group is required to imitate the way how the casts carry on the conversations such as the intonation and pronunciation.

b. Second phase

The teacher asks students to summarize the whole podcast played by the teacher with their own words and students need to present it in their group.

5. Role Play

The teacher invites students to write an introduction to the topic in their language. Moreover, the teacher provides several situations which have similar occasions to the podcast played. This activity promotes students' schemata in using similar expressions on different occasions.

From the procedure explained, from pre-listening until post-listening activities, while students listen to the podcast, subconsciously, students are required to follow the speaker's intonation and pronunciation. This emphasizes constructing students' pronunciation and intonation aspects in speaking. Moreover, in constructing product activities, students imitate the way how the speakers present the conversations. This step enhances students' accuracy in pronunciation and intonation.

Moreover, students also summarized the situation and the story that occurred in a podcast. This step enhances students' comprehensibility in understanding the podcast within the new expressions and vocabularies. Moreover, this step also drills students' accuracy in using appropriate grammar. In addition, in the last session, students are required to ask their friends some questions in form of an information gap.

2.6 Advantages and Disadvantages in Implementing Cooperative Learning Podcast in Teaching Speaking

The advantages and disadvantages of Cooperative Learning according to Harmer: (2009) as cited in Chamisah (2013) are:

1. Groups can help the students develop communication skills, leadership skills, and cooperation skills.
2. Groups motivate the bored students.
3. Groups allow the students to work and interact independently without the necessary guidance of the teacher, thus promoting the student's independence.
4. It recognizes the old maximum that 'two heads are better than one and promoting cooperation helps the classroom to become a more relaxed and friendly place.
5. It is relatively quick and easy to organize.
6. Groups can improve students' achievement.

Based on the above explanation, it can be concluded that the advantages of cooperative learning activity are that the students are easy take part in a

discussion. It helps the students to express their idea, enjoy the discussion and share the knowledge

The disadvantages of Cooperative Learning:

Based on the advantages mentioned above cooperative learning approach also have some weaknesses. The disadvantages of cooperative learning are as follows;

1. Time-consuming to organize group work.
2. The teacher has less control over what students are doing in group work than in a normal class.
3. Group work in a large class is noisy.
4. Not all students enjoy it since they would prefer to focus on the teachers' attention rather than working in their group.
5. During the group activity, the teacher cannot control the language used by the students.
6. The actual choice of pair group or group work can be problematic, especially if students frequently find themselves working with their friends whom they are not keen on.

However, these disadvantages can be overcome both by a teacher and the student; for example, the teacher gives an interesting topic to the students, to motivate them to enjoy the discussion in the teaching-learning process. Therefore, the teacher and the student can anticipate the problems during the teaching-learning process.

The advantages and disadvantages of podcasts according to Jain & Hashmi (2013) are:

1. Students are motivated to listen and they have a better understanding of the target language pronunciation.
2. Students learn new expressions.
3. Students have the nearest experience of learning English as a foreign language.
4. The disadvantages of the podcast:
5. The teacher needs to build students' schemata using various ways to enhance students' background knowledge.
6. The teacher needs to be careful in explaining the expressions.

2.7 Theoretical Assumption

English in EFL countries is widely acquired as a foreign language which means English is only used in the classroom as the teaching-learning material rather than in daily communication. In addition to it, teaching-learning English in Indonesia is focusing on implementing the grammar-translation method which is widely applied in teaching-learning activities. Therefore, English productive skill such as speaking and writing poses limited time exposure. Dealing with this situation, speaking is considered difficult to be acquired for EFL learners since learners lack speaking exposure. Therefore, in English teaching-learning in the EFL context, the teaching-learning activity needs to promote speaking exposure.

This situation leads to a condition where students lacked input. The use of input in productive skills is very useful. It works as an additional input and useful feedback on the learner's production. Moreover, it needs to provide students with an enormous chance to speak.

Deals with the problem, several ideas are offered, one of which is the use of podcasts as teaching media. The previous researchers claimed that the use of podcasts is believed to provide students with more authentic and personal experiences to develop their language skills. Authentic material from podcasts serves the decoding process which promotes students' confidence and sensitivity in comprehending the words said by the speaker, moreover, the topic discussed. However, the teaching-learning speaking using podcasts had not been well explored. The teaching activity had been done focused on presenting what students heard and no communication occurred. Therefore, the activity may not lead to a communicative environment.

On the other hand, to provide a communicative environment, several previous researchers applied cooperative learning as a teaching strategy. The previous researchers claimed that the use of cooperative learning may help the students develop communication skills, leadership skills, and cooperation skills. However, during the teaching-learning activity students may find it difficult since not all students enjoy it since they would prefer to be the focus on the teachers' attention rather than working in their group.

Moreover, during the group activity, the teacher cannot control the language used by the students. To control the student's mood, attention, and language used by students, a teacher needs to provide students with teaching media that provides input.

Therefore, dealing with the problem and suggestion offered above, this research applied the use of podcasts as teaching media that provides the comprehensible input to students which was based on the cooperative learning strategy to provide the environment for students to practice what they have learned before.

2.8 Hypothesis

Based on the frame of theory and theoretical assumption, the hypotheses can be formulated as follows:

1. There is any significant difference of students' speaking achievement between students taught in cooperative podcast procedures and students taught in the original podcast procedure.

Briefly, those are the explanations of several points in this chapter: speaking and teaching speaking, podcast, communicative language teaching, the procedure in teaching podcast through Cooperative learning, advantages and disadvantages of teaching speaking through Cooperative learning podcast, theoretical assumption and hypothesis.

III RESEARCH METHODOLOGY

This chapter elaborates on the set of the research, how to collect the data from the samples, and how to analyze them. This chapter also elaborates on the research procedure, the validity and reliability of the instruments, the treatment, data analysis, and hypothesis testing.

3.1 Setting of The Research

The research took place at MTS Ismaria Al-Qur'aniyyah Bandar Lampung as the school. The school is located in st. Komarudin Gg. Mitihuda Rajabasa Raya, Rajabasa Regency. The school is led by Mr. Syaholan Februan, S.Pd.I. The school was established in 2014. There are 157 students studying in this school. The students are divided into three levels and two classes for each level.

The social level of the students is moderate. In addition, the parents work as laborers, drivers, farmers, and street vendors. Moreover, there are only 20% of parents work as civil servants. Moreover, in MTS Ismaria Al-Qur'aniyyah Bandar Lampung, there is only one English teacher that handles English at three levels, Ms. Nopita Sari, S.Pd. In addition, Ms. Nopita was chosen as the second research rater.

3.2 Research Design

The aim of this research is to find out (1) whether there is a statistically significant difference of students' speaking achievement between students are taught in the Cooperative learning principle-based podcast procedure and students taught through the original podcast procedure. (2) speaking aspect improves the most after the implementation of Cooperative learning principle-based podcast listening procedures.

This study is a quantitative research that employed pre-experiment as the design of this research. Although the pre-experiment design does not pose high validity due to the fact that the sample of this design was purposively chosen, the results of this research design serve new findings that might be useful for further research.

The research design that is employed is a true experimental design. In addition, there were two groups employed: the control group and the experiment group. The two groups employed were taught using two different procedures. Podcast procedures in teaching speaking were applied in the control class, while cooperative listening procedures were applied in the experimental group. The use of two groups is to compare the speaking results between students who taught through cooperative podcast listening procedure and students who taught through podcast teaching procedure in teaching speaking.

In this research, students, from both groups, were given a test before the treatment and also after the treatment. The test before treatment is intended to find out the students' ability before being given the treatment as well as to find out whether the students from both groups pose similar abilities. In addition, the test after treatment is intended to find out students' abilities after the treatment as well as to compare the student's abilities from both groups.

In addition, the design of the research is described as follows by Setiyadi (2006):

K1: T1 X1 T2

K2: T1 X2 T2

Figure 1. Control Group Pretest - Posttest Design

Were,

K1 : Control Group

K2 : Experimental group

T1 : Pre-test

T2 : Post test

X1 : podcast procedure

X2 : cooperative learning principle-based podcast procedure

3.3 Population and Sample

This research aimed to choose a random sampling method in selecting the sample. The population was taken in junior high school. Random sampling refers to a variety of selection techniques in which sample members are selected by chance, but with a known probability of selection. It enables the researcher to collect relevant and useful information for answering the research questions.

Furthermore, it is suitable for the selection of survey participants or sample units, where the sample units may be persons, establishments, land points, or other units for analysis. Random sampling is a critical element of the overall survey research

design. Therefore, in this study, the population was taken from students at MTS Ismaria Al-Qur'aniyyah Bandar Lampung.

The population of this research was the second-grade students at MTS Ismaria Al-Qur'aniyyah Bandar Lampung. The population consisted of 50 students. Moreover, the sample chosen is 26 students, 13 students for each experimental and control class selected randomly.

The social gradation of students in MTS Ismaria Al-Qur'aniyyah Bandar Lampung is considered to be moderate. It could be inferred most students are able to purchase school accommodations such as books and textbooks. However, there are few students who are not able to enroll in an extra course.

With this situation, students of MTS Ismaria Al-Qur'aniyyah Bandar Lampung are considered to have the moderate ability in English especially in reading and listening. However, in productive skills, students in MTS Ismaria Al-Qur'aniyyah Bandar Lampung students show low participation in the speaking activity, and also, they show low proficiency in speaking. Therefore, the sample is MTS Ismaria Al-Qur'aniyyah Bandar Lampung. Moreover, the sample was taken from second-year students.

3.4 Variables

To assess the influence of the treatments in this research, the variable can be defined as dependent and independent variables. Cramer, Liston, Nevin, and

Thousand (2010) state that the independent variable is a major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observed and measured to determine the improvement of the independent variable. In addition, the independent variables of this study are podcasts and cooperative learning podcasts. Moreover, the dependent variable of this research is students' speaking achievement.

3.5 Instrument

Instrument which was used in this study was speaking rubric.

1. Speaking rubric

Speaking rubrics are administrated in order to a set of criteria/rules or guidelines that can be used to assess one's work or success of a task (Berger, 2011). The rubric was adapted from Brown (2004). The rubric was used in each test and for each examiner. The test was administrated two times, pretest and posttest. The test assessed student's ability in speaking before treatment and after treatment.

3.6 Validity and Reliability

To prove whether the test is appropriate or not, it must be examined its reliability and validity. Therefore, here are the explanation and the consideration of the validity and reliability aspect of the instrument.

3.6.1 Validity of Speaking test

A test is considered a valid one if it measures the object to be measured and it is suitable to the criteria (Mohajan, 2017). According to Mohajan (2017), there are two basic types of validity, content validity and construct validity. Therefore, to

measure whether the test was valid, these researchers used both types, i.e., content and construct validity. Here is the explanation of speaking tests validity:

1. Content validity emphasizes the equivalent between the treatment that was given and the test. Simply, the test represents the material that was taught. In addition, to get the content validity of the speaking test, the material, and the test was composed based on Harris's (1975) as cited in Burns (2019) theory of oral production test.
2. Construct validity deals with the test that whether the test is in line with the theory of what is the measure the language skills is being measured or not. This research examines the speaking achievement in form of a conversational setting. Therefore, the test of this study was in form of a conversational setting.

3.6.2 Reliability of Speaking Score

To fulfill the reliability aspects which is concerned with the consistency of measurement of research, or the ability of measurements to measure the same research subjects in a different time and gives consistent results (Mohajan, 2017).

The data gained were analyzed using the quantitative description. Therefore, here is the explanation of the reliability of the speaking score from rater 1 and rater 2.

The data gained were analyzed through the quantitative description. The researcher analyzed the reliability of the speaking test and whether the data is

reliable or not between rater. This is called interrater reliability. Inter-rater reliability was applied when the score on the test was independently estimated by two or more judges or raters. Hereby, the first and the second-rater used scoring criteria devised by Salkind (2010). To measure how reliable the scoring was, this study used Rank – order Correlation with the formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

p : Coefficient of rank order
 d : Difference of rank correlation
 N : Number of students
 $1-6$: Constant number

(Salkind, 2010)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a) A very low reliability (Range from 0.00 to 0.19)
- b) A low reliability (Range from 0.20 to 0.39)
- c) An average reliability (Range from 0.40 to 0.59)
- d) A high reliability (Range from 0.60 to 0.79)
- e) A very high reliability (Range from 0.80 to 0.100)

In addition, there were two raters during the experiment. The first rater is the researcher and the other rater is the English teacher, Ms. Nopita.

3.6.3 Reliability Results

For examining students' speaking achievement, this study applied a speaking scoring rubric adopted from Brown (2004). It assesses five aspects of speaking: grammar, vocabulary, comprehensibility, fluency, and pronunciation. The data were obtained by using two raters: teacher and researcher. In addition, the internal consistency of the scoring rubric was analyzed. The rank-order correlation was

applied in order to examine the reliability of the instrument (scoring rubric). The reliability score showed that the speaking rubric instrument has high internal consistency. The reliability score of each test describes below: (See Appendix 6)

Table 1. Reliability of the Speaking rubric

Class	Test	Reliability Score	Decision
Control	Pre test	.70	High
	Post test	.66	High
Experimental	Pre test	.41	Average
	Post test	.60	High

3.6.4 Normality of Speaking Test

the data were analyzed for their normality significance first. It is used to examine whether the data were normally distributed or not. A normality test was applied to know whether the data were normally distributed or not. The data were tested by using Shapiro-Wilk (SPSS 23) to test the normality of the data. The researcher concluded that the data of this research were normally distributed.

Based on the result of the normality data test, it was found that the results were as follows: .096, .307, .802, .096 for pretest of control class and experimental class, and also posttest of control class and experimental class respectively. Since the significant level is higher than 0.05, it could be assumed that the data were normally distributed. (see appendix 9)

Table 2. Normality of Speaking Test

Class		Shapiro-Wilk		
		Static	Df	Sig.
Speaking Pre test	Control Class	.925	13	.096
	Experimental Class	.998	13	.307
Speaking Post test	Control Class	.974	13	.802
	Experimental Class	.938	13	.096

3.6.5 Test of Homogeneity of Speaking Test

to examining the post-test of the experimental class and control class, the pretest of each class should be examined for their homogeneity variance. Levene's test was used on SPSS 23. The significant level showed .231, which means that the test is considered to be homogeny. Therefore, the posttest of each class can be compared. (see appendix 8)

Table 3. Test of Homogeneity of Speaking Test

Speaking Level			
Levene Statistic	df1	df2	Sig.
1.470	1	24	.231

3.7 Data Collecting Technique

In collecting the data, the researcher used some techniques as follows:

1. *Speaking pretest*

The pretest was administered to the learners before the treatment of cooperative learning-based podcast in listening. The speaking pretest is in form of a mini-drama (the situation is similar to the podcast given).

2. *Speaking posttest*

The post-test was administered to the learners after the treatment in both classes, the experimental and control class. The speaking post-test is in form of a mini-drama (the situation is similar to the podcast given).

3.8 Research Procedure

In conducting the research, the researcher used following steps:

1. Determining the problem of the research

In determining the research problems, the researcher looks for some field reports of students' ability in English performance. As well as the researcher analyzed the sources from the internet and read the books and E-journals that are related to this topic. Moreover, the researcher pays more attention to the phenomenon that happened in language education. Determining research questions determines the research questions, the researcher identifies and selects the problem that is to be examined.

2. Determining the subject of the research

In determining the sample of the research, the researcher chose MTS Ismaria Al-Qur'aniyyah Bandar Lampung as the subject of the research and second-year students as the sample of the research. It is chosen randomly.

3. Determining the instruments of the research

The instrument used in this research is a speaking test.

4. Administering pretest of research

The pretest is administered to the learners before the treatment in both class control and experimental class. The speaking pretest is in form of role play.

5. Administering treatments for research

The material selected is considered based on the result of the speaking pretest and listening pretest. The researcher chose an appropriate topic so the students are easy in constructing their schematic background. There is one topic for one week. The topic consists of three sub materials; daily conversations, mini-stories, and vocabulary lessons.

6. Administering posttest of research

The post-test is administered to the learners before the treatment of the Cooperative learning-based podcast. The speaking post-test is in form of a mini-drama.

7. Analyzing data of the research and concluding the result.

The data were analyzed in each research question; the speaking improvements and speaking aspects.

3.9 Data Analysis

In analyzing the data gained, the writer analyzed the data into each research question to answer it.

1. Is there any significant difference of the students' speaking achievement between students taught in the Cooperative learning principle-based podcast procedure and students taught in the original podcast procedures?

To answer the research question, first, the normality of the data was examined using SPSS 21.0. Moreover, after examining its normality, the data were analyzed in its homogeneity test (the mean of pretest from control class and experimental class). Once the result was homogenous, the data were examined to find out the difference between the mean of speaking post-test from the control class and experimental class.

Paired sample test was implemented to examine the difference between speaking pretests and posttests. In addition, The Independent group T-Test compares the means of two independent groups to determine whether there is statistical

evidence that the associated population means are significantly different. The Independent Group T-Test is a parametric test (Arkkelin, 2017).

2. Which speaking aspect improves the most after between the students are taught through Cooperative podcast listening and the students are taught through original podcast procedures?

To answer the research question, the data were examined using One Way ANOVA to to examine the differences among the speaking aspects achievement (Arkkelin, 2017).

3.10 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis which is proposed in this research is accepted or not. In the effort to measure the hypothesis, paired sample t-test of SPSS 17.0 is used in this research.

Here is the formula for the first research question hypothesis testing.

Hi: There is any significant difference of students' speaking achievement between students taught through the cooperative learning strategy-based podcast procedure and the original podcast procedure.

In this research, the first hypothesis was analyzed by repeated measure t-test, since it is a statistical technique that is aimed to test the comparative hypothesis and to examine which procedures cooperative learning podcast procedure or original podcast procedure, improves students' speaking achievement better.

The criteria for accepting the hypothesis based on an independent group t-test are explained as follows:

H_1 : is accepted if t-value is higher than t-table with the significance level of less than 0.05 (t-value>t-table) (p<0.05).

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions and suggestions based on the results and discussions of this research.

5.1. Conclusions

The objective of this research is to (1) whether there is a statistically significant difference of students' speaking achievement between students taught through Cooperative learning principle-based podcast procedure and students taught through the original podcast procedure. (2) speaking aspect improves the most after the implementation of Cooperative learning principle-based podcast listening procedures.

1. There is a significant difference of speaking achievement between students taught through cooperative podcast listening and students taught through podcast procedure. In addition, the implementation of cooperative podcast listening is able to facilitate students' speaking achievement more than the implementation of podcast procedure in teaching speaking.

Although the implementation of the podcast procedure in control class does not provide a communicative environment, the implementation of the

podcast procedure could aid students speaking aspects in terms of pronunciation and intonation.

On the other hand, the implementation of cooperative podcast listening implemented several activities which do not only facilitate students to understand the topic better (listening comprehensions, matching, composing sentence) but also gives enormous opportunities for students to practice their oral production skill. Therefore, the implementation of cooperative podcast listening is able to improve speaking achievement better than the implementation of the original podcast procedure.

2. Pronunciation appears to be the speaking aspect that improves the most. In addition, the speaking aspect that improves the most is pronunciation, followed by fluency, vocabulary, grammar, and comprehensibility. This cooperative podcast listening procedure is not only able to provide students with speaking exposure and organize ideas but also provides a chance for students to get authentic input from the podcast. These opportunities lead students to an environment that provides inputs for them to increase their speaking achievement.

Cooperative learning is a powerful approach that can be combined with various teaching-learning activities or techniques to improve students' English skills. This study especially combines the cooperative learning and podcast procedure to increase students' speaking achievement. The

combination of podcast procedures and cooperative learning is found to be beneficial.

Cooperative learning can strengthen the use of podcasts by providing a chance for the students to share ideas in the process of learning which can be a positive input for their speaking achievement. Therefore, the combination of the Podcast procedure and cooperative learning can help students increase their speaking achievements by improving almost all of their speaking aspects.

5.2. Suggestions

Referring to the research done, some suggestions could be listed for the teachers, language learners, and further researchers

5.2.1. Suggestions for Teachers

The use of cooperative learning principle-based podcast procedure in enhancing students' speaking achievement is very beneficial to be implemented among the high school students. However, there are some weaknesses during the implementation of this present research. Almost each of the teaching activity, teacher was in charge and lead the class. Therefore, to the limitation of this current study, the researcher would like to suggest the junior high school teachers to have some modification in the procedure of the techniques.

The procedures must employ the activities that put the students as the center of learning by considering their interest, level of understanding, and another affective variable. In further, the teacher is also suggested to be able to organize some meaningful activities and some communicative tasks. The tasks provided by the teacher must invite the students to have more practice and build the students'

critical thinking. Therefore, the teacher may organize the teaching methodology as proper as possible.

5.2.2. Suggestions for Language Learners

The subject of this current research is the students at the junior high school. During the implementation of this present study, some students were caught not to be prepared such as they did not listen the listening at home, or they did not practice the listening that they have learnt as well as they did not pay attention during the composing sentence stage where students practice their grammar. To the limitation of this current study, the researcher would like to suggest the students whom willing to learn speaking through these current techniques to firstly prepare themselves by some basic requirement, such as: memorizing several words and practicing to pronounce words properly. It is very helpful for the students to follow the learning process if the students had already exposed first with some meaningful vocabularies around them.

Besides, the students are also suggested to engage themselves in learning activities actively since the key of successful learning in this current practice is being active and communicative. Therefore, recognizing the students' orientation in learning is pivotal to help them identified and discover what they need after accomplishing the learning process.

5.2.3. Suggestions for Further Researcher

There were some limitations during this present research one of which is the documentation. Researcher did not fully record the whole activity including the

the moment in which students listen and did the imitation stage. Therefore, to the limitation of this present study, the researcher would like to suggest another researcher to fully record the teaching learning activity during the research since this present research obtained little resource to analyze dealing with the research program. Therefore, it is suggested for further researcher to analyze further dealing with the teaching process and the obstacles found during the research. In addition, the further researcher may record the whole research activity. Therefore, it may help the research and analyze the whole activity.

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