

Doi: <http://dx.doi.org/10.26858/eltww.v10i1.36428>**Enhancing Speaking Skill by Utilizing Podcast Material for Teenager Learners**

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Abstract

Speaking is a form of practicing how to communicate ideas. The students can convey their intentions by speaking. Many high school students struggled to articulate their thoughts. Their low vocabulary, pronunciation, and grammar skills are what cause it. The teacher employed podcast resources in the teaching-learning process to address these issues. The instructor went over the basic grammar to put it into practice. In order to make it stick in their minds, the teacher instructed the student to look for the corresponding grammar in the transcript. Then, in order to expand their vocabulary, the student translate it. To improve the students' listening abilities, an audio recording was employed. The transcript was then read aloud. The students' newly acquired information is put to use in the text and audio descriptions of the images. The students took a pre-test before beginning this treatment, and they finished a post-test at the conclusion of it. A mixed-method approach was used to analyze the data that was found. It may be inferred that using podcast content improved the students' speaking proficiency. This kind of research can be used by teachers to teach relevant subjects. It also motivates other scholars to conduct deeper investigation.

Keywords: Audio lingual method, Podcast, Pronunciation, Speaking, Teaching strategy

INTRODUCTION

English as a language that unites people worldwide. English is the predominant language spoken by billions of people worldwide. From kindergarten to college in all fields, English is taught in Indonesia's education system as a foreign language. It is due to the very competitive globalization period. Learners should become proficient in all four language skills—listening, speaking, reading, and writing—in order to improve their ability to communicate in English. These four abilities are crucial. But learning a language begins with listening, which is the ear. Students must improve their speaking abilities in order to communicate effectively in a foreign language. Speaking is the main means of daily communication, so it is important that the interlocutor understands what is being said. Each student needs to practice hearing in addition to speaking in

order to comprehend what the interlocutor is saying. because it's crucial for clear communication to take place and for there to be no misunderstandings between ourselves and our interlocutor (Pakula, 2019).

Since proper pronunciation is important for learning English, teachers are trained to help students develop their language skills. Teachers are given this instruction because they have the utmost confidence that the student will speak English correctly. This needs to be taken into consideration because pronunciation has recently become somewhat of a fad, and adults are increasingly concerned with how to teach their student to speak English in order to prepare them for life in the real world. Because pronunciation is so important when communicating, even more so than the ability to communicate, this is true for the future of the individual, especially in an era of pandemonium (Rahayu et al, 2019).

The purpose of the study to find the influence of lingual audio methods on student speaking includes pronunciation, vocabulary, grammar and fluency and comprehension. This is very important because it adapts to the current pandemic conditions. With this method, it is hoped that it will be able to attract students to deepen the English language that was left behind due to the pandemic, because this method was specially made so that students do not feel bored and also lead students to be able to study anywhere, because this method only needs an internet connection and the teacher will provide material via URL, which at any time can be opened by students with their personal mobile phones. Therefore, in an era like this, there are many free hotspots provided so that students can easily find the place (Sidabutar, 2021).

Teachers use a variety of techniques to help students with their pronunciation in order to achieve the best results for the students; of course, this is done in a fun way that also makes the students happy and encourages them to keep learning. Some techniques include reading aloud, listening, repeating words while rereading, and accurately correcting spelling. Students can engage in exercises that focus on both language fluency and accuracy using innovative and engaging pronunciation teaching methodologies. Teachers can actually employ a variety of techniques / ideas to help students improve their skills, but they must be appropriate for the students' ability. As a result, the teacher's position is crucial in this context (Purwanto, 2019).

Due to the epidemic, an online learning system, also known as virtual learning, is a system that incorporates an internet connection. This kind of instruction uses internet resources rather than face-to-face interactions in the classroom. E-learning or listening to podcasts are two examples. Even if professors and students are not interacting face-to-face, techniques like these are believed to be helpful. The use of podcasts in English language instruction can help students communicate more clearly and fluently while also improving their pronunciation, grammar, vocabulary, and understanding. Students can use research from a variety of podcast sources to combine their smooth pronunciation, making them more creative and productive with podcast learning techniques (Islami, 2021).

In speaking class the student must be able to express what is in his mind so that the listeners clearly understand what is intended. This is important so that the speaker does not have misunderstandings between the speaker and the listener. Speaking is the process of changing from ideas to words. English words have a different way of pronunciation from written language. the ability to pronounce words becomes a parameter of a person's success in conveying ideas to the interlocutor. there are several aspects that must be considered in pronunciation which means pronunciation. pronunciation is a form in which symbols of a language, segmental phonemes or sounds of speech. in English learning pronunciation there are 2 elements that are very important to learn, namely word suppressors and intonation. because a great many students find it difficult

to pronounce the correct sentence according to the pronunciation. this is due to the fact that most pupils do not receive input on pronunciation from native speakers. To assist pupils in honing their pronunciation skills, this needs to be addressed (Perdana et al., 2019).

Being unable to communicate one's goals to others due to poor pronunciation is a crucial component of speaking. This is due to the fact that his voice is not clear or intelligible. To remedy this, a teacher uses the audio lingual approach, in which case the teacher transmits the URL of the source. Pupils who click on the link will see a button image to start the sound recording. By listening to it repeatedly, which they must do, it enables them to enhance their speaking skills. After all, such repetitive exercises make students bored. The teacher needs to have high pronunciation abilities to foresee this. Considering that he would serve as an example for students to follow. The teacher's ability to talk clearly will determine whether the student is able to do the same. In order for students to comprehend the meaning that is referenced in the pronunciation as well as the pronunciation itself. Following the procedure, the learner underlines any words or phrases connected to the grammar under discussion. The artwork was captured on camera and uploaded. Students will then translate captions from English to Indonesian for pictures that are uploaded to WhatsApp groups. Students also read the podcast's transcripts, which were recorded and uploaded (Yaman, 2017).

The teacher gives the Students' instructions to describe the existing photographs after the upload process is complete. The artwork has to be uploaded and photographed. The student also reads the narrative aloud so that it can be recorded and transmitted to the WhatsApp group. All uploaded student work will receive feedback from the teacher. To address research concerns, a variety of approaches will be used to examine all the data gathered during the teaching and learning process (Suseno et al, 2022).

Finding solutions or solutions to aid students in developing their pronunciation skills is the aim of this study. To reach this goal and receive the greatest outcomes, substantial efforts must be taken. In order to receive the findings of the research's objectives, a trigger is required, and in this situation, it has been decided that there are 2 research questions that must be answered in order to do so, namely:

1. How can teachers use the Audio Linguistic Method (ALM) to teach students pronunciation?
2. Do the use of the ALM (Audio Lingual Method) help students improve their speaking abilities.

Data in support is required to respond to the research question. Questionnaires or the teaching and learning process yield the supporting data.

METHOD

Data in support is required to respond to the research question. These facts are gleaned from the process of instruction and learning. The information obtained is then recorded and used to support the research question's conclusion. The teacher implements the learning procedures in order to comprehend everything. Smartphones and cell phones are among the most crucial learning tools in the globalized age of rapid technological innovation, especially during a pandemic like this. Students find it incredibly appealing to learn with a novel notion like this that can be applied everywhere, especially when it has many supporting applications. The smartphone will aid in student learning thanks to a number of specifications. Additionally, teachers must see to it that each student's smartphone is linked to the internet, that WhatsApp is downloaded, and that each student downloads a learning assistance app later to aid in speaking development. This will help students in speaking lessons and allow them to simultaneously acquire vocabulary and grammar,

which are closely tied to pronunciation. Teachers will continue to advance in this contemporary day with the availability of a smart phone connected to the internet. There is no doubt that learning becomes more exciting for students as it becomes more varied and fascinating. English is a language that can be used for spoken and written communication. It's crucial to improve your capacity to communicate in English both orally and in writing. Students first acquire vocabulary comprehension, which is one of the needs for learning English, in order to increase this. There are numerous ways to learn vocabulary, one of which is by giving pupils a list of words that the teacher will use as a teaching tool. Following that, the learner must obtain an electronic dictionary to aid in pronunciation. Students must add the term in their list of words after installing the U-dictionary in order to use the app to learn the definition and pronunciation. This is carried out up till the pupil comprehends. The findings will then be documented and posted to the WhatsApp group for the teacher's correction. It is intended that by employing this type of teaching strategy, pupils will be more talkative and satisfied with the lessons that are being taught. English and Indonesian are the two languages used to give vocabulary instruction. The teacher then teaches grammar by incorporating the newly taught terminology. English and Indonesian, two bilingual languages, are used in the teaching method section consists the type of research, data, technique of collecting data, instrument, procedure, and analysis method of data.

FINDINGS AND DISCUSSIONS

The facts during the teaching and learning process are documented to support research analysis as shown in figure 1.

1. The Use of smartphones

Smartphones are used by students to aid in the teaching and learning process. Several icons from the application are displayed on the smartphone's screen. Through the use of these tools, teachers and students can communicate while teaching and learning. An icon for internet access is also visible on the screen. Users of smartphones should be aware of the strength of the internet connection being used to monitor how smoothly applications are being used. In a time like this, it will be simpler for professors to deliver material via their respective smartphones, as well as simpler for students to find any information they require for their teaching and learning activities. As depicted in figure 1.

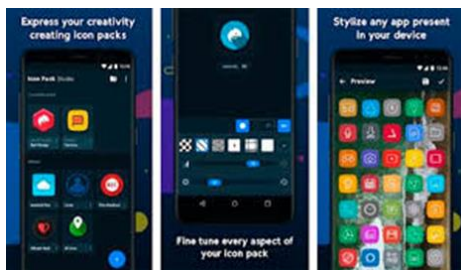


Figure 1. Smartphone Display

2. The Use of E-Dictionary

The teacher instructs the students to download the E-Dictionary as seen in figure 2 once they have their smartphones ready. The requested term is entered by the students in the E-Dictionary application menu. The application will show the right definition and reading strategy when you enter the word. The reading technique is offered in both written and audio versions. American English and British English are the two language and accent options available in the program. It's

crucial to immerse students in one dialect while introducing them to the other. Indonesian is used to provide the definition. As a result, it is simpler for pupils to comprehend it and put it to use in the appropriate situation.



Figure 2. The Page of E-Dictionary

3. The Use of Textbooks

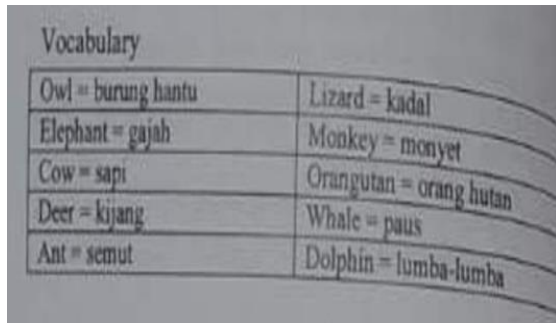
The teacher uses the book "Learning English Through Podcasts for Beginners" to plan the teaching and learning process activities so that the learning flow is directed (Suseno, 2021). To improve pupils' English-speaking abilities, the book offers teaching resources. according to figure 3. The book is written with novices in mind. When applied to this study's participants, who have extremely poor English-speaking skills, it is suitable.



Figure 3. The use of textbooks

4. The Use list of words

The teacher will provide the student a list of vocabulary items similar to that in figure 4 after they are comfortable using the E-Dictionary. There is an English term and its translation in the vocabulary list. It aids students in developing their skills in figuring out the word's vocabulary. through expanding the daily understanding of new vocabulary. Students will more easily get the meaning they are trying to convey this manner.



Owl = burung hantu	Lizard = kadal
Elephant = gajah	Monkey = monyet
Cow = sapi	Orangutan = orang hutan
Deer = kijang	Whale = paus
Ant = semut	Dolphin = lumba-lumba

Figure 4. List of Words

5. The Use of Grammar

One must be able to construct sentences in order to communicate the intended message. By using grammatical rules, a list of words that are owned is used to structure the phrase. The sentences created with this program will be simple for the listener to grasp. It's crucial for pupils to learn grammar so that the sentences they create are simple to grasp. according to figure 5. The use of the word "THE" in the sentence is made clear by the teacher. Indonesian was used to deliver the submission. Students will find it simpler to grasp and be able to apply grammar in the proper context if it is explained in Indonesian. Additionally, students' grammar can be improved daily by daily training.

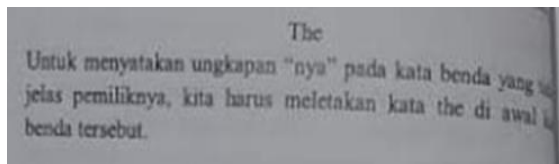


Figure 5. The use of Grammar

6. The use of exercise

According to Figure 5, the teacher will begin assigning grammar-related assignments after the grammar learning process. This seeks to improve pupils' English communication skills. The benefit of this activity is that children benefit from improved creativity, memory recall, and problem-solving abilities. Schools have been closed for a very long time, especially during this pandemic. According to the grammar that is being covered during the teaching and learning process in the classroom, the teacher assigns activities in Indonesian that are translated into English, as illustrated in figure 6.

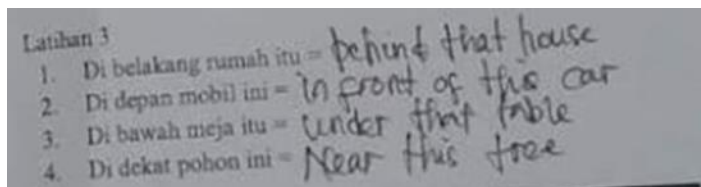


Figure 6. Exercise

7. The Use of Podcast

It is necessary to match the previously learned vocabulary and grammar with the context. Students must be exposed to authentic resources in order to accomplish that goal. One of the authentic resources that can be used to help speaking instruction is podcasts. According to figure 7, it appears that students can select from a variety of topics based on their individual skill levels. The teacher may suggest that the pupils acquire or select reading material that is appropriate for continuous education. The teacher will instruct the class to open the topic and begin listening using earbuds after topic selection.

For Beginners

- **365 Short Essays** For ESL learners who want to finish English study within a year
- **100 Free Short Stories** Practice answering yes/no, wh- questions, and dictation
- **100 Essays: America Is Great** For ESL students to practice reading and learn about America
- **This is America** Mini-novels describing American life
- **The 100 American People** To introduce 100 well-known American people to English learners
- **Start Reading for Children (1)** Simple present tense, 50-word passages for children to start reading

Figure 7. Podcast

8. The Use of Listening and Reading

The student must practice hearing in order to be able to understand what the interlocutor is saying in order to express their intention in English. Students also need to practice understanding spoken words in order to recognize others' speech. A vocabulary was used. The learner will be able to communicate with people and be understood by them if they have an adequate vocabulary. according to figure 8. Students can listen to a native speaker's pronunciation by clicking the play icon. The transcript that is accessible on that page can be used to determine the pronunciation. Students have improved their language and hearing skills by reading the transcript and listening to the audio. Students must repeat this numerous times to achieve the best possible scores in the process of instructing and learning.

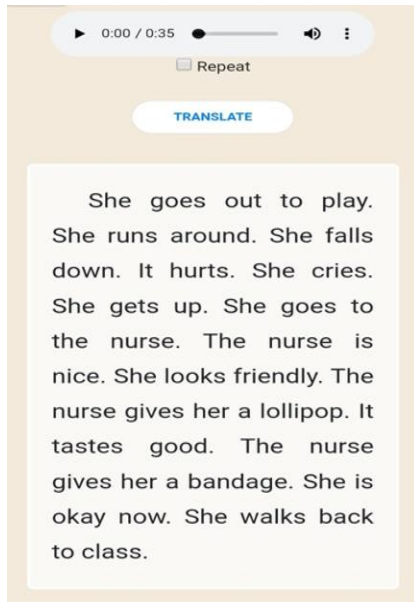


Figure 8. Listening & Reading

9. The Use of Translation

Developing vocabulary and translation skills. The procedure involves a series of transitions from foreign languages to Indonesian. In order to learn new terms that frequently appear in the text, students must use a U-Dictionary during this procedure. The procedure will help students improve their vocabulary-building abilities. Figure 9 illustrates the student's efforts in translating an assignment given by the teacher. The student translates the teacher's English question into Indonesian.

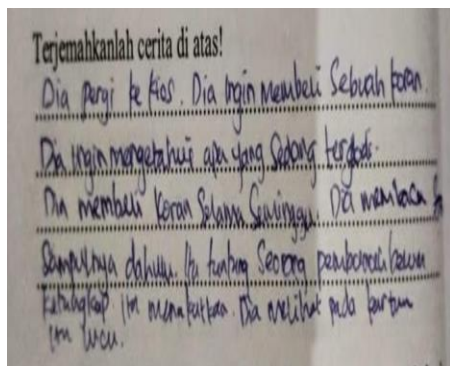


Figure 9 . Translation

10. The Use of Noticing

Students must modify the context they should through learning grammar. It equips students with implementation skills. In the appropriate setting, grammatical rules are carefully applied. The grammar being discussed in the text must be recognized by the students. according to figure 10.

The teacher hands the student the text and asks them to underline any passages that pertain to the grammar being discussed.

She goes out to play. She runs around. She falls down. It hurts. She cries. She gets up. She goes to the nurse. The nurse is nice. She looks friendly. The nurse gives her a lollipop. It tastes good. The nurse gives her a bandage. She is okay now. She walks back to class.

Figure 10. Noticing

11. Utilizing Describing Picture

The teacher will draw an image from some of the elements mentioned above, and the pupils will explain it in English. Students will next begin describing what they see in the picture. It seeks to improve vocabulary and grammatical skills in kids and help them retain previously taught content. The teacher assigns a job that must be retold using the appropriate terminology and grammar, as seen in figure 11. Students will then read what was spoken in English. The student's work will be evaluated by the teacher.

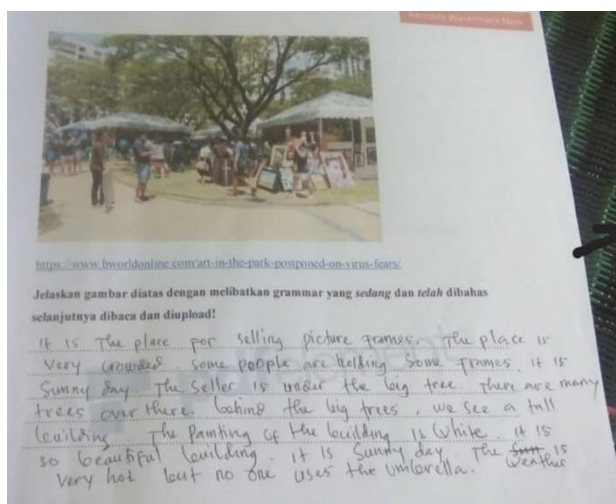


Figure 11. Describing Picture

12. Pre-test And Post Test Result

In the pre-test activity the student explains the picture in his own language as shown in figure 12. students write down whatever happens to the image in the form of a narrative, the narrative is conveyed in 2 forms, namely text and audio. The results of the audio recording are included in the application that produces transcription, so that from the 2 transcriptions (self-transcription and app transcription) carried out by students can be known pronunciation errors, it is important to know the extent of students' knowledge in pronunciation before doing treatment.



Figure 12. Self and App Transcription

12.1 Sample of Self and App Transcription

- Self-Transcription

there are some people who are having fun relaxing enjoying breakfast at a café on the side of the road while chatting with each other

- Application Transcription

There are some People who are having fun relaxing enjoying but pass cafe on the side of the road by chatting with each other.

The terms that were determined to not be compatible with self-transcription and app transcription were written down in a list, as seen in table 1. Teachers can more easily pronounce students incorrectly thanks to the list. This makes it simpler for teachers to give guidance on how to remedy pronunciation mistakes.

Table 1. List of Mispronunciation

led words	ation Words
breakfast at a	but pass

As seen in figure 13, the grammar checker incorporates the student's self-transcription to determine how many words were generated and what grammar errors were created. the number of words and grammar mistakes in each one. Before beginning treatment, it is crucial to collect data on the pupils' vocabulary and grammar skills. This information can be used by teachers to determine how children might enhance their vocabulary and grammar skills.

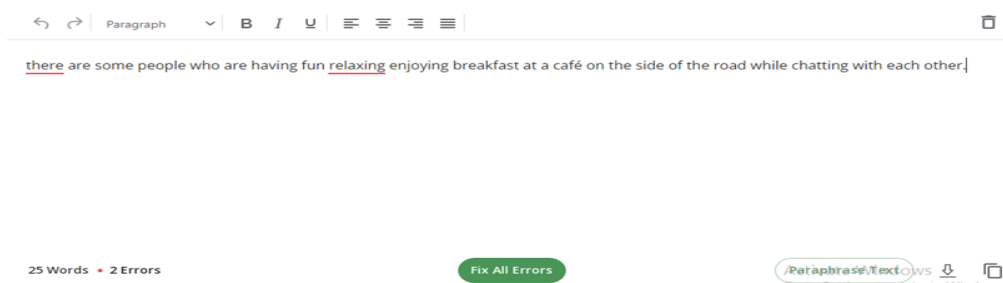


Figure 13. Vocabulary and Grammar Checker

DISCUSSION

Facts during the teaching and learning process are needed to support the answers to research questions. These facts are used to answer the research questions that have been written in the previous section.

1. The Implementation of Audio-Lingual Method to Boost Speaking Skills

This study explores how teachers use the Audio-Lingual Method to engage students in pronunciation instruction. To accomplish the preparation's learning goals, the teacher must perform a number of actions. Because the teaching and learning process must be done online in the context of the Covid-19 epidemic. Devices for the teaching and learning process are required for both teachers and students in order to assist this. These gadgets can include computers, laptops, smartphones, and more. Internet connectivity must be enabled on the device. according to figure 1.

1.1 The Use of Smartphone

Although not all students have access to technologies that enhance the teaching and learning process, they are able to communicate with one another through these tools. Additionally, when a gadget is online, ownership will take effect. When using a smartphone as a learning tool, internet access speed and accessibility are crucial. Teachers must persuade students that they have gadgets that are connected to an appropriate internet connection in order to prepare. These two elements—devices and the internet—are crucial for the efficient delivery of online instruction and learning (Pratiwi&Nuryanti, 2018).

1.2 The Use of E-Dictionary

In order for pupils to be independent in building their vocabulary knowledge, the teacher will provide apps regarding electronic dictionaries while also assisting them in doing so by using the E-Library. You need to speak your mother tongue and English. language used in a way that makes it simpler for children to understand the meaning of a term they are looking for. The use of electronic dictionaries has a benefit. The student is able to hear the word's precise pronunciation.

In figure 2, it is depicted. The kids must have a sufficient list of words in their heads in order to carry on a seamless discourse. Students will, however, be at a standstill or stammering brick if they lack language knowledge. The teacher will provide instructions on how to use the online dictionary to deal with this. The student will learn the definition and how to read a word by going to its treasure house (barham, 2017).

1.3 The Use of Text Book

In the field of education, textbooks are a common source of reading material. Books are used by both students and teachers as resources, textbooks are a tool for teachers to apply the curriculum used in the teaching and learning process, and textbooks greatly assist the success of teaching and learning. Additionally, students benefit immensely from the simplicity of reaching their learning objectives. Due to the epidemic season and the fact that not all students can purchase books, this is a problem. Parents' income has significantly fallen throughout the epidemic season. Due to the limited internet connectivity, online learning also makes it difficult for students to ask teachers specific questions. To get around this, the instructor will let the students know where free hotspots are located (Herliana et al., 2020).

1.4 Vocabulary

The vocabulary is one of the important linguistic elements for students to be able to communicate correctly. Students must learn the vocabulary every day in order to further hone and reproduce the vocabulary. Because by learning the vocabulary can help students to convey their ideas well and easily, so that others can understand what is being conveyed. Many students say they are stuck in stuck and steamers, which prevents them from expressing their opinions to others. To overcome this, teachers need to lead students to build their vocabulary knowledge (Susanto, 2017).

1.5 Grammar

Grammar is a language order/sentence structure. By using the correct language order, student will be confident if he wants to express his opinion, because the structure of the language conveyed / spoken is perfect. However, by not having the skill of stringing words properly, students will find it difficult to convey the real meaning of it, it prevents them from sharing information. To overcome this, the teacher needs to provide grammar reviews to students so that students can recognize the language structure conveyed by others and be able to make their own sentences (Ilgūnaitienė, 2021).

1.6 Examining Grammar

Students must ensure that the grammar they have learned sticks in their minds. Students must repeat in order to make this. You will discover how to apply the grammar you have learnt along the process. Students will comprehend its definition and utility more as they practice. The study of grammar is not something that pupils like doing. They frequently avoid such education. To get around this, the teacher will employ bilingualism to make it simple for the pupils to comprehend what is being explained and how to apply it. according to figure 6 (Ekaningsih, 2017).

1.7 Podcast

The learning that students have discovered must be in line with real-world content. One authentic source of content is a podcast. A podcast consists of two materials: the transcript and the audio. Through the transcript, students can improve their vocabulary and grammar and learn how

to build context correctly. Students have a deeper understanding of how grammar is employed in context as a result. They came across a lot of new words as well, expanding their vocabulary. Figure 7 illustrates how challenging it is for students to obtain podcast content that helps the teaching and learning process because there are so many different types of podcasts available online. Audio is the other material. Students can learn how to pronounce the correct words using this content, which helps them be able to explain what they mean to others. The words that are clearly spelled out for the listener will be understood. It slows down the conversation process (Yaman, 2017).

1.8 Translation

Transcripts obtained from podcasts need to be understood by students. Using the E-Dictionary, students search for the meaning of each word of the transcript. Next, the student translates the entire content of the text. This process develops the student's ability to understand the content of the text. Students need to do this for other texts so that vocabulary knowledge and reading skills develop. English cannot always be translated word by word. This creates problems in the translation of sentences. The teacher needs to feed back on the student's work. So that students understand the translation properly. It looks like a Figure 9 (Suseno et al., 2022).

1.9 Noticing

Among the numerous advantages of using transcripts is the ability to notice. Students highlight a word or phrase that is relevant to the current grammar lesson. This improves pupils' comprehension of how grammar is used. Additionally, students will become more conscious of how grammar is used unconsciously. This is the outcome of the grammar being used repeatedly. Not every student fully comprehends all the teacher explains. So they are unsure about what to highlight. Peruvian teachers provide feedback on students' grammar assignments to help teachers persuade pupils that they comprehend the grammar being presented. It resembles figure 10 (Mason, 2021).

1.10 Describing Picture

It is advantageous to use pictures when learning to talk. The teacher gives the kids photos to use as storyboards. The telling process has two forms: written and oral. Written explanations force students to use their vocabulary and grammatical skills, whilst oral explanations encourage them to use their pronunciation skills. In order to support students' ability to apply their grammar, vocabulary, and speaking expertise. This technique will increase the kids' speaking fluency. For a variety of reasons, not all kids follow this learning process. Therefore, there is a component of learning that people are unaware of. Their ability and ability to complete spoken and written images are also impacted. Teachers need to ensure students that they have comprehended all of their lessons (Leon et al., 2022).

2. The result of Audio-Lingual Method to Boost Speaking Skills

This research question explains how the application of learning through audio lingual method can develop students' speaking skills. To answer the question, eating requires data that shows the development of students' speaking abilities. To satisfy in this kind of goal. And analysis the pre-test and post-test need to be enhanced.

2.1 Pre-test Result

The students complete pre-tests before receiving treatment. And the results are displayed in table 1 below. Each student created an essay using roughly 24 words from this number. 16% of pupils make grammatical errors, while 25% make pronunciation errors. They can only express intent with 213 words, which is an extremely little number. This is due to the participants' 15–16 years old age range. They've previously taken English classes. Learning vocabulary growth is essential. Additionally, 1.8% of all students have used grammar incorrectly. and 3% of the 24 words produced were mispronounced. Students' inability to communicate with others is hampered by their limited vocabulary, pronunciation, and grammar skills. It becomes challenging for kids to talk fluently as a result. This fact is crucial for pupils to understand in order to develop their vocabulary, pronunciation, and grammar abilities (Jaya et al, 2022).

Table 1. Result of the Pre-test

Pre-test		Mount of Words		Mount of errors	
		Grammar		Pronunciation	
1	20	3	6		
2	25	5	5		
3	23	3	7		
4	21	5	5		
5	22	3	4		
6	26	4	6		
7	27	2	8		
8	23	6	6		
9	26	4	7		
Sum	213	35	54		
Average		24	4	6	
Percentage		-	16%	25%	

2.2 Post Test Result

As soon as the treatment was finished, the patient learned how to communicate using a variety of podcast materials, including audio and transcripts. Both of these materials are used to improve vocabulary, grammar, listening, reading, and speaking skills. Electronic dictionaries can also be used to create transcripts for presentations. Any project that a student is working on while managing podcast material includes noting, translating, and reading aloud. The information gained from the learning process itself is used by the students to describe the image. The results of the remaining calculations can be shown in Table 2. The table demonstrates that pupils can generate 312 words. Students misinterpreted 12% of the terms and produced 9% grammatical errors out of the total. Each student may create 35 words with a grammar fault of 1% and a pronunciation error of 1.3%, according to this statistic (Diez, 2020)

Table 2. Result of the Post-test

Post-test		Mount of Words		Mount of errors	
		Grammar		Pronunciation	
1	40	3	4		

2	34	2	3
3	32	4	5
4	38	3	6
5	34	2	4
6	29	4	3
7	32	5	6
8	40	3	4
9	33	2	3
Sum	312	28	38
Average		35	3
Percentage	-	9%	12%

2.3 Comparison of pre-test and post test

To determine the extent of the changes noticed by students, the data from the pre-test and post-test must be compared. Students are able to advance with the vocabulary of 99 words, as indicated in table 3. Students have been able to cut down on their grammar mistakes by 7%, while cutting down on their pronunciation faults by 13%. This implies that each student has expanded his vocabulary by 10 words for each essay he writes. Each student made an average of 0.7% in grammar and 1.4% in pronunciation errors. After all, each student has been able to advance in terms of pronunciation, grammar, and vocabulary. These three things help pupils' oral communication abilities. These changes are the outcome of using podcast resources to help students improve their speaking abilities (Pabebang, 2021).

Table 3. The Progress of Learning

Test	Mount of Words		Mount of errors in percentage	
		Grammar	Pronunciation	
Pre-test	213	16%	25%	
Post-test	312	9%	12%	
Progress	99	7%	13%	

CONCLUSION

The population has recently started using smartphones more frequently. It is also used by students as social media. The availability of these devices can be utilized for the pandemic season's teaching and learning activities. However, not all students are qualified to possess it. However, they also have poor English language abilities. Teachers utilize smartphones as a learning tool to assist children in learning to speak. It makes use of podcast content. Students will receive two sources of information from the application: a transcript and an audio file. Through reading, listening, observing, translating, and reading aloud exercises, teachers manage the material to enhance their students' speaking abilities. The pupils make use of an electronic dictionary to aid in the teaching and learning process. These exercises can help students become more proficient in grammar, vocabulary, and pronunciation. This affects how well students can speak English. Teachers can use these findings to impart lessons on speaking and other topics linked to it. The

results could potentially be expanded upon by further researchers for more in-depth accomplishment.

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