

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

The theoretical framework is the basis for thinking in a research, the theoretical framework explains the concept of research that will be carried out by researchers from the concepts used by researchers, conclusions can be drawn and examines the problems in the research. Making a theoretical framework is considered a perfect first step before starting to create work scientific. This theoretical framework also has its own definition, function, and examples. Theoretical framework usually contains the relationship between a variable and other variables, usually there is a cause and effect of two or more than two variables.

From that understanding, we can conclude that a theoretical framework should be made or compiled first before compiling scientific work. Theoretical framework can be made in the form of a schematic or diagram. Making a theoretical framework aims to make it easier for writers to understand all the variables that are the forerunner of the formation of scientific work that will be compiled by the author.

2.1.1 Understanding Learning

The meaning of learning is the process of what you don't know to know, learning is a benchmark for someone to have broad insight. The results of learning are knowledge where that knowledge is used in everyday life and being the most important part of life is learning to gain knowledge or knowledge. The changes that we get from the learning process are attitudes, behavior, ways of speaking etc. to be better than before, the positive values contained in learning make us turn into educated people because learning is not only for knowledge but a process to change ourselves into a better person. Our thinking ability is also from the learning stage to sharpen the brain to be more creative, innovative.

Learning is what produces changes in the management of understanding. All mental or psychic activities that take place in active interactions in the environment according to Winkel. The nature of the change is relatively permanent, it will not return to its original state. Learning is defined as a process of action that is carried out intentionally, which then causes changes, which are different from the changes caused by others.

Cannot be applied to changes due to temporary situations, such as changes due to fatigue, illness, drunkenness, and so on (Ernest R.Hilgard 1984). The definition of learning according to Gagne (1997) is a kind of change that is shown in changes in behavior, the situation is different from before the individual is in a learning situation and after taking a similar action. Change occurs as a result of an experience or practice. The definition of learning according to Gagne is a kind of change that is shown in changes in behavior, the situation is different from before the individual is in a learning situation and after taking a similar action. Change occurs as a result of an experience or practice. Bell-Gredler (2008)

Understanding learning is a process carried out by humans to gain a variety of abilities (competencies), skills (skills), and attitudes (attitudes), which are obtained gradually and continuously from infancy to old age through a series of lifelong learning processes. From some conclusions about learning by experts, it can be concluded that learning is a process of changing oneself from not knowing to knowing, the change is not only in knowledge but changes in nature to become a better person.

2.1.2 Definitions of Speaking Skill

Learning English means being able to develop English both oral and written. These communication skills include listening, reading and writing. The most important thing in English is speaking, someone knows you can or is smart in English, it can be seen when you know English. English is very important in today's era because the more advanced the era, the wider the knowledge to improve careers and train skills, the most important of which is to know foreign languages, especially English, some of the criteria for a company now looking for employees who can speak English, because English is the patented language becomes an international language where anyone in all parts of the world can communicate with someone who has a different language by using English. Therefore, English is important to know and learn. There are several opinions from experts regarding the importance of English. According to Harmer (2007) and Pourhosein Gilakjani (2016), human communication is a complex process. People need communication when they want to say something and transmit information. Speakers use communication when they are about to tell someone something. Speakers apply language according to their respective goals. So a speaker must be a listener and a speaker at the same time for effective communication.

Language tells you where people come from and where they go” where Rita Mae Brown means language is a map wherever we go we must have special skills in English because basically if we go anywhere we must communicate with different people in different places especially going abroad when we want to communicate with them we must speak English if we can't speak English we can get lost, this is why language is a road map, according to Rita Mae Brown, an American activist and writer, “Language is the road map of a culture. It tells you .

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Meaning: “If you speak to a man in a language he understands, then it goes to his head. If you speak to him in his own language, then it will enter his heart.” Where the meaning of Nelson Mandela is that someone will be impressed to see you communicate in their language rather than communicate in your own language, by using their language, they will admire you more and remembering you in a condition they will assume that you are an intelligent person, when compared to just knowing your own language. For example, students at a university in Indonesia who have various languages, students from North Sumatra have their own language, namely Karo and Batak languages, and students from Yogyakarta have their own language, namely Javanese if you are a student from North Sumatra to Yogyakarta and you understand If you speak Javanese, you will be safer and appreciated if you visit there. according to Nelson Mandela, he was an anti-apartheid revolutionary and South African politician who served as president of South Africa from 1994 to 1999.

From the conclusions of experts, we can see that language is a map of the world where you understand foreign languages, especially English, it will be easier to communicate and more appreciated if you visit abroad and make it easier in all matters, both in career and education.

2.2 The Speaking Skill English Process

The factors that affect learning outcomes are of many kinds, but can be classified into only two groups, namely internal factors and external factors. The following is an explanation of external and internal factors that affect student learning outcomes. The factors that exist within students (internal factors) include physical and psychological factors. While factors outside the student's self include family, school and community factors. Internal factors are factors that originate from within the individual itself in achieving learning goals. Internal factors include

physiological factors (physical) and psychological factors (psychological) according to (Slameto).

Learning factors greatly affect the uncertain student learning process, many factors affect student learning interest which will be studied into two parts and in these two parts we can find out the factors that encourage student learning interest and factors that reduce student learning interest. Basically everything depends on the student's interest in learning and wanting to participate in the learning process because interest is a force that will accelerate students in capturing a lesson. Talking to improve the quality of existence is not just talking, but talking that is interesting, valuable, informative, entertaining, and influential (Bahar, 2016). On that basis, public speaking skills need to be owned by everyone. Speaking skills play a role in conveying information and communication techniques that are needed by everyone in various fields of activity (Puspita, 2017).

From the above conclusions it can be stated that the internal environment and the external environment greatly affect students' learning as well as their interest in learning parents also play a very important role in supporting the learning carried out by their children and pay attention to the good and bad surrounding environment towards children's interests in study.

2.2.1. Purpose of Speaking Skill

Humans are programmed to speak before they learn to read and write. In any case, humans spend more time interacting orally with language than using it in written form. Speaking is the most important skill because it is one of the necessary skills to carry on a conversation. Speaking English is not an easy task because the speaker has to know many important components such as pronunciation, grammar, vocabulary, fluency and comprehension. The learner must have sufficient English speaking skills in order to be able to communicate easily and effectively with others. Rivers (1981) studied language use outside of classroom situations and understanding it speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are the language tools of the learner. Efrizal (2012) Pourhosein Gilakjani (2016) revealed that speaking is very important for people's interactions where they speak everywhere and every day. Speaking is a way of communicating ideas and messages orally. if we want to encourage students to communicate in English, we must use the language in real communication and ask them to do the same process. Richards and Rodgers (2001) stated that in the traditional method, speaking skills are neglected in the classroom, where the emphasis is on on reading and writing skills. For example, in The

Grammar-Translation method, reading and writing are important skills and speaking and listening skills are not so important.

According to Ur (2000), of the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is indispensable for effective communication. When students learn English, speaking is very important to support their ability to apply the language. Speaking skills are very important for human success. The significance of speaking skills is observed in the daily life of people's activities. Talking is an interactive activity and takes place under real time constraints. This means that people can use words and phrases fluently without much conscious thought. Speaking skills allow individuals to produce sentences for actual communication, in other words they actually like to communicate in language for specific purposes (McDonough & Shaw, 1993).



2.3 General Concept of Speaking Skill



When we talk about someone who knows a language, we usually tend to mean that the person is able to produce meaningful sentences in that language, in other words he can speak that language. According to Eyum Yasar Kurum (2014) thus claims that (S)he know English usually includes a statement that (S)he can speak English. The teaching of a second language or a foreign language therefore, in one way or another includes the teaching of speaking skills. It is safe to assume that many learners who start learning a foreign language are usually looking for increased competence in their productive skills, namely writing and speaking. These learners rate their progress in the target language in terms of their ability to speak fluently in communication. As common sense and research suggests,

speaking is much more than forming grammatically correct sentences and then saying them. However, a well-known example of the grammatically correct semantically amorphous sentence "Colorless green ideas sleep sweetly" was compiled by Chomsky in 1957. Language teachers then need to realize that speaking involves more than mechanics. The three areas of knowledge that make up speaking ability can be stated as follows:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with correct pronunciation.
- Functions (transactions and interactions): Knowing when message clarity is critical (transactions/exchange of information) and when proper understanding is not required (interaction/relationship development)
- Pragmatic, social and cultural rules and norms (alternations, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to consider whom to whom, under what circumstances, about what, and for what reasons.

Assessment in English has several methods based on Aisyah (2014) The method for assessing speaking skills is assessed aspects, as follows:

1. Knowledge Aspect

a. Assessment of the Aspect of Knowledge (knowledge)

Vocabulary

5 = almost perfect

4 = there are errors but do not interfere with the meaning

3 = there are errors and disturb the meaning

2 = lots of mistakes and disturbing meaning

1 = too many errors to be difficult to understand

Fluency

5 = Very smooth

4 = smooth

3 = fairly smooth

2 = substandard

1 = not smooth

Pronunciation

5 = almost perfect

4 = there are errors but do not interfere with the meaning

3 = there are some mistakes and disturb the meaning

2 = lots of mistakes making it difficult to understand

1 = too many mistakes to make it difficult to understand

Intonation

5 = almost perfect

4 = there are some errors but do not interfere with the meaning

3 = there are some mistakes and disturb the meaning

2 = lots of mistakes and disturbing meaning

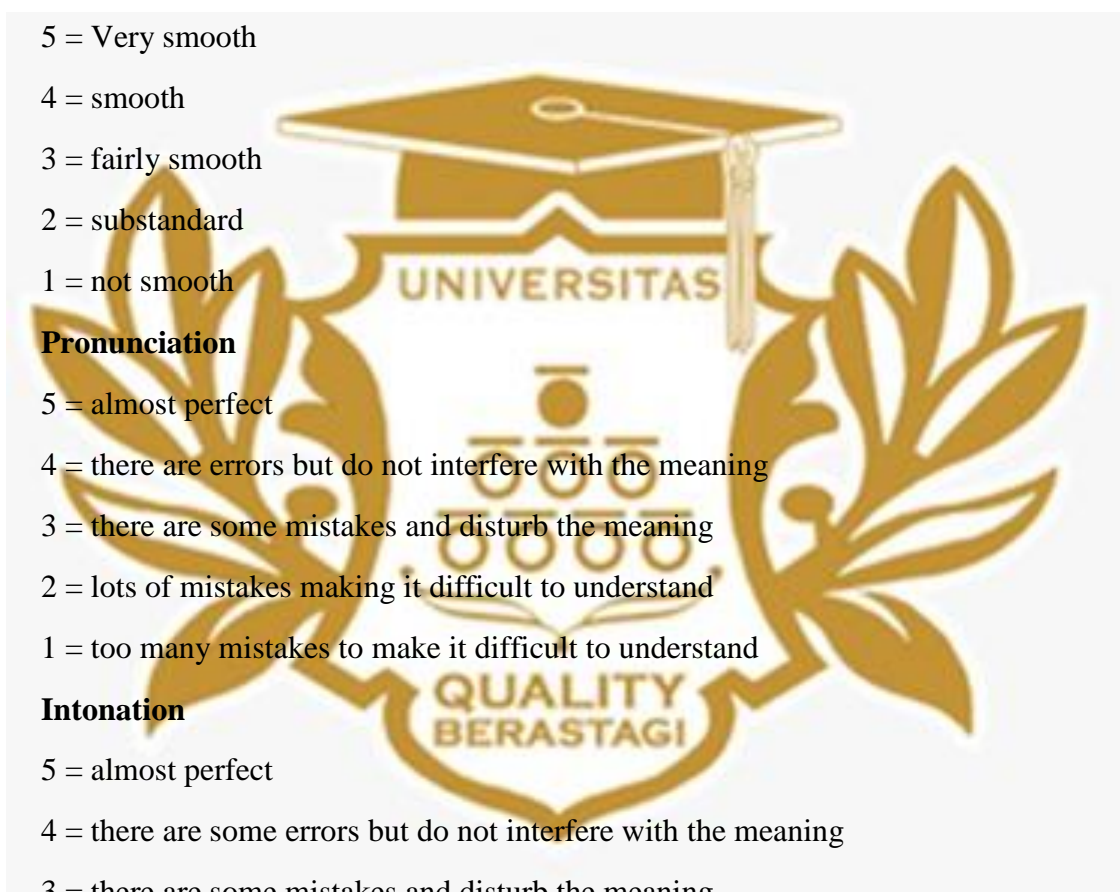
1 = too many errors to be difficult to understand

Understanding

5 = very understanding

4 = understand

3 = quite understanding



2 = do not understand

1 = do not understand

2.4 Learning Implementation

In practical action research in this class, research on how to implement learning used observation sheets. This Observation Sheet contains the observations made by the observer and the results obtained from these observations are used to build more education and improve learning methods. Learning is said to be learning effectively if the implementation of the learning process is smooth and communication between students and teachers goes well, students are easy to catch lessons and teachers feel comfortable in teaching well. Communication between teachers and students affects the level of learning efficiency well the smoother communication with others, the efficiency level in learning will be smoother and the situation in the classroom more conducive

The reciprocal relationship that takes place in educative situations can be seen from the characteristics of effective teachers in creating effective teaching and learning conditions are as follows:

- a. Start and end lessons on time.
- b. State the learning objectives at the beginning of learning.
- c. Presenting step by step lessons.
- d. Provides practical, activating exercises.
- e. Ask lots of questions and try to get lots of answers.
- f. Rework what students have not understood.

2.5 Learning Media

Learning media is a tool to make learning easier, through learning media students are easier to understand, more creative and innovative. unique way to develop a student's interest in learning. Learning media is very useful to attract the attention of students in learning the messages conveyed are easy to understand and more interesting to learn, making students more creative. Delivering learning communication through learning media is a success made by the

teacher because basically students feel bored if they only focus on books or keyboards, they want something that attracts their attention which makes them study harder.

Learning media according to Kemp & Dayton in Arsyad (2013, p. 23), can fulfill three main functions, namely: motivating, presenting information, giving direction because with media that motivates it is more effective to teach students the information contained in learning media becomes knowledge by the number of students' learning media that provide information can be lessons that must be understood by these students. information that is easily understood by students makes the learning media attractive to students. Not only the correct direction information is very influential for the success of a learning media, funny, interesting and unique media become motivation for students.

That ongoing teaching and learning process can run effectively and efficiently, convey correct learning information and make it easier for students to grasp the material and understand the learning provided, as a booster for children's interest or desire to seek more knowledge in learning media, with learning media to avoid student and teacher misunderstanding the message conveyed by the teacher is more accurate through learning media, the material obtained from the learning media will be easier to remember Achsin (1986:17-18).

From the description above, the researcher can conclude that learning media is a tool used to convey lessons to students and facilitate the learning process.

2.6 Learning Media with Podcasts

This media is very interesting to practice speaking English because basically podcasts such as radio communicate directly and exchange ideas with the other person using English, podcasts in English make it easier for students to practice speaking English which can be applied in everyday life. Basically, students are easier to understand with direct practical speaking than theory. This method makes them imaginative and communicative in English. There are many examples of podcasts because in today's era podcasts are widely used as learning. Based on one of the journals from A. S. Dianithi¹, A. Mardjohan¹ K. S. Piscayanti (2022) Improving students' speaking skills in English by using podcasts in English teaching and learning activities. This research was conducted at SMA Negeri 1 Amlapura with the

podcast method. Students at SMA Negeri 1 Amlapura are better at speaking English than before.

As previously explained ejournal Mufidah Nur, the ease of accessing Podcasts is used by teachers in the world of education. This is evidenced by the existence of educational institutions in the United States which have used Podcasts a lot as a new way of delivering material (Mulyani, 2021). In addition, Podcasts can be used in learning in the digital era because they can be accessed by students anywhere and anytime. Apart from being easily accessible, Podcasts can be repeated making it easier for students to absorb lessons. Students can listen to the Podcast again if they have difficulty understanding a part (Bittenbender, 2008). Subsequent research shows that high school students in grade XI in Bandung think that Podcasts help them learn English and build self-confidence (Darwis, 2016).

It seems that the impact of using Podcasts in teaching a second language is also felt by Mandarin learners in Malaysia. Mandarin learners in Malaysia argue that Podcasts provide benefits, but on their side they are burdened with extra learning (Ghee et al., 2012). Based on the findings that have been described, student satisfaction in using podcasts has been tested. However, no matter how sophisticated the learning media used, students must experience obstacles.

Podcasts are audio broadcasts posted on the web and other platforms. The term podcast is actually taken from the iPod and broadcast. The pods are taken from the digital media player from Apple 'iPod' and the cast is taken from the radio term 'broadcast'. Podcasts can be listened to anytime and anywhere. Podcasts are one of the media that are growing and in demand by the public because they are easy to access via cellphones, laptops. Because it is easily accessible and easier to understand the information obtained through podcasts, whether or not they are users or actors who make podcasts, we can also create podcasts alone or with friends (Oberlo).

There are no specific criteria regarding the length, what style and format, the duration or time of the podcast is not specified and the level of production must be. The Podcast format is basically like interviews and dialogue with the host, the editing can be done with makeshift tools without editing, it can also be done directly as long as the podcast is easy to understand. There are also some podcast users who create podcasts using sophisticated tools and good

editing, inviting favorite sources and using themes of travel, music, sports and others (Live 365).

Based on several expert opinions, it can be concluded that podcasts are information media in the form of interviews that are easy to upload and informative for listeners. Podcasts are more interesting if they are well edited and given music in such a way as to attract the attention of podcast lovers.

2.7 Steps to Presenting Practice Making Podcasts

Steps to Presenting Practice Making Podcasts in a classroom expert from Astrid (2010) :

1. Preparing tools

If you make a podcast practice at school, you usually use simple tools, some of which are prepared by students, namely laptops, microphones, cellphones and others.

2. Select the desired topic

The topics on podcasts are usually in the form of several popular podcast genres, namely finance, comedy, horror, politics, and self-development, which are generally used in schools about self-development and politics as well as finance. You can choose various topics that can be discussed in the podcast, ranging from topics about hobbies to the hottest issues that are being discussed a lot in the community.

3. Form of Podcast Identity

The form of podcast identity is generally about personal, the students as hosts and as resource persons must be able to answer the questions given by the host as well as the host who gives questions to the resource persons in the form of questions according to the personal or the specified topic.

4. Start recording

At this stage students can start recording according to the script provided by the student group, starting by adding improvisation to the podcast so that it doesn't seem boring, besides that students may record directly documenting podcast activities to be uploaded on social media. At this stage the teacher immediately assesses student activity in English.

5. Edit the sound recording

If students want to upload and make their podcasts even better, they can be edited using the editor feature, so that the sound and video look good. Or you can also insert background music

to further liven up the atmosphere of the podcast created. So that listeners will not get bored quickly.

2.8 Advantages and Disadvantages of Creating a Podcast

The advantages and disadvantages of creating a podcast are basically the advantages of podcasts are media that provide detailed information by involving several people as resource persons and also as hosts of the conversation. It can be concluded that some information related to the topics discussed with the podcast also listeners don't get bored easily because the podcast makers will make their podcasts as good as possible and attract the listeners.

Creating a podcast requires a large budget for its users because the podcast created will be broadcast on social media and also on television. For this reason, the tools used must also be of good quality, such as a good quality microphone, camera and laptop, editing services as well as resource person services. paid to provide information. At this step, good equipment is needed to make the podcast good, the video is clear and of good quality.

2.8.1 Advantages of Podcasts

- a. At first podcasts were only made like radio or in general people did not understand what podcasts were, as podcast technology developed into one of the useful features in the world of entertainment and education, podcasts were made as attractive as possible so that people and the younger generation are already interested in it. podcasts.
- b. Basically, communication through one direction does not interact much, many amateur channels that are still not qualified to reach it must use a good internet connection because if you don't use a good connection it will be difficult to listen to podcasts smoothly.
- c. Need a Bigger Quota

In addition to needing a good internet connection, the erratic duration makes users of applications that support podcasts have to have a large quota because uploading them must have a large quota, something that we don't want when we watch podcasts with limited quotas will be cut off in the middle of the road. Before starting Google Podcasts, make sure your quota is sufficient so that it won't break in the middle of the road. In general, of course, it is not comfortable to use applications with limited quota.

Classroom Action Research (CAR)

Action research as a controlled investigative process that is systematic and self-reflective in nature, which has the aim of making improvements to systems, work methods, processes, content, competencies, or situations in the classroom.

Classroom action research is a practice of activities carried out by teachers towards students to improve the quality of learning, this classroom action research is very useful for teachers and students in helping the teaching and learning process to be less boring.

Basically classroom action research is in the form of activities that have been prepared by the teacher to be practiced directly in class by students with these activities being able to build a more active class atmosphere than before.

2.9 Definition of Classroom Action Research

Classroom action research is very useful for a teacher because basically the teacher is more professional in teaching and understands the condition of the class. CAR is the teacher's duty and responsibility for the class. Although using the principles of scientific research, CAR is different from formal academic research in general. (Quoted from "The Role of Classroom Action Research (CAR) in Improving Teacher Professionalism" By: Prof. Dr. H. Endang Komara, M.Sc.) CAR is very important for teachers to make them more sensitive and responsive to the conditions of their class, they are more aware of the conditions of each class they face. Teachers become reflective and critical of what he and his students do. Teachers are expected to animate CAR.

2.9.1 Classroom Action Research Objectives

Masnur Muslich (2014:10) says: "Classroom action research aims to improve and improve the quality of learning and help empower teachers in solving learning problems in schools".

Classroom action research will encourage teachers to think about what they do every day in carrying out their duties. They will be critical of what they are doing without being dependent on being critical of what they are doing without depending on grandiose and universal theories found by research experts that are often not suitable for classroom situations and conditions. In fact, their involvement in classroom action research itself will make them

expert researchers in their class, without relying on other research experts who do not know about their daily classroom problems.

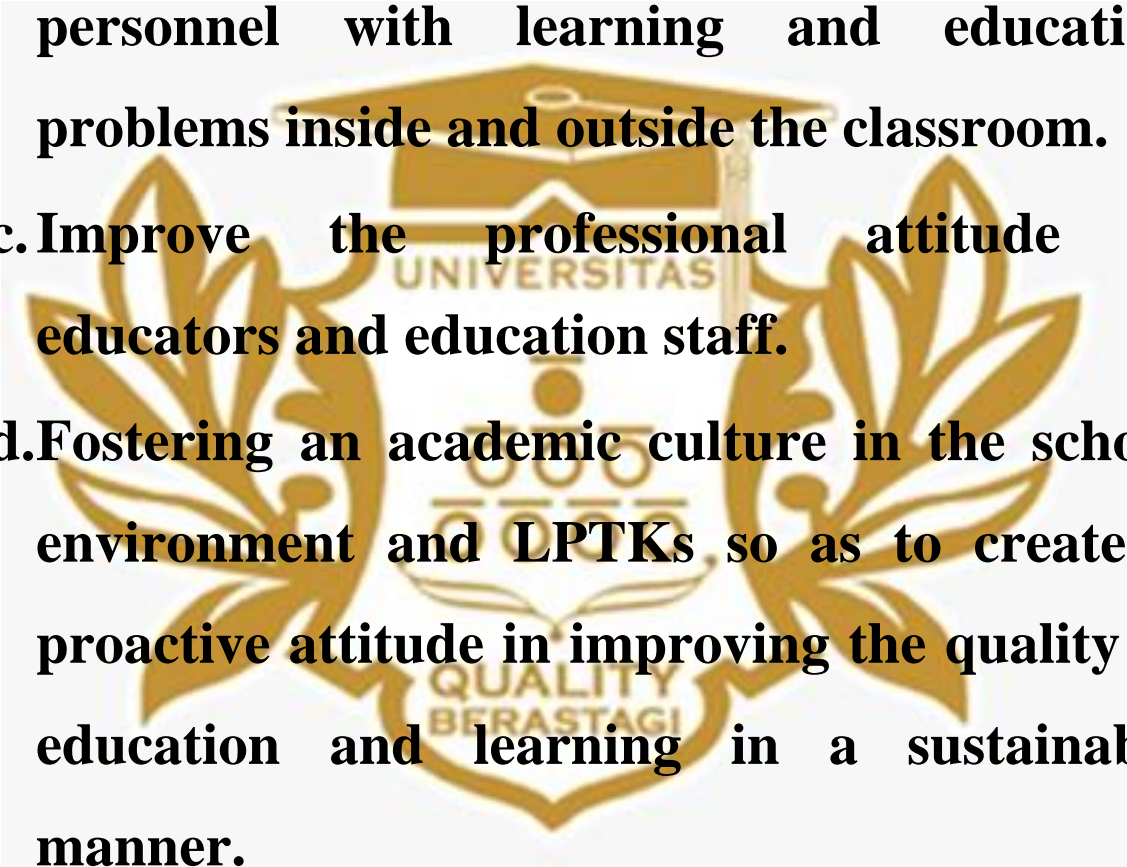
There are several reasons why teachers should do CAR. According to Aqib (2007:13), because CAR is a necessity for teachers to improve their professionalism, among others:

- a. CAR is very important for teachers to make them more sensitive and responsive to the conditions of their class, they are more aware of the conditions of each class they face. Teachers become reflective and critical of what he and his students do.
- b. CAR improves the way teachers work so that they become a professional teacher. Innovation can be built from CAR in teaching in a way that is not monotonous and that's not all.
- c. By carrying out the stages in CAR, the teacher is able to deal with and correct problems in the classroom in an actual and factual manner based on those faced by the teacher, provide quick solutions to problems in the classroom and be more responsive in solving problems.
- d. The implementation of CAR does not interfere with the main task of a teacher because they do not have to participate directly in the training, the training is carried out in the learning process.
- e. By carrying out CAR, teachers become creative because they are always required to make innovation efforts as a benchmark for a student by developing innovation and creativity by the teacher, students will build themselves more creatively and innovatively feel bored.

2.9.2 The objectives of CAR Include

The purpose of making classroom action research is to increase teacher professionalism in teaching and improve the quality of students in learning to be more creative, this action is carried out to solve problems that exist in the classroom. Not only is it useful for students and teachers it will improve the quality of school institutions in the teaching process.

From this research, difficulties will be overcome in the teaching process because basically classroom action research facilitates student learning systems and the method given by the teacher is also an easy way for students to face several tests given by the teacher. There some objectives of CAR include:

- a. Improve the quality, content, input, process and results of education and learning in schools.**
- b. Assisting teachers and other education personnel with learning and education problems inside and outside the classroom.**
- c. Improve the professional attitude of educators and education staff.**
- d. Fostering an academic culture in the school environment and LPTKs so as to create a proactive attitude in improving the quality of education and learning in a sustainable manner.**
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e. Improve the skills of educators and education personnel, especially in schools in conducting CAR and improve professional cooperation between educators and education personnel in schools .

2.10 Learning Materials

Learning materials are materials/substances that are made to facilitate teachers in the learning process at school. Learning material is also used as a guide for teachers and students in starting learning. The types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values. In terms of the teacher, the learning material must be taught or conveyed in learning activities.

To find out the learning material by giving basic competency questions to students, from these questions it is concluded that the material that will be brought by the teacher will become a guide in starting teaching and learning. Learning material is information, tools and text needed for planning and implementing learning as well as to help in teaching and learning activities in the classroom so that they are arranged systematically to display the learning outcomes

2.10.1 Expression of Asking Attention

Expression of asking attention is a method used to ask someone to focus their attention on us, when communicating, of course, we want to get someone's attention and want that person to listen to us so that communication runs smoothly. Basically, when communicating, the fluency of the communication depends on the attention of the other person in listening to our words, if there is no attention in the conversation, misunderstandings often occur because the other person does not listen to our words.

Some examples, for example in the classroom when the teacher teaches, really need attention from students to understand the material given, what if students don't care and don't pay attention when the teacher explains then knowledge and lessons cannot be caught by students.

Students also ask for more attention from the teacher to ask some things that students don't know. This expression of asking for attention is something we need, especially when we want other people to listen to what we have to say. So to use an expression like this we can convey clearer information.

Some Sentences of Expression of Asking for Attention:

There are several examples of sentences that can be used for asking for attention. Some expressions must be used at the right time and in the right circumstances, here are some examples:

1. Example of Asking for Attention in Daily Conversation In everyday situations, the sentences below can be used, usually these words are used when you ask for attention from the interlocutor.

- Look what I've got! (Look what I have!)
- Listen up! (Try to listen!) Please, look at me!
- (Please, attention/look at me!)
- Look! (Look!)
- Hey! (Hi!)

2. Examples of Asking for Attention in Class There are several expressions that can be used in learning situations in the classroom. Especially when the teacher is teaching the words and expressions below are often used by teachers to get the attention of students who are not paying attention when the teacher is giving the material. If students are the percentage ahead of the class, the sentences below are also often used to get attention.

- Eyes on the board, please! (Please look at the blackboard!)
- Eyes on me, please! (Please pay attention to the front/me!)
- Pay attention, please! (Attention please!)
- Attention, please! (Attention please!)

3. Example of Asking for Attention with Name

Usually to get the attention of people not only with ordinary sentences, you can also add a name to the sentence that is used to get the attention of the person for a conversation according to the context of the conversation. The following are examples of some expression sentences by mentioning names

- Bella, please look at me!

- Dody, Please, drive slowly!
- Reza ,Please, leave me alone!
- Sinta ,Explain the process please!
- Bayu, pay attention, please!

4. "Excuse Me" for Asking for Attention

Words that are often used when you want to ask a question, or ask for help politely, an example of an expression asking for attention that you can use is Excuse Me. In Indonesian, excuse me can be interpreted as excuse me, the expression excuse me is usually used when you want to get the attention of someone who is doing other activities and you know that you are likely to disturb or interrupt that person's activities. Example sentences are as follows.

- Excuse me, Maam!(Excuse me, Mom!)
- Excuse me, sir! (Excuse me, Sir!)

5. Using imperative sentences and interrogative sentences The expression of asking for attention is included in the command sentence, sometimes misunderstandings can occur if we express it with words that some people think are impolite to overcome this, we can use the word "Please" so that there are no misunderstandings and it looks more polite, here are some examples of expressions. politely asking for attention:

- Could you look at me please? (Can you pay attention to me?)
- Can you listen carefully? (Can you listen?)
- Can you look at the board please? (Can you see the blackboard?)
- May I have your attention, please? (Can I get your attention?)
- Would you pay attention please? (Can you pay attention?)
- Would you please pay attention to what I'm saying?
- If someone asks for attention, then the answer that can be said is as follows:
 - Yes, please (Yes)
 - All right. (Okay)
 - Certainly. (Certain)
 - What's that? Tell me, please. (What is it? Please tell me.)

The following is an example of a dialogue about attention as follows:

Dialogue 1

- Gigi: Hi, Zil. Would you mind giving me your attention for a second?

- Zila : Of course not. What's up?
- Gigi: I just wanted to say that I really appreciate you giving me your special clothes.
- Zila: You're welcome. I'm happy to bring it . If you need more clothes you can call me okey
- Gigi: Thanks. I will.
- Dialogue 2
- Yona: Hello, Excuse me.
- Wely: Yeah?
- Yona: I think its yours you dropped this.
- Wely: Oh, that's my wallet. Thank you so much.
- Yona: You're welcome. Please be more careful next time okay?
- Wely: I will. Thanks!

Discussion: To get an attention is an action in asking for attention in English. When we want to ask for the attention of others in the crowd, make sure that person pays attention to you too. Expressing of attention is an expression that can be used anywhere under certain conditions and must be in accordance with the context when we want to get attention from others when we want to convey something . The word or phrase used is usually given an exclamation mark as a symbol to give emphasis when saying it. The following are included in the words or phrases that can be used, including the following:

- Hi! / Hey / Hello!
- Excuse me! Dita, Sita, Ela (calling name)
- Listen up! May I have your attention, please?
- Attention, please! Give me attention, please!
- Look! / look at this! / look at that!

2.10.2 Expression of Giving Attention

Expression of Giving Attentions In general, the meaning of giving attention is to pay attention where asking attention is to be noticed, giving attention is to pay attention. When we want to be noticed, our interlocutor must pay attention to us, the words used in giving attention or the response to a request for attention differs according to the conversation that is taking place. To succeed in communication with the expression of asking attention is to make sure the

other person responds and pays attention to us, for example when a teacher teaches some students do not pay attention to the teacher then failing to get the material given by the teacher the need to pay attention will go well. Some words that can be used to answer a question about attention that can be used in a healthy manner both formal and informal.

The following is an example of an expression of giving attention:

- Giving Attention
- I see.
- Tell me more about it.
- Really?
- What happens next?
- And then what?
- What's next?
- Is that all?
- That's alright
- I see. Tell me more about it.
- What should I do to cheer you up?
- I really care about you?
- Don't you worry. I'm with you.

The following is a response to the sentence giving attention, which is an expression to give attention or show your affection to someone, giving attention also not only in classroom situations but in everyday life that we live when we see someone who is sick, needs attention, someone who has problems, we can give and response attention to them.

The following is an example of giving attention expression dialogue:

Example Dialog 1.

- Ana: Attention, please!
- Cindy and Belle: What is it, Ana?
- Ana: As for tonight, all of you cannot watch TV past 8 PM! (Starting tonight, all of you can't watch TV after 8pm!)
- Cindy and Belle: Why?
- Ana : because there is a blackout tonight
- Cindy: Really?

- Ana : Sure, prepare for tonight

Example Dialog 2.

- Nancy: Can you look at me for a second?
- Nova: Yes, what happened?
- Nancy: Is there something wrong with my hair?
- Nova: No. Everything is fine. Nancy: Really?
- Nova : Yes you can see it in that mirror
- Nancy : Okay thanks Nova

Attention is a common word when said by someone who pays attention to us becomes something very valuable, when feeling difficult or in problems attention becomes the solution to the problem, the form of attention can be a support system for someone. The importance of responding and focusing on something is a valuable concern for teachers as well as someone who needs attention.

2.11 Conduct Evaluation

Based on the above opinion, the authors can state several indicators to see the reciprocal relationship between teachers and students in learning which is attached to the observation sheet that occurs, namely the learning improvement observation sheet that pays attention to the teacher's activities in learning. examples of observational assessments according to experts:

According to Sugiyono (2015, p. 135) "The data collected through a questionnaire is then processed into qualitative form, namely by setting a score for answers to questions that have been answered by respondents". The scoring is based on the following conditions:

ALTERNATIVE	NILAI
VERY SATISFIED	5
SATISFIED	4
QUITE SATISFIED	3
NOT SATISFIED	2
VERY NOT SATISFIED	1

This observation which is applied by the student teacher aims to determine whether or not there is an influence of soft skills on students Social Studies student achievement grade X SMAN 21 Bandung Academic Year 2016-2017.

2.12 Mastery Learning

Mastery in learning is students who focus on learning which is assessed through exams or tests given by the teacher. Completeness can be achieved by students and students have results that meet the requirements given by the teacher. Student learning outcomes can be assessed from the aspects of student learning mastery individually and classical learning completeness. According to the Carroll model, completeness in learning is centered on three propositions, namely:

- a. The special abilities possessed by students can be defined as each student has different talents and different responsiveness as well, the speed in responding to learning can be assessed from the student's talent.
- b. The degree of learning for each students in a school setting is a function of time actually used by students. Consistent time provides free time for students to capture lessons.
- c. The time that is actually used by students in studying a subject, which means that students need free time to study a subject with different characteristics, students have various ways to respond to the subjects given by the teacher. The characteristics of each student are different, giving free time to study subjects is important.

It can be concluded that mastery in learning depends on the assessment of each teacher and usually the mastery of each student is obtained from test results and student test scores, as well as according to experts, student mastery is divided into three different aspects, namely talent, time, and real learning. assessment depends on the aspects in the assessment of each teacher.

2.13 Thinking Framework

Learning will be more interesting and easily accepted by students if the learning is presented in accordance with a method that is not boring, the teacher must know how to make an interesting method according to the wishes of the students. Basically, every student's will is not the same, for that by using podcast practice media that has been well designed, it is hoped that students can be more creative and innovative in learning English, so students' interest in learning will increase.

Podcast media has special characteristics that are able to develop teacher creativity in the teaching and learning process, where teachers no longer take notes on the blackboard so that

the teaching and learning process is more efficient, teaching activities are also more interesting with direct practice in front of the class and students will be more active, Podcast media can making students more confident in speaking English using learning topics that are not boring is the right thing to increase learning effectiveness.

The use of Podcast Practice media should be adapted to the learning material to be taught, professional teaching must be applied by a teacher according to the learning topics that were applied previously. So that when doing podcast practice with subjects that match the communication between students and students well as well as students and teachers, asking questions to each group given by the teacher will make the class atmosphere more active and the focus of students' attention is on the learning method being carried out.

The explanation above can be understood if student learning outcomes taught using the Podcast Practice method can have a good and positive effect on the teaching and learning process, all existing learning media have a good impact on the teaching and learning process but as a teacher we must know how to adapt and use learning media in accordance with the material to be taught. Similarly, the research that the researcher took using the Podcast Practice learning media in learning English at the third grade Ledjen Junior High School had a good impact on teachers and students, so as to create a fun teaching and learning process between teachers and students.

2.14 Action Hypothesis

The action hypothesis in this study is that using Podcast Practice Media can create a good learning process and improve students learning outcomes in English subjects with the theme of Expression of Attention and Giving Attention in grade

IX Ledjen Middle School in the 2022/2023 academic year "

The action hypothesis in this study is that using Podcast Practice Media can create a good learning process and improve student learning outcomes in English subjects with the theme of Expression of Attention and Giving Attention in class IX Ledjen Middle School in the 2022/2023 academic year "

2.15 Operational Definition

To prevent the occurrence of different interpretations and create a common understanding of the variables, the authors need to formulate a definition of this research.

The variables in this study are:

- a. Media is a source of lessons obtained in addition to the lessons given by the teacher, learning media helps facilitate the learning process which has many functions for students. Learning media is an alternative path in developing efficiency in learning that is useful for students and teachers, in many types of media. depending on the subject to be studied. With this students will be more active in learning because the learning media method is preferred by students compared to monotonous learning.
- b. Learning is a process that from not knowing to knowing, learning is a good process for everyone because learning generally has a positive impact on people who want to learn and process themselves.
- c. Students learning outcomes are the mastery achieved by students in the form of knowledge (cognitive), attitudes (affective), and skills (psychometrics) after participating in learning with Podcast Practice media.
- d. English is a subject that must be known by students because basically learning English is an international language which is very useful in communicating with foreigners, learning English is mandatory to be applied in all schools to teach students to be more active in communicating with foreigners not only that, the company is also looking for employees who are good at speaking English and of course English is very useful for career paths and skills for every student.
- e. The Podcast Practice Method is a method where this method is used to train students in English, this method is practiced directly by making groups of students with each other where one student becomes the resource person and one of them becomes the host, so that it is interactive between one group by using English and training. pronunciation and pronunciation in English. Another group of students prepares the topic they will discuss on the Podcast and pays attention to or watches the podcast practice carried out by the participating group, the teacher's task is to assess the cohesiveness and communication between the group of students.