Using Podcasts, Lexico-Grammatical Resources, and Videos With Descriptive Images to Improve Speaking Skills

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Sections Info	ABSTRACT
	Objective: Most EFL students need help to develop their speaking abilities. Due to their limited vocabulary, poor grammar, and lack of confidence, they could not practice speaking. Ten students from the English Department joined a study group to address these obstacles. **Method**: The procedure was carried out online. The teacher created a WhatsApp group as the initial class medium. He added to the vocabulary development and grammar education on the screen. The students studied the material on a video podcast to retell to meet the comprehension criteria, synchronizing their inputs with real life. They then describe a picture to hone their communication skills. They also transcript their story in order to make the spoken and written versions of it coincide. **Results**: After following the teacher's instructions to build sentences using the lexico-grammar technique, students can identify the grammatical conventions used in podcasts. They can adequately narrate pictures thanks to this type of learning. Their increased confidence fosters mature dialogue. The students' delivery will become more fluid **due to the novelty** of learning sentence construction through lexico-grammatical techniques and synchronizing it to podcast material. They acquired the ability to apply vocabulary and grammar norms contextually. It was evident from the way they described the images. To fit the needs of their students in the classroom, teachers might change them. It also encourages other researchers to continue their observations.

INTRODUCTION

The act of putting thoughts into words is known as speaking. It denotes the speakers' desire to share their opinions with others. The party needs to create a friendly communication environment (Yow & Lim, 2019). Each member of the group must be able to elicit discourse from others. If people cannot communicate their opinions, they will be locked in a state of confusion. Other people in their environment will not understand them. To prepare for such a situation, language learners must have the necessary knowledge to improve their speaking abilities (Abdikarimova et al., 2021; Anabel & Simanjuntak, 2022; Engwall & Lopes, 2022). It is necessary to develop the knowledge required to improve good communication (Sahara et al., 2021).

People use their linguistic expertise to communicate their ideas. The speakers can articulate their intent into utterances using their own words. They could show their interlocutors their every thought. People may become stuck if they do not have a word list in their heads. They will not be able to carry on a discussion. However, having many words will only help if individuals know how to order them. It is a technique for making words significant. They must learn to organize words so their speaking counterparts can understand them (Pratiwi & Prihatini, 2021).

Students in the digital age must practically study terminology. They must be mentored to become digital learners. They should be able to manipulate their device to

help them learn more effectively. Various media, such as podcasts, YouTube, and others, can be employed to meet their language learning needs (Rifa'i et al., 2021). The students can use podcasts as authentic material for vocabulary development. The native's words lead them to grasp how to choose the appropriate ones. They also learn how to use good grammar in their writing. The process of learning a language entails emulating native speakers' language usage. Imitating the indigenous way of speaking is an excellent approach for students to improve their speaking skills (Engwall & Lopes, 2022; Silviyanti et al., 2021; Siregar, 2022; Subramanian, 2022; Tajeddin et al., 2020).

The most crucial aspect of learning a language is speaking. Students learned how to communicate in a new language. It is a method of exchanging information among language users. The majority of EFL students have difficulty practicing their speaking skills (Alsalihi, 2020; Güneş & Sarıgöz, 2021; Mridha & Md. Muniruzzaman, 2020; Omer Al-Tamimi et al., 2020). They were entrapped in a state of immobility. They were at a loss for what to do. They appeared to be at a loss for responding to the interlocutors. They had difficulty speaking as well as understanding their speaking counters. They require a mechanism that will lead to active interaction between language users (Jaya et al., 2022).

It takes work to teach speaking. It needs variety. Most students need to be more apprehensive about practicing their speaking skills. They require a role model to emulate. They need to learn how to use their vocabulary knowledge to communicate their ideas. To deal with such a situation, the teacher must assist students in recalling their memories and speaking up. The teacher did this by having the students view a video of a story. The native was the one who provided it. It is a genuine article. After seeing it, the students were tasked with telling their stories like the locals. The students videoed themselves doing their work for the teacher to assess and then shared it digitally with the teacher and their friends (Carless, 2020; Ciğerci, 2020; Kim et al., 2021; Rao et al., 2021; Sablić et al., 2021). The students demonstrated their capacity to talk through storytelling. Their self-confidence rose as they practiced speaking.

The students were compelled to speak a lot when they were retelling self-stories. Their method of videoing allows them to focus more on the product they created. It enhances their speaking skill. They have the option to revise at any time. It increased their self-assurance as they practiced speaking. In order to use this strategy, students will need an actual video to recount (Chashko, 2019). They should not only be able to recognize how a native tells a narrative but also be able to duplicate it for practice. It may encourage students to learn how to select words and form sentences. Furthermore, their language and grammar skills must be improved to improve their capacity to tell a story. The ease with which a tale is told has to be improved. Students should not be forced to endure unnecessarily long pauses. Allowing students to use an image to aid them in creating a great telling of a narrative is crucial. It is an effective tool for encouraging students to speak up.

The novelty of teaching sentence construction through lexico-grammatical techniques and synchronizing it to podcast content will cause the students' delivery to become more fluid. They learned how to use language and vocabulary conventions appropriately in different contexts. The way they described the pictures made it clear. Furthermore, the study aims to determine how using lexico-grammar and podcasts affects students' speaking abilities. It is time to improve the way the teacher deals with it. It is necessary to establish direction in order to achieve such a goal. The research

questions must be followed to obtain the investigation's outcome. The following is a list of them:

1. In speaking class, how does the teacher use lexico-grammar and podcasts?
2. How do students react to using lexico-grammar and podcasts to improve their speaking ability?
3. How do the lexico-grammar approach and podcast material implementation procedure affect students' ability to communicate and self-confidence?

The source data will be the data found in the therapy. To arrive at the study's conclusion, it will be evaluated utilizing a mixed-method technique.

RESEARCH METHOD

Some evidence must be shown in order to answer the research questions. Observing the teaching-learning process could provide such information. To achieve such a goal, the research necessary to achieve it must be continued. Ten students participated in the treatment to fulfill the goal. It was a group of English Department students. The classroom activity was conducted online due to the pandemic. It is a group on WhatsApp. It is a well-known social media program that people use regularly. The teacher had the students review a list of words with definitions on the screen to begin the class. He then advised them to use their electronic dictionaries to learn how to pronounce them. The teacher employed the offered language while explaining grammatical use to make it adaptable in communication. The activities were completed by using the offered terminology in sentence construction. The sentences were translated from L1 to L2. They shared their work in a group on WhatsApp. The teacher shared a podcast address with the students to help them apply their information in a natural situation. YouTube is the format of such a podcast. It is about describing a native's delivery of a picture. The students learned the content of the material. They then recounted the story by filming themselves and uploading the video. The teacher used an image to describe improving students' capacity to deliver concepts. To do so, the students videotaped their presentation and uploaded it. The teacher evaluated and provided feedback on all materials shared with the WhatsApp group. The teacher distributed the questionnaire after the treatment. Its response was posted to the group. Using a mixed-method approach, the data collected during the teaching-learning process and the responses to the questionnaire were evaluated.

RESULTS AND DISCUSSION
Results
The Use of Whatsapp Group
Keeping the teaching-learning process going during pandemics is critical. The educational system never stops working. Many media are employed to give educational services. The WhatsApp group is one of them. It is a simple and widely used social media platform. It allows the teacher and students to communicate whenever and wherever they want. WhatsApp offers more features than a classroom in terms of replacing it. Users can submit and download text, images, audio, and video materials. It also allows them to hold teleconferences in order to maintain face-to-face interaction. The application's flexibility increases students' ability to follow the lesson. They can scroll up and down to find the materials they are looking for. Figure 1 depicts instructor and student involvement in exchanging information regarding teaching and learning.
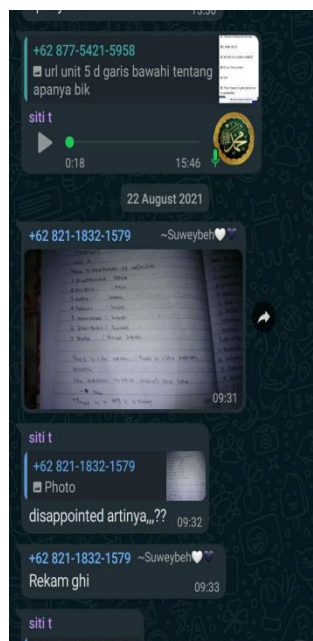
Figure 1. The activity of the teacher and students on the application.

Delivering Lexico-Grammar

Lexico-grammar is a term that combines lexico (vocabulary) with grammar (grammar). Each category cannot exist on its own. They are reliant on each other. Without grammatical abilities, having many words in mind will result in poor delivery. It makes the discussion or written result challenging and prone to misunderstandings. On the other hand, grammar abilities without a significant vocabulary will imprison the speakers in a rut. They will have difficulty choosing words. Their thoughts are incapable of being expressed in words. As a result, possessing a sufficient vocabulary and grammatical expertise will enable the speakers to converse fluently.

To achieve this goal, the teacher uses a lexico-grammar technique to teach vocabulary and grammar. He lists the number of words as well as their definitions. Because of the EFL students, the teacher can employ bilingualism to help with vocabulary development. Students can also utilize their electronic dictionary to double-check their pronunciation. It enables students to study vocabulary independently. If the teacher guides the students in using these terms in sentence construction, they will benefit. The strategy is implemented by presenting grammatical use in the mother tongue. Some examples of how to utilize this method are also available in bilingual. It helps students to see things from a different perspective when it comes to grammatical usage. The implementation of the lexico-grammar technique is shown in Table 1.

Table 1. Subject pronoun.

No	Subject + be	Means
1	I am	I
2	You are	You
3	We are	Us
4	They are	Them
5	She is	She
6	He is	He
7	It is	It

Retelling The YouTube Content

Material to improve speaking skills can be found on YouTube. Students improve their vocabulary and grammar skills by learning it. It is a genuine article. Students can mimic how native speakers use their language. The students are fluent in their ability to utilize the language for communication by copying from actual material. Suprasegmental will be taught to them. Their ability to use the appropriate tone and stress when practicing speaking will be improved.

However, retelling the story's content on YouTube helps students improve their speaking skills. The students attempt to imitate the natives' actions. They will imitate the action depicted in the video. The students videoed their work to see how far their speaking skills had progressed through retelling. To gain pleasure, they can make corrections and rerecord it. It is then shared with the group for review. The teacher can observe how the students express themselves as storytellers. The student's behavior in repeating a narrative is depicted in Figure 2.

Figure 2. The capture of retelling.

Describing A Picture

Describing an image is a fun activity. It is advantageous to both the teacher and the students. The teacher can assess the student's writing and speaking abilities. The students are capable of writing and speaking pleasantly. They will be aided in determining the exposure of the photograph. Each element of the image prompts them to tell a story. It allows students to express themselves as fully as possible. Students improve their vocabulary and grammar skills by describing things in writing and spoken form. The makeup of the student is depicted in Figure 3. They recorded themselves reading their thoughts aloud and uploaded them after writing them on paper. It enables the teacher to evaluate and provide feedback on that work.
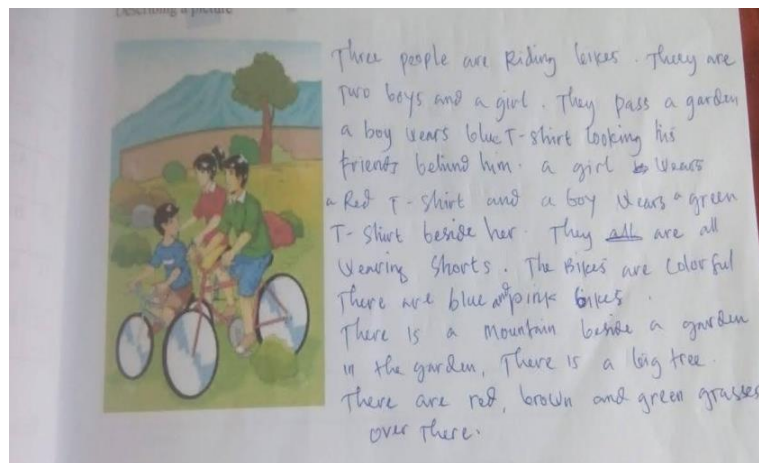
Figure 3. The student's composition.

The Flow of Treatment

Summarizing the teaching-learning process using the lexico-grammar approach and audio material is necessary. The teacher followed the systematic flow of the process from the beginning to the end of the learning process. The teacher's and students' actions guide the teaching-learning process toward the desired outcome. Creating a WhatsApp group was completed, including introducing a vocabulary list and grammar training. It was finished with exercises and examples. The implementation of the lexico-grammar approach was completed with these phases. The adaptation of actual content aided the outcome of such learning. In the last part, students created a composition while describing a picture to share their opinions. Figure 5 depicts the flow of this type of process.

Figure 5. Flow of implementing lexico-grammar and podcast.

The Questionnaire Response

Table 2 shows the pupils' responses to the questionnaire. It reveals the students' perspectives on the use of media and methods. Three options were presented to the students. One of them was chosen to demonstrate their own experiences. Their responses are significant and will be analyzed. It will respond to the study's research questions. Ten students will answer this type of inquiry. They are the study's participants. They had all gone through every stage of the teaching-learning process.

Table 2. The outcome of the reaction.

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Using a WhatsApp group to substitute a traditional classroom setting is beneficial.	10	0	0	0
2	The use of a lexico-grammar approach has helped me better comprehend how to use grammar.	10	0	0	0
3	Retelling a story helps me expand my vocabulary and improve my speaking abilities.	10	0	0	0
4	Describing an image helped me improve my grammar, vocabulary, and speaking skills.	10	0	0	0
5	My confidence in expressing ideas grows when I record myself narrating a story and describing a picture.	10	0	0	0

Discussion
Integrate the Lexico-Grammar
Three types of phases determine the teaching-learning process. The first is preparation, the second is the teaching-learning process, and the third is the close. Each of the three sections is connected to the others. It is a way of combining disparate pieces to make a single product.

In order to prepare, the teacher created a WhatsApp group. It is the first step in maintaining a class. Due to a classroom change, the teacher had to add all students to the application. Each student could engage in the same way he did in class. By employing such media, the teacher might monitor the students' involvement in each step of the learning process. Figure 1 depicts the situation. The relationship between the teacher and the students is improved. The teacher could upload the curriculum, feedback, and any other information related to the teaching-learning process. He was also able to use it for live interaction. It is one of the advantages of adopting this type of media in place of a traditional classroom setting (Wahyuni & Febianti, 2019). Its archiving system allows students and teachers to track previously uploaded content (Susilawati & Supriyanto, 2020). Nonetheless, accessing the Internet is essential for using the Whatsapp group. The learning process will be disrupted unless there is an internet provider in the immediate vicinity. Students and teachers must consider such a concern (Sari & Putri, 2019). The teacher concentrated on executing the lexico-grammar method and audio content throughout this part of the teaching-learning process. The teacher began by displaying a list of vocabulary words and their definitions. He defined his mother tongue. It is critical to simplify the definition for the students, as shown in Table 1 (Kurniawan et al., 2020).

Students may need help pronouncing some words if they look at such material. They must correctly pronounce each word given to them. To meet this demand, the teacher permitted the students to use their electronic dictionaries to check their pronunciation. They can acquire the definition and pronunciation of a word by typing it in and pressing enter. The teacher required the students to pronounce and record each word before uploading it to ensure the practice was correct. If students continued to make mistakes while practicing, the teacher instructed them to pronounce it correctly. If the grammar rules for organizing the vocabulary list do not improve, the list will not function effectively. Manipulation of such terminology in learning grammar is adapted to satisfy it. In the example and exercise, the teacher used all the specified terms. The concept of lexico grammar is perpetuated by practicing it. Students can improve their ability to use the chosen words in the appropriate context (Jones-Mensah et al., 2022; Maamuujav et al., 2021; Salman & Haskel-Shaham, 2023). It will enable students to construct sentences independently. The inability to deliver ideas may be improved.

It is critical to reinforce the associated activity at the end of each grammatical usage topic. It could improve students' understanding of how to apply grammatical rules in both written and spoken form. Learning L2 should, however, be linked to learning L1. From an L1 standpoint, the students must transition smoothly to L2. It is proper to support such a notion with the mother tongue. The entire implementation procedure for the lexico-grammar approach should be presented in bilingual. It will place students in a learning atmosphere conducive to their success. The exercises are run in two languages to achieve this purpose. The students translated the sentences from L1 to L2 (Murtisari, 2020).

Nonetheless, the authenticity of context in oral and written communication must be improved. L1 culture significantly impacts the use of translation in applying lexico-grammar approaches. The original stuff must be introduced to the students. They will produce the natural delivery by experiencing it (Sari et al., 2020). The utilization of podcast material is required to achieve this purpose. Students can learn how native speakers use the correct words in the appropriate grammatical context. They can also combine their past knowledge with new information (Artha et al., 2020).

The teacher provided the URL address for downloading the content from the podcast. The students enter the short story of the podcast by clicking it. It is available in video format. Students are fascinated by the CC button to read the transcript while watching the content by hitting the play button. Some functional buttons to assist topic learning have pleased the students. They might utilize the pause button to concentrate on a specific topic. This type of stuff improves the students' learning steps. It provides students with the opportunity to comprehend the material's content.

The students repeated the story when they had finished understanding it. As a result, they were able to have a natural delivery (Pradana & Tena, 2021). They videotape such work and upload it. The students profit from the activity of registering their work. They can fix it at any time to get to the desired product. Repairing the work gives students confidence in presenting the task properly. It makes them independent learners. It also strengthens their ability to apply what they have learned previously. Furthermore, by observing the learning process, the teacher may see how the students' competency develops. Figure 2 shows a screenshot of the recounting video (Yan & Zhao, 2019).

It is necessary to demonstrate the outcome of the entire learning process utilizing a lexico-grammar approach and a podcast. The progression of the students' abilities to communicate their thoughts should be measurable. Students can recall their past knowledge to meet the composition by being asked to describe a picture in written and oral form. The teacher provided a picture to describe in both written and video format. The text is a transcription of the speech. It may be seen in how the students used the correct words to arrange the sentences (Syam & Abin, 2019). The teacher must provide feedback on the students' text work. However, the students' video work is critical in ensuring that the students' pronunciation is correct. It may also examine how the students place the suprasegmental piece correctly. Figure 2 shows their textual description. It uniquely depicts the picture's description (Vanesa & Setiawati, 2021).

Summarizing the teaching-learning process using the lexico-grammar approach and audio material is necessary. The teacher followed the systematic flow of the process from the beginning to the end of the learning process. The teacher's and students' actions guide the teaching-learning process toward the desired outcome. Creating a WhatsApp group was completed, including introducing a vocabulary list and grammar training. It was finished with exercises and examples. The implementation of the lexico-grammar approach was completed with these phases. The adaptation of actual content aided the outcome of such learning. In the last part, students created a composition while describing a picture to share their opinions.

Improve Speaking Skills using Lexico-Grammar.
The questionnaire's result data must be analyzed to determine the response to such an inquiry. Ten students participated in the questionnaire response. It is critical to collect data from the questionnaire. It is a method of determining the items' responses. Their responses to assertions 2 and 3 describe the need for research question 2.

The students were happy with their progress in increasing their speaking talents in number two. They all agreed that the lexico-grammar method had aided them in improving their grammar skills. It is an integral part of the sentence formation process. The appropriate arrangement of the words determines the success of written and spoken communication. Using the mother tongue greatly assisted the ability to comprehend grammatical usage. The students' happiness evidences this with their responses. The teacher implements the lexico-grammar learning technique using

English and their mother tongue. It is also depicted in Figure 2. It shows how the teacher included bilingual instruction in his teaching and learning process. Additionally, using a lexico-grammar strategy increased students' understanding of grammar usage. It is bolstered by their response to Question 2 of the questionnaire. The participants unanimously agreed that using a lexico-grammar method improves their understanding of grammar.

Furthermore, natural material is required to improve knowledge of grammatical usage. The teacher in this example used podcast material. The student's vocabulary skills improved as a result of learning it. While reading and watching the material, they came across some unfamiliar words. The native speakers' pronouncements taught them how to pronounce words correctly. By listening to their pronunciation flaws, the students could correct them. They could learn from the writing by adopting the grammatical usage. The script's narrator explained how to apply grammar rules properly. The advantage of using audio material is that it helps students improve their vocabulary and grammar skills. Retelling the topic of the text helped them improve their speaking skills. The students believed that using podcast content improved their speaking abilities. It is highlighted by answering the third questionnaire. They all agreed that using podcast material helps them improve their speaking skills. Using the lexico-grammar technique and podcast material improves students' speaking fluency.

Result of Using the Lexico-Grammar Technique
The success of increasing speaking abilities and confidence due to using the lexico-grammar technique and employing podcast material must be demonstrated in this question. Responses 1, 4, and 5 must be focused on to meet such an inquiry. It will be impossible to apply such a system during the pandemic season. As a result, using a WhatsApp group as a substitute for a traditional classroom is effective. The first questionnaire's response backs it up. They unanimously agreed that adopting a Whatsapp group app might replace the purpose of a traditional classroom.

Furthermore, combining the lexico-grammar technique and audio content to describe an image impacts their grammar, speaking, and vocabulary building. They could attain such success because of the steps they took in class. They used two methods to describe a picture: written and spoken. They improved their speaking skills by using a combination of strategies. It is backed up by their belief in the power of describing pictures to improve their speaking abilities.

The use of describing an image improved the students' speaking abilities as well as their self-esteem. The students could amend their faults when necessary, thanks to the written and verbal descriptions. They corrected their paper's faults in terms of words, phrases, and sentences. They also made corrections to mispronouncements of the terms they spoke on camera. In their opinion, the final piece is the best. It instills pride in them and boosts their self-assurance. It is backed up by the questionnaire's response number 5. All students felt that using a picture to describe it would help them improve their speaking fluency and confidence. It is the consequence of combining a lexico-grammar approach with podcast content (Grigorenko et al., 2019).

CONCLUSION
Fundamental Finding: Speaking is one of the four language skills. Utilizing a language to communicate is necessary for learning to talk. Most EFL students find it challenging to practice their speaking abilities. They frequently found themselves stuck in the

middle of a conversation. They lacked the language and grammatical abilities to carry on a conversation. Due to the use of a lexico-grammar method and podcast content when teaching speaking, students could deal with these problems. The teaching and learning took place in a WhatsApp group. It had to be done because of the pandemic. The pupils concurred that using technology to replace the conventional classroom is successful. Students' speaking skills and confidence are raised by using the combination method of relating real-world stories and explaining visuals. **Implication**: Teachers of speaking classes or other topics can use this data. The same result could be gained by adopting similar teaching materials and methods. **Limitation**: Nevertheless, implementing these findings needs a stable gadget and internet access. The teaching-learning process depends significantly on the participants' mastery of using the Internet for classroom needs. **Future Research**: Additionally, implementing such a method motivates other academics to look further. The use of online resources in speaking classes needs to be increased. To achieve results similar to online learning, offline learning using a similar technique is necessary.

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