

UPGRADING EFL LEARNERS' SPEECH SKILLS USING ELECTRONIC DICTIONARIES AND PODCASTS

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ABSTRACT

The majority of EFL students have trouble expressing their opinions. Poor hearing, pronunciation, and vocabulary skills are the causes of it. They used electronic dictionaries and podcasts to promote conversation so they could help repair it. An application of WhatsApp group was made to begin the course. On the screen, the instructor displayed the podcast's URL. The content of the dialog and monolog was then taught to the students. To understand them both in the text and the audio, it was advised that they use their electronic dictionaries. The instructor then extended an invitation to the pupils to use the Google Meet tool. He gave them the task of locating the transcript's examples of real-life issues. The students were then asked to propose possible fixes for the problems. Following the discussion, the teacher provides feedback on the students' presentations in the WhatsApp group. The interaction with podcasts and electronic dictionaries helped students develop their speaking skills, according to a qualitative examination of the questionnaire responses and information gathered from the observation. These insights can be used by the teachers to include the relevant subject matter in their lessons. It also encourages additional researchers to conduct pertinent research.

Keywords: Electronic dictionary, Listening, Podcast, Speaking, Vocabulary.

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INTRODUCTION

Speaking is practiced when people express their opinions. They exchange knowledge among one another. Speaking exercises are intended to enhance communication between speakers and listeners. It involves encouraging communication among language users. The speakers' words provide the inputs that the listeners must process. It serves as a stimulant that causes the audience to respond. This point of view can be modified to teach speaking. It may be applied when having a chat. Responses and stimuli effectively guide the dialog. Everyone makes use of it to partake in frequent speaking practice. To feel less apprehensive when practicing speaking, people need to create a habit of speaking, claim Mega and Sugiarto (2020).

If everyone can comprehend the speaker's intention and use a similar vocabulary, speaking practice will be successful. Having a suitable word list in their brains helps both the speakers and the listeners succeed in the conversation. The speakers are able to effectively convey their goals. The advantage of using their sufficient vocabulary is this kind of viewpoint. Their ideas were placed into the proper language thanks to their vocabulary expertise. The listeners also need to be well versed in the language to comprehend the speakers' objectives. For talks to be successful, vocabulary is essential (Putri and Refnaldi, 2020).

However, throughout speaking class, the students are required to participate in conversation. They need a large enough vocabulary to express their ideas. They must also have the ability to reply to other speakers. For the pupils to obtain sufficient vocabulary knowledge, they must establish such competencies. The definitions or meanings of the terms and their pronunciation are the main topics of vocabulary development. It is a tactic for helping students to choose words. They have the ability to match the appropriate words to the appropriate intention. It helps the students develop strong communication skills. It is essential to conduct understandable utterances (Dwihastuti, 2022).

To increase their vocabulary, students have access to their electronic dictionaries. This simple tool can be installed on the students' personal devices. It is intended for vocabulary learning. It is a method for learning

definition, pronunciation, and spelling. Each of these three helps to increase vocabulary proficiency. Since they are precise, learning new terms is easy. It may aid children in expanding their word knowledge. By putting it into practice, they can communicate more clearly. Students are more assured in their ability to communicate concepts when they have enough vocabulary in their heads. By adopting such a strategy, teachers can give their students more confidence to use their language skills to convey their opinions (Desnaranti *et al.*, 2022). However, children can benefit from using an electronic dictionary to learn the correct pronunciation. They can use both phonetic symbols and audio to check the pronunciation's accuracy. With its aid, they can lessen the ambiguity of the recorded voice.

In fact, a number of college students had trouble expressing themselves in English. When they engaged in speaking practice, they frequently were imprisoned in silence. The ideas that entered their minds appeared to be challenging to comprehend. They could not understand what other people were saying. It appeared that the students lacked adequate language knowledge. They struggled to comprehend every word said by others. They struggled to communicate their views because they did not have a word list in their heads. Their proficiency in speaking and listening was hindered by a lack of vocabulary. In addition, it made it difficult for them to develop motivation and form coherent phrases when speaking (Jaya *et al.*, 2022).

There are numerous strategies for getting the students to speak up. One of them involves using images. The teacher gave the students photographs to practice this technique. Based on his unique viewpoint, each student gives a description of the image. The exercise required the students to read their narrative aloud in front of the class. The instructor discussed each performance to encourage speaking to liven up the learning environment. Students that use this strategy regularly improve their speaking abilities. By taking part in the activity, their nervousness and reluctance decreased (Andriani and Apriliyana, 2021).

However, people nowadays frequently use gadgets as tools. Their use served a variety of purposes. One of them is watching or listening to podcasts. People use podcasts to share their recordings with others

online in audio or video formats. The subjects covered by the podcasts vary. Depending on the topic of the podcast, they are. It can be used for classroom requirements. It might be utilized by the instructor as an actual resource (Nova, 2022). It may aid students in expanding their vocabulary. These resources give students the chance to hear or observe how words are spoken and used by native speakers. While viewing or hearing the contents, the students can read the transcript. It aids in their linguistic development. It is a great technique to boost vocabulary understanding by listening to or watching the material. In addition, podcast listeners can use their electronic dictionaries to seek up words they are unfamiliar with (Silviyanti *et al.*, 2022).

The goal of the project is to find how using electronic dictionaries and podcasts might help people talk more fluently. To do this, an observation pertaining to such a technique must be upheld. It is the greatest method for gathering precise data for analysis. Before setting out on the path to the destination of gathering data, a study topic must be established.

REVIEW OF THE RELATED LITERATURE

The importance of delivering speech

Enhancing our ability to deliver speeches can be beneficial to our own personal development. It makes it possible for us to communicate with others more effectively and to share our perspectives, experiences, and knowledge. We can create a sense of connection and empowerment in others by inspiring and motivating them through our powerful speech delivery. In addition, it improves our overall communication skills by teaching us to pay attention to the subtleties of speech and non-verbal cues, which help us become better listeners. Effective communication, personal development, and career success all depend on it. Developing our delivery skills can help us communicate more effectively, forge closer bonds with others, and have a positive impact on the world. The way we say things matters a lot, whether we are communicating with others, public speaking, or in a professional setting. Therefore, let's recognize the value of honing our speech delivery techniques and work to improve our ability to communicate in all spheres of our lives (Mulyani and Dewi Sartika, 2019).

The development of vocabulary building

Standardized test scores are positively impacted by vocabulary development. There are sections on many standardized tests, such as the SAT and ACT that evaluate vocabulary. Strong vocabulary students have an advantage in these tests because they can respond to questions about word meanings and usage in a timely and accurate manner. Students can enhance their performance on these examinations and raise their chances of being admitted into the colleges or universities of their choice by investing time in vocabulary development. It is essential to achieving academic success. It improves reading comprehension, critical thinking, communication, and standardized test scores. Students can unlock a world of opportunities and position themselves for success in their educational journey by actively participating in vocabulary-building activities. Thus, let's appreciate the power of language and work to increase our vocabulary on a daily basis.

Improving the pronunciation skills

One's chances of success in the workplace can also be improved by practicing pronunciation. Employers value individuals who can communicate effectively with people from diverse backgrounds in today's global job market. Pronunciation with precision exhibits professionalism and flexibility, enhances an individual's marketability, and elevates the likelihood of success in their chosen field of work. Learners can practice pronunciation exercises, listen to native speakers, ask teachers or language partners for feedback, and engage in other activities to improve their pronunciation skills. Moreover, technology-based aids such as online resources or applications for pronouncing words correctly can offer helpful advice and practice chances. It is necessary for efficient foreign language communication. Pronunciation with accuracy improves understanding, confidence, cross-cultural understanding, and career opportunities. Language

learners can open up a world of opportunities and develop into more confident and effective communicators by investing time and effort into becoming better at pronouncing words correctly. Thus, let's appreciate the significance of pronunciation and work to get better at it for a more promising future (Kalima'aza *et al.*, 2021).

The important role of electronic dictionary

Digital dictionaries offer a portable and easy-to-use educational tool. Electronic dictionaries are portable and easily carried around in smartphones or tablets, in contrast to traditional paper dictionaries. This makes it simpler for language learners to integrate language learning into their everyday lives because they can access language resources at any time and from any location. Learners can practice speaking and advance their language skills using their electronic dictionaries whenever they have some free time or during their commute. They are effective tools for improving speaking ability in addition to being resources for word meanings. Language learners can benefit from a comprehensive and convenient learning experience with electronic dictionaries due to their portability, pronunciation guides, and vocabulary review features. Learners can enhance their confidence, improve their speaking abilities, and eventually become more proficient in their target language by adding electronic dictionaries into their language learning regimen. So let's harness the potential of electronic dictionaries to improve our speaking skills to the fullest! (Suseno and Purwati, 2020).

Using podcast to enhance speaking skills

Podcasts provide an easy and adaptable means of practicing public speaking. A lot of podcasts use Q&A sessions or interactive parts to promote listener participation. By seizing these chances, we can get practice forming and expressing our ideas in the present. Some podcasts also encourage listeners to record and submit their own responses by providing speaking challenges or prompts. This gives us a chance to express ourselves and get feedback, which helps us get better at public speaking. Podcasts have the power to significantly improve our public speaking skills. Podcasts offer a comprehensive approach to improving our speaking skills by exposing us to a wide range of topics, enhancing our listening comprehension, offering pronunciation models, and providing opportunities for speaking practice. Including podcasts in our everyday routines can be an enjoyable and practical approach to enhance our verbal communication skills (Setiawan and Pranowo, 2022).

RESEARCH QUESTIONS

It is claimed that the study's declared goal of "How does the teacher implement Podcasts and Electronic Dictionaries to Enhance Speaking Skill Development?" will be satisfied by the data gathered. The information gathered by responding to it will be qualitatively examined to reach the conclusion.

METHODOLOGY

Ten college students provided their responses to the questionnaire to assess their speaking skills. It is altered before the treatment starts. The goal of changing this kind of method is to assess the students' speaking ability. Realizing their communication limits is crucial. A course of action was taken to assist students in improving their speaking defects. It is done as a virtual speaking practice. The teacher used two programs to carry out the teaching-learning process. The first is WhatsApp. It is the location where information and criticism are traded. To start the course, the instructor distributed the speech and dialog materials. Both of them were found through podcasts. The teacher handed out the text for the monolog and told the students to push the play button to hear the voice. He gave the students the assignment to read the transcript and listen to the voice. To understand the subject, the teacher suggested the students use their electronic dictionaries to define unfamiliar words. After finishing it, the students were instructed to click the URL of the dialog podcast. To understand this topic, the students must adhere to the same processes they used to master the prior material.

These kinds of resources are given out 2 h before the course begins. To prepare for the discussion activity that will follow, the students are given the opportunity to learn the content of the materials. However, Google Meet is an additional. It is the one on which conversations take place. The pupils were invited to join Google Meet by their teacher. To begin the discussion, they were asked to express their opinions on the monolog. In addition, before they proposed a solution, he wanted them to pinpoint the problem. The teacher discussed the substance of the monolog before moving on to the subject of the dialog. Each participant was given instructions to adhere to the same process as the monolog. He solicited their opinion on it to understand the problems in the discourse and come up with a solution. The teacher reminded the students to stay in touch with the WhatsApp group as the debate came to a close. During the course of this form of practice, ten meetings were held. Each 2-h meeting is used to further the learning process. After the debate, the instructor offered comments on the group's WhatsApp messages' pronunciation and vocabulary. Interaction between the teacher and the pupils allowed for the correction of the intention's shortcomings. The teacher handed out surveys to see how their speaking talents had changed after finishing the set of teaching and learning activities and comments. The information from the observation and questionnaires was qualitatively assessed to get the result.

RESULTS

The response of questionnaire 1

Before the treatment, the teacher gave the children questionnaires to determine their competency level in speaking. Table 1 indicates that there are five questions. It is a technique for learning about students' weaknesses in speaking, listening, pronouncing words correctly, and vocabulary. In addition, it demands that improved speaking abilities be met. Answering the questionnaire's questions helps the teacher identify the students' areas of weakness. It makes it easier for him to supply the right tools and repair techniques. For each question, a specific strategy will be needed to improve the outcome. To identify the shortcomings that pupils confront, it is imperative to elicit information from them.

All of the participants responded to the questionnaire. It is clear from the answers to the first question that none of the students have a very large vocabulary. It appears that their inability to pronounce words correctly had an impact on their ability to speak, pronounce, and listen. Vocabulary-literate individuals are able to hear and pronounce words spoken by others. Every participant's mental vocabulary is inadequate. One of their shortcomings that prevent them from delivering ideas is vocabulary. Because of this weakness, they are compelled to remain silent. They are unsure of how to put their ideas into words. They have to improve the growth of their vocabulary knowledge immediately. It is mentioned in question 1. They all acknowledged that their vocabulary is quite small. However, the participants had trouble pronouncing the words correctly when it came to the second question. They use the word pronunciations to communicate with each other. Speaking clearly helps both speakers and listeners understand what is being said. It can be observed that 8 out of 10 students claimed to have pronunciation problems, as opposed to 2 out of 10 who said that they only had a minor problem. This indicates that most people require instruction to become more proficient pronouncers. Their mispronounced words make it hard to follow what they are saying. In speaking practice, it causes a mutual understanding to break down. In addition, both the speakers

and the listeners need to be proficient listeners to have a successful conversation. It is the abilities that people require to come to a mutual understanding. It helps the other person understand the concepts that the words stand for. The information sharing aids in their ability to respond appropriately. In response to the third question, nine out of ten participants acknowledged that they had trouble listening. Just one person said that their listening problems were not that bad. It is essential that most students address their listening deficit to foresee the failure of information exchange. However, speaking is the most crucial aspect of language acquisition. People will be able to share ideas using it. It is essential for effective language use in communication. If someone has poor speaking skills, they risk being misunderstood or becoming stuck during the conversation. Eight out of ten students demonstrated ineptitude when presenting their ideas in question 4, whereas only two out of ten participants encountered a minor issue. It indicates that most have difficulty articulating their ideas. These are the kinds of issues that require guidance to resolve. They request a suggested speaking learning method in response to the issues that the participants collectively bring up. As was mentioned in response to question 5, every student needs to take speaking lessons to improve his speaking abilities. It demonstrates the need for all students to appropriately develop their speaking abilities.

The flaws of the students' abilities

Some errors could be identified based on the questionnaire response findings. When it came to speaking practice, the majority of students had some difficulty. The numerous issues they encountered are reflected in their vocabulary. They all acknowledge that their vocabulary is lacking. Such a defect affects their speaking, listening, and pronouncing abilities. Their inadequate vocabulary prevented them from pronouncing the words correctly. It makes it difficult for them to understand what other people are saying. Their poor pronunciation, vocabulary, and listening skills undermine their capacity to communicate ideas. All of the students concur that maintaining the speaking improvement process is necessary to address these issues. Fig. 1 depicts it.

Implementing podcasts and electronic dictionary to enhance speaking skills

Making a WhatsApp group

Before starting the treatment, the teacher must prepare the teaching and learning enhancement. Due to virtual learning, there was a need for a teaching-learning medium. The teacher created the WhatsApp group to accomplish this objective. It involved both students and teachers, as shown in Fig. 2. It enables the teacher and students to interact in a way that improves the teaching and learning process. It is clear that the instructor instructed the students on how to join the discussion on Google Meet by keying in the appropriate codes at the start. Some students made a response in response to this hint. Two students are seen pleading with the teacher to pardon them for missing the lesson. The teacher continued to give the advice after observing the students' reaction. He reminded the students to continue taking the recommended actions and provided two URLs for the assigned reading to encourage discussion. It is crucial to provide the students

Table 1: The response of Questionnaire 1

Numbers	Questions	Yes	A little bit	No
1	Do you have a limited vocabulary?	10	0	0
2	Do you have poor pronunciation?	8	2	0
3	Are you having trouble listening?	9	1	0
4	Do you have trouble speaking?	8	2	0
5	Do you require a speaking improvement?	10	0	0

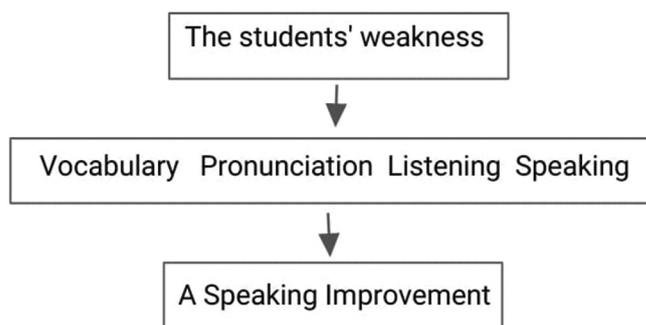


Fig. 1: The stage of repair

with what they need to prepare for the conversation. However, using this kind of media encourages interaction and encourages the sharing of knowledge. Participants and the instructor are free to send any kind of text or upload any kind of file at any moment. The teacher and the students' ability to finish the assignment as intended is made easier by this service that is provided.

Providing the monolog material

To get a debate going in a useful way, the teacher must introduce the subject. Each participant is prompted to voice their opinion on the subject by the topic. The teacher provides a page of the transcript. The URL is displayed for the pupils to visit to view it. Fig. 2 illustrates it. There, the URL address is mentioned. Additionally, students can view the page of this podcast in Fig. 3. There is the menu with the play button visible. By selecting a play, students can hear the reader's voice. There are two additional choices, talk and translate, located beneath the play bar. Students can access the translation of the complete passage by clicking the translate button. By choosing their preferred language from the translation menu, the learner obtains the whole translation in their native tongue. It helps them comprehend the passage phrase by phrase. The speaking button can be chosen by the students if they want to practice reading aloud. They will be instructed to try reading aloud by the automated highlight if they do this. An additional resource is the transcript. Students can better coordinate the pronunciation of the words if they listen to the voice and read the transcript at the same time. It helps them build their vocabulary. Using it, they can improve their pronunciation and learn the proper way to utter the words (Kalima'aza *et al.*, 2021). The youngsters can also learn the proper pronunciation of the words. Not all of them are ignorant of every term. The students can recognize the words they are unfamiliar with. Later, they look them up for meaning and pronunciation in their electronic dictionaries. It is vital to simultaneously hear the voice and read the transcript. They can then spell and pronounce the words correctly at the same time. It is an effective strategy for raising their language proficiency. The intended monolog page was accessed by the students by typing in the URL <https://www.eslfast.com/studentsenglish3/ke3/ke3010.htm>



Fig. 2: The page of WhatsApp group

Providing the dialog material

The process of copying from native speakers is one way to communicate ideas. Using this approach, the students are able to communicate their thoughts in a natural way. The teacher needs to provide a role model to achieve this objective. A page of the speaking transcript is shown in Fig. 4, as may be observed. The top of the page has a play bar. Students can hear

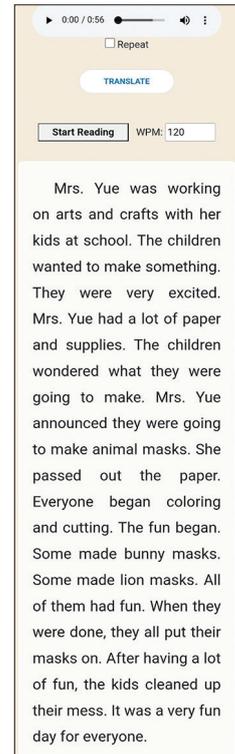


Fig. 3: The page of monolog transcript



Fig. 4: The page of dialog transcript

the speakers' voices by pressing the play button. The students listen to the voice while reading the transcript to assess the clarity of the utterances. The pupils can learn and improve their word pronunciation and spelling by practicing (Ruslan, 2020). They also learn the appropriate words to use to convey a particular intent. It enables individuals to communicate thoughts to others clearly. There are vocabulary and quizzes on the bar menu. The students can become self-learners using this menu. By selecting the vocabulary button, they are taught new words and expressions. As a result of learning it, students are aware of the meaning and appropriate sentences to use these words and phrases in. Another menu is a test. By selecting it, they can further their understanding. In doing so, they finish the sentences with a variety of suitable words or phrases. Applying this kind of learning, The students become independent in their ability to adequately prepare themselves through this type of practice. It improves the discussion's chances of being successful. The pupils typed in the URL <https://www.ello.org/english/1301/T1331-amy-morning-routine.htm> to access the page of such a podcast.

Implementing the electronic dictionary

The electronic dictionary can be used to aid vocabulary learning for the pupils. With only one tap, they can switch from L1 to L2 and vice versa to get the definition and pronunciation of the words. The sound and phonetic symbols for American and British English are both supplied. The students are instructed to select the desired style by clicking on one of them. The phonetic sign and audio complement each other to make the pronunciation clearer. It is advantageous for the pupils to learn how to pronounce the words correctly. Students need definitions and examples to develop their vocabulary and apply it appropriately. These techniques help pupils become more proficient in word choice, pronunciation, and vocabulary. It boosts the delivery method's confidence. According to Fig. 5, the student attempted to search for "kind" by typing it there. Both a UK and a US version are available. It appears that the pronunciation of "kind" was similar. Such a word can have a variety of adjective and noun meanings. Three bilingual examples were given so that the implementation in the phrases could be seen. It is crucial to demonstrate the context of such a word's usage.

Conducting discussion

It was necessary to maintain the Google Meet hyperlink to enable the conversation practice. Speaking skills need to be improved, thus the teacher offers Google Meet as a platform for discourse. A URL for such an application was shared with the group. Each participant logged into the application and the host will accept it by clicking it for it to show up on the page. Four participants and one host were visible on the page, as seen in Fig. 6. It seems that the host had to wait a short while before inviting the other students. The two members can also be seen appearing in videos while the other three appear in audio. Each participant may

modify the video or audio. As long as the tool choice improves the discussion process, it is optional. The participants can mute or unmute the mic button as needed to achieve the ease of delivery. The teacher and students both benefit when this type of discussion-based program is used. While listening to or viewing other presentations, they can text their opinion. By adjusting the screen-sharing menu, the host can also display any content on the screen. It improves the delivery's clarity (Mulyani and Dewi Sartika, 2019).

Conducting feedback

The pupils were actively participating in the debate to improve their speaking abilities. The activity's host, the teacher, watched how the pupils conducted themselves. He observed the debaters' intonation and facial expressions. He shared the findings of his observation on the WhatsApp group to learn more. Fig. 5 shows one student's voice pointing out how to pronounce "vegetable." It appears that he pronounced it incorrectly. The instructor then instructed him to look it up in his electronic dictionary to see which word was correct. On the other hand, the teacher goes over how the words going to and going to be are used. The students were then given a related article to learn them in. Nevertheless, the pronunciation received greater focus from the teacher. He voiced notes first and then posted some terms to be looked up in their electronic dictionary. In Fig. 7, it is seen that the following terms should be checked by the students: Salad, kind, read, page, and doing. Giving pupils feedback has an impact on how well they perform in terms of their speaking proficiency. They will develop fluency in their utterances by going from wrong to right.

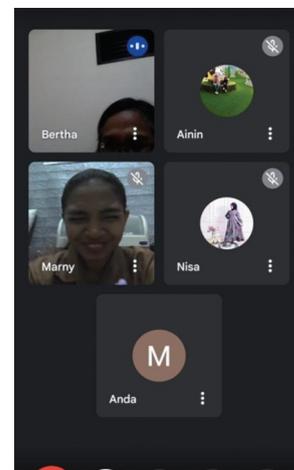


Fig. 6: The page of Google Meet



Fig. 5: The page of an electronic dictionary



Fig. 7: The page of feedback

The second questionnaire

The students were responding to the questionnaire after completing a set of treatments. Table 2 shows that there are six questions available. The first one inquires about vocabulary expansion. The development of their vocabulary knowledge was acknowledged by all participants. They responded similarly to the other 5 questions as well. They all acknowledged that their speaking, listening, and pronouncing abilities have improved. In addition, they responded favorably to the usage of podcasts and electronic dictionaries. They thought that using the two tools would improve their vocabulary, pronunciation, listening, and speaking abilities. However, improving their vocabulary, pronunciation, and listening abilities will help them talk more effectively (Brillianzha, 2021). The implementation of podcasts and electronic dictionaries is made to improve speaking abilities. It appears that enrolling in a series of treatments has aided students in improving their speaking abilities. The adoption of podcasts and electronic dictionaries contributed to this kind of achievement.

Conceptual framework of study

A diagram has to be improved to show the clarity of using podcasts and electronic dictionaries. Fig. 8 illustrates how creating a WhatsApp group

Table 2: The response of Questionnaire 2

Numbers	Questions	Yes	A little bit	No
1	Have you developed the students' vocabulary?	10	0	0
2	Are you proficient in pronouncing words?	10	0	0
3	Have you honed the students listening abilities?	10	0	0
4	Have you honed the students speaking abilities?	10	0	0
5	Are podcasts helping you get better at speaking?	10	0	0
6	Does utilizing a digital dictionary improve the students' ability to speak?	10	0	0

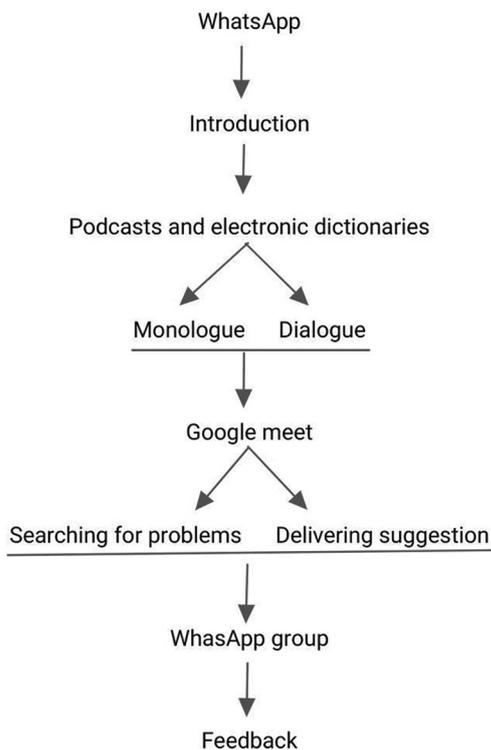


Fig. 8: The theoretical framework of the study

application is the initial stage in carrying out the activity. It serves as a tool for running the online teaching and learning process. The teacher might begin with the introduction after all of the pupils had been added to the membership list. It is crucial to understand what the students are trying to learn. The instructor then started using the podcasts to learn the desired subject. He obtained two resources for a monolog and a dialog using it. The content must be understood by the students to be learned. They were able to comprehend the material they read using their electronic dictionaries. Using podcasts and digital dictionaries helped them improve their pronunciation and listening abilities. After completing the content learning process, the teacher began inviting the pupils to the Google Meet platform. The teacher urged the pupils to look for problems and provide solutions to get their attention. After concluding the conversation on Google Meet, the instructor invited the students to participate in a WhatsApp group platform to solicit comments.

DISCUSSION

Speaking flaws

For EFL learners, communicating thoughts to other individuals might be difficult. It is brought on by poor listening, vocabulary, and pronunciation skills. They became entangled in speaking issues as a result of the faults in such fields (Sampelolo *et al.*, 2021). They were unable to communicate their views to others. They experience other issues with pronunciation, listening, and speaking as a result of their limited vocabulary. With a small vocabulary, it is impossible to develop effective speaking (Putri and Refnaldi, 2020). They lack the necessary vocabulary to express their ideas verbally. This kind of restriction affects one's capacity for speaking and listening. It makes it difficult for someone to understand what someone else is saying. He can respond to other stimuli as a result. The students requested speaking therapies after becoming aware of their shortcomings (Ratnasari, 2020).

Implementing podcasts and electronic dictionary to enhance speaking skills

Providing the materials

It is crucial to use the right medium while conducting a virtual meeting. It serves as a tool for establishing an activity and achieving a goal. The ongoing conversation is improved using Google Meet and WhatsApp groups. Using both instruments to complete one task after another. Participants can transmit information anytime and wherever they choose using WhatsApp (Fauzi, 2021). It also helps the instructor upload the materials and provides comments to improve the discussion appropriately. The teacher is able to conduct the conversation's feedback process and discussion preparation. To increase the effectiveness of the ongoing discussion, the teacher shares the materials for the students to learn. They become more vocal as a result. Some topics remain for discussion after the discussion process. This occurs within a WhatsApp group. By putting it into practice, students can improve their performance in the conversation that follows by addressing their weaknesses. Each participant can improve their speaking abilities by adapting to this small group setting (Bohari, 2019).

Practicing discussion

A conversation that has people with similar backgrounds will be successful. It rejects the conversation's deceptive subject. Each person contributes to the information by conducting a delivery from his own point of view. It is a practical strategy for breaking conversational ruts. As a result, the dialog continues longer. To view the proposed information from the proper angle, each person must master its content (Pramono, 2022).

It is helpful to suggest using an electronic dictionary to comprehend the content. It facilitates better understanding of the dialog and monolog's transcript material. Students are also taught how to pronounce words using it. Students can use it to check the precision of podcast pronunciation. It helps their pronunciation seem clearer. It is a

technique for expanding vocabulary to facilitate conversation (Suseno and Purwati, 2020).

At times, students are required to explain a specific topic in great depth. The pupils gained insight into how to express their opinions on describing something in detail after learning the monolog's subject matter. They will pick up the skill of delivering the data sequentially. The monolog transcript serves as a good example for the students. Gaining the flow of description throughout delivering is crucial. It makes it easier for the audience to understand the speakers' intent (Siregar and Eswarny, 2020).

In addition, using the dialog transcript as a learning tool, students may experience how native speakers interact with one another. They can learn how to strike up a discussion on any given occasion and get their speaking opponents to respond to cues (Suseno *et al.*, 2020). In addition, they develop their ability to maintain a conversation by developing question-and-answer techniques and exchanging ideas by studying conversation transcripts. Understanding the discussion transcript's content will help them learn it (Suseno *et al.*, 2022).

Students' speaking abilities are enhanced by learning the content of monologue and dialog materials. They mimic the indigenous' conversational style after studying those resources. The pupils gain from changing their delivery to a more genuine expression. By exercising this technique, they increase their speaking inputs. It encourages the students to express their views creatively. In addition, the conversation will be guided toward ideas that can meaningfully transform (Setiawan and Pranowo, 2022).

The students' confidence is increased by the process of understanding the content before leading a conversation. It creates the inputs required to carry out delivery. They can use it to practice speaking by copying the expression on it (Prasetya and Nuraeni, 2021). In addition, they feel safe employing such genuine podcast-derived content. It offers proof of the materials' authenticity. The pupils can observe the native speakers' natural delivery of their sentences. It aids in making their presentation sound natural and understandable.

Finding some of the main ideas in the transcripts inspires creative conversation. The students are inspired to think of new ways to learn more as a result. They make an effort to get the data completely. The pupils become critical learners as a result. The pupils are encouraged to propose their own answers when errors in the materials' content are highlighted. It is an intriguing strategy for maintaining discussion (Susanti *et al.*, 2021). Each participant completes a recommendation and sends it on to the next to keep the conversation moving.

The students can employ a range of phrases and idioms to better their delivery while participating in conversation after learning the substance of the transcript, though. They can succeed in the delivering process, which is helpful. To develop their speaking abilities, they must practice a lot. However, frequent discussion helps pupils improve their fluency (Terasne and Setianingsih, 2020).

Delivering feedback

It is crucial to provide the students feedback. They must develop moral judgment. The teacher realized the youngsters' inaccuracy during delivery. On the WhatsApp group, he offered suggestions for improvement. The students have access to the feedback at any time. The benefit of using such a medium is that input may be sent whenever and in the desired formats. The students will have access to all of the teacher's posts whenever they are online. By incorporating such criticism, the students' ability to articulate themselves properly can be improved (Nurpianti, 2020). Speaking in front of others becomes more comfortable for students who regularly practice speaking.

CONCLUSION

Educating EFL students on topics could be challenging. Lack of vocabulary, poor pronunciation, and subpar listening abilities

exacerbate their flaws. The tools they employ enable them to accentuate their flaws. They practice their speaking skills by taking part in the teacher's online discussions. The use of resources such as Google Meet and WhatsApp Group improves the success of this activity. To keep the lengthy conversation under control and the students engaged, they must learn the actual subject that has been delivered. By adapting it, they can talk more confidently and improve their public speaking skills. To do this, however, the use of podcasts and electronic dictionaries must be prioritized. They act as the engine that drives the success of the provided instructional content.

Limitations

The students must have their own devices to apply these kinds of findings. Some of them could afford to own such tools because they were EFL learners. Teachers must adapt the teaching-learning process to be offline to prepare for it. In addition, there are areas where internet access is erratic. The quality of the internet connection determines how well this online learning takes place. To get the intended outcome in this situation, the teacher needs to focus very intently.

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AUTHOR'S CONTRIBUTIONS

PS conceived of the study, collected data, analyzed the data, and wrote parts of the manuscript. MT collected data and wrote parts of the manuscript. He read and approved the final manuscript.

CONFLICT OF INTEREST

The author declared no conflicts of interest concerning this article's research, authorship, and publication.

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