

## ENGLISH PODCAST FOR VOCABULARY LEARNING

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### ABSTRACT

Technological developments have changed human life, including the educational sector. There are so many technology-based learning media that have been found, one of them is podcasts. The presence of podcasts is such an interesting technology to facilitate language learner development. However, in language learning, having a comprehensive understanding and mastery of vocabulary is needed. In Indonesia, where English is taught as a foreign language, the activity of teaching and learning vocabulary has not become a priority. Due to the importance of vocabulary for language learners, especially English learners, comprehensive learning is needed. This study aims to analyze the impact of English podcasts as a medium for vocabulary learning. This research is implementing quantitative research. Data related to vocabulary learning activity using podcasts as a media were collected by distributing questionnaires to find out the students' responses towards the vocabulary learning activity. The questionnaires consist of 12 statements administered to 30 English language learners in Universitas Tidar. The results show that podcasts effectively covered a wide range of vocabulary topics and provided a good balance between instructional content and entertainment value.

**Keywords:** *vocabulary learning, English learning media, podcasts.*

### Introduction

The use of English and our aptitude for using technology are unquestionably crucial in the current digital era. The use of technology to learn English in Indonesia's educational system is fundamentally important. In this situation, Indonesian education must be able to adapt to the digital era, especially when it comes to learning English. In order for future students to transfer their skills promptly to English learning in Indonesia, which still uses English as a foreign language, students must be able to take advantage of the greatest use of technology-based media.

English learners or English Education Students are considering English vocabulary as one of the most difficult skills to master. Vocabulary is considered to be one of the most important elements while studying a language, especially while studying a new language. English vocabulary is one of the most important elements for being understood. Heidari et al in Bakti, K. N. (2018) The core of language learning is vocabulary. Vocabulary is the key element of language. Hajar, Ibnu, et al. (2020) stated that vocabulary helps people to express their ideas and it is used for linking the four skills in English, such as listening skills, reading skills, writing skills, and also speaking skills. However, if the students understand the foreign words, they will easily guess the meaning of it and vice versa. If the student does not have a comprehensive understanding of the words, they will find difficulty while reading the text or understanding the content. If the students or learners have a less understanding of vocabulary it will also affect missing information. Hajar, Ibnu, et al. (2020). In addition, The acquisition of vocabulary is arguably the most critical component of successful language learning (McCarten, Jeanne, 2007)

However, (Huda et al., 2017) in Hajar, Ibnu, et al. (2020) the traditional method is less effective because it is attached to a certain place and time. The method of learning is needed as an adjustment to the modern era, it is included in modern information and communication, for example in the field of multimedia, cross-media, and also telecommunications. Podcasting is one of the numerous new industries that have developed in the modern era of technology. For instance, based on the Oxford Dictionary's definition of a podcast: a digital audio file that can be taken from the internet and played on a computer or a device that you can carry with you (Oxford English Dictionary, 2015, podcast entry). Additionally, based on (Rime et al, 2022) the definition of a podcast is a piece of episodic, downloadable, or streamable, primarily spoken audio content, distributed via the internet, playable anywhere, at any time, produced by anyone who so wishes. According to (Berry, 2006), A Google search for "podcast" returned 6000 results in 2004, 60 million in 2005, and more than 1.9 billion in 2021 (Rime et al, 2022). Podcasts are an alternative and modern media for enhancing English skills, particularly in terms of vocabulary expansion, due to the abundance of shows that are available across a variety of platforms and in a number of languages, including English.

The aim of this research is to analyze the effectiveness of podcasts affecting English vocabulary skills and show how podcasts can assist in the development of language skills. Students, teachers, participants, and academics will find the results of the research useful in

deciding whether to use this ground-breaking technology for language acquisition and instruction.

## **Methods**

Researchers conducted quantitative research with survey research methods. The data collection technique researchers used was a questionnaire distributed to Universitas Tidar students. A questionnaire in research is a data collection tool that consists of a series of questions designed to gather information from participants. The questionnaire will be fill in by Google Form respondents. Researchers developed a survey instrument modeled after reviewing the results of the English Podcast for Vocabulary Learning. The survey was modified which was useful for all Universitas Tidar students. However, there were many English Education students who participated in the survey on how the role of English Podcasts for Vocabulary Learning was perceived or corresponded to the students' experiences. Researchers got feedback from the methodology survey from a number of students, around 30 people. Below are the questions asked in the survey questionnaire. There were 12 types of questions that respondents had to answer in the questionnaire. 10 questions were in the form of a scale and the other 2 questions were short essays. The survey was collected by sharing it through social media, such as Whatsapp and Instagram Story. For example, from the survey researchers shared the following statement, "Have you noticed a significant improvement in your English vocabulary since listening to the English Podcast?" using a bipolar 5-point scale, (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Researchers summarized respondent characteristics and key responses as raw counts, means, medians, and total scores. For responses to bipolar questions, researchers combined positive responses (strongly disagree, disagree, neutral, agree, strongly agree?) into percentage agreement.

## **Findings and Discussions**

### **A. Findings**

The researchers present a table with the questionnaire's results after compiling data from the instrument in the form of a questionnaire that was distributed to English language learners at Universitas Tidar. A total of 30 people responded to the survey. The table below shows the questions that were asked on the survey questionnaire. There are 12 different types of questions that respondents must answer in the questionnaire. 10 scale-style questions and 2

other questions require a brief essay. In addition, the aim of this study is to discover the effectiveness of podcasts as the media of English vocabulary learning.

*Table 1. Demographics of participants*

Categories		Number of Participants (N=30)	Percentage (%)
Gender	Female	22	73,3%
	Male	8	26,7%
Age	19	9	27%
	20	17	51%
	21	3	9%
	22	1	3%
Department	English	27	81%
	Non-English	3	9%

From table 1, it showed that most participants (81%) were from the English department and dominantly female students (73.3%). A survey questionnaire consisting of closed and open-ended questionnaires. The close-ended questionnaires had a five-point Likert scale ranging from Strongly Disagree (1), Disagree (2), Neutral (3) Agree (4) to Strongly Agree (5) to find out the students' perceptions of the effectiveness of podcast for improving vocabulary skills. As the data were analyzed according to the themes of the questionnaire items the items were grouped into 4 themes i.e., the effectiveness of tools, the frequency, the advantages, and usage of the tools for further learning.

*Table 2. The list of Questions on the Survey related to the effectiveness of tools*

Question	N	Value	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree	M	SD
			1	2	3	4	5		
Do you often follow podcast accounts that often post English-language videos?	30		4	9	12	3	2	3,2	30116263
			4	18	36	12	10		
			13%	30%	40%	10%	7%		

Do you think that the use of podcast influence your vocabulary skill in English	30		0	2	6	15	7	4,68	78791845
			0	4	18	60	35		
			0%	7%	20%	50%	23%		

The advantage of using podcasts as learning media to increase vocabulary is the subject of two questions in Table number 2. The table demonstrates that the highest number, 4.68, corresponds to the mean. The fact that 15 participants (50%) concur that podcast media can enhance vocabulary skills is positive. The next result from question number one's mean table shows a result of 3.2. This finding shows that just 2 participants (7%) follow social media accounts that frequently publish English-language videos.

*Table 3. The list of Questions on the Survey related to the frequency of using English podcast*

Question	N	Value	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree	M	SD
			1	2	3	4	5		
How frequently do you listen to podcasts for language learning purposes?	30		2	23	1	4	0	2.68	61769203
			2	46	3	16	0		
			7%	77%	3%	13%	0%		
On average, how much time do you spend listening to each episode of the podcast?	30		12	10	6	2	0	2.32	09901951
			12	20	18	8	0		
			40%	33%	20%	7%	0%		

How often do you feel motivated to apply the newly learned vocabulary from the podcast in your daily life or conversations?	30		0	4	12	9	5	4,2	636809 24
			0	8	36	36	25		
			0%	13%	40%	30%	17%		

5	Daily
4	Several times a week
3	Once a week
2	Occasionally
1	Never

1	Less than 10
2	10 - 20
3	20 - 30
4	30 - 60
5	More than 60

Table 3 indicates the frequency and duration of their watching or listening to podcasts, and the results are exceedingly odd. First, 23 participants (77%) indicate they occasionally listen to or watch podcasts. The second outcome was based on how long they watched or listened to the podcast. However, 12 participants (40%) limited their time spent watching or listening to podcasts to under 10 minutes. In addition, 12 participants (40%) said they tried to use and apply new language they learned from podcasts they watch or listened to.

*Table 4. The list of Questions on the Survey related to improvement after using an English podcast for participants' vocabulary skills*

Question	N	Value	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree	M	SD
			1	2	3	4	5		
Do you feel that the	30		0	1	14	12	3		

podcast covers a wide range of vocabulary topics effectively?			0	2	42	48	15	4,28	6,5192
			0%	3%	47%	40%	10%		
Do you feel that the podcast provides a good balance between instructional content and entertainment value?	30		0	1	12	13	4	4,4	6,12372
			0	2	36	52	20		
			0%	3%	40%	43%	13%		
Have you noticed any significant improvements in your English vocabulary skills since listening to the English Podcast?	30		0	5	10	14	1	4,04	5,95819
			0	10	30	56	5		
			0%	17%	33%	47%	3%		

The findings from this table are really distinctive. The participants' experiences utilizing the podcast as a learning tool to hone their vocabulary skills are mentioned in this table. The participants, in this case, believe that the podcast has a significant impact on the development of their vocabulary abilities, as indicated by the highest result in the mean column, which is 4.4. The analysis's findings then revealed that 14 participants (47%) selected to concur with the responses to question number 3 reflecting their improved vocabulary as a result of listening to the podcast.

*Table 5. The list of Questions on the Survey related to the frequency of usage of English podcast in the future*

Question	N	Value	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree	M	SD
			1	2	3	4	5		
How likely are you to continue listening	30		1	3	9	13	4	4,24	4,89898

to the podcast in the future?			1	6	27	52	20		
			3%	10%	30%	43%	13%		
How likely are you to recommend this podcast to others who want to improve their vocabulary?	30		0	4	9	11	6	4,36	4,30116 2
			0	8	27	44	30		
			0%	13%	30%	37%	20%		

Positive findings from the researchers' investigation are shown in Table 5 in relation to the use of podcasts in the future. The highest result in the mean column is displayed in column 2, with a result of 4.36. The mean result shows that 11 people, which is a good result, mainly concur that podcasts are a good way to acquire vocabulary. Since 17 participants (56%) and 17 participants (57%) would recommend podcasts as a medium for learning vocabulary, the overall results in this table indicate that many participants will continue to use podcasts as media for learning English vocabulary in the future.

## B. Discussion

In the discussion section of the article, researchers aim to compare and contrast this research on English podcasts for vocabulary learning with previous studies conducted by Robi Darwis entitled "Students' Perceptions Towards the Use of Podcast in Learning English: A Case Study of the Second Grade Students at One High School in Bandung." The findings of researchers shed new light on the effectiveness of podcasts as a tool for vocabulary acquisition and provide valuable insights into their potential benefits for language learners.

In the article, the researchers conducted a study to determine the effectiveness of podcasts as a medium for English vocabulary learning. The researchers distributed a questionnaire to English language learners at Universitas Tidar, and a total of 30 people responded to the survey. The questionnaire consisted of 12 different types of questions, including 10 scale-style questions and 2 open-ended questions. The researchers analyzed the data according to themes related to the effectiveness, frequency, advantages, and usage of podcasts for vocabulary learning.



Table 1 in the study shows that the majority of the participants (81%) were from the English department, and there was a dominant presence of female students (73.3%). The questionnaire included closed-ended questions with a five-point Likert scale to measure the students' perceptions of the effectiveness of podcasts for vocabulary improvement. The results indicated that 50% of the participants agreed that podcasts can enhance vocabulary skills.

Table 2 in the study focuses on the advantages of using podcasts for vocabulary learning. The highest mean score in the table is 4.68, indicating that 15 participants (50%) agreed that podcasts can enhance vocabulary skills. Another question in Table 2 shows a mean score of 3.2, indicating that only 2 participants (7%) follow social media accounts that frequently publish English-language videos.

The study concludes that the findings suggest a positive perception of podcast effectiveness among the participants. The high mean scores indicate that podcasts have a significant impact on the development of vocabulary skills. Furthermore, a substantial number of participants expressed their intention to continue using podcasts as a medium for learning English vocabulary in the future.

Comparing these findings with a previous study cited in the article (Li, 2009) by Robi Darwis, which explored students' perceptions and enjoyment of podcasts, there are some similarities and differences. The previous research cited in the article also explored students' perceptions towards the use of podcasts in learning English. The study reported in the previous research found that a large percentage of students agreed or strongly agreed that they liked using podcasts (87.9%) and enjoyed listening to them (84.8%). These findings are in line with previous studies that highlighted students' willingness to use podcasts and their enjoyment in learning with this medium.

Regarding the length of podcasts, the previous research found that a significant number of students (57.6%) disagreed that the length of podcasts was suitable for them. They felt that the recordings were too long, leading to boredom and a loss of focus. Similarly, most students (93.9%) deemed the podcast content suitable, indicating that authentic and engaging materials contributed to their positive experiences.

The previous research also revealed that students perceived podcasts as helpful for learning English (84.8%) and meeting their needs (66.7%). The majority of students agreed that podcasts motivated them in learning English (45.5%) and intended to listen to podcasts again in the future (72.7%). Furthermore, a majority of students agreed that podcasts should be implemented in the classroom (60.6%).

Both studies indicate that students enjoy using podcasts in their English learning. The previous study (Li, 2009) mentioned that students find podcasts enjoyable due to the combination of entertainment and learning. The current study's findings align with this perspective, as participants reported positive experiences and perceived podcasts as effective tools for vocabulary improvement.

However, the previous research also identified some challenges faced by students when using podcasts. A considerable number of students found the length of podcasts too long (39.4%) and experienced difficulties accessing podcasts from the internet (57.6%). Some students also reported difficulties in using podcasts (15.2%) and a lack of knowledge in utilizing them (15.2%).

Both studies explored students' perceptions towards podcasts as a medium for learning English vocabulary. The first study focused on the effectiveness of podcasts, while the previous research examined students' feelings, enjoyment, ease of use, content suitability, motivation, and intention to use podcasts. Both studies identified positive perceptions of podcasts, including their impact on vocabulary skills and students' enjoyment and motivation. However, some challenges were also highlighted, such as the length of podcasts and difficulties in accessing and using them.

## **Conclusion**

In conclusion, this article explores the effectiveness of podcasts as a medium for English vocabulary learning. The researchers conducted a survey among English language learners at Universitas Tidar, with 30 participants responding to the questionnaire. The study found that podcasts positively impact vocabulary skills, with 50% of participants agreeing that podcasts

can enhance vocabulary. Additionally, a significant number of participants expressed their intention to continue using podcasts for language learning in the future.

The findings of this research contribute to the existing knowledge about the benefits of podcasts in language acquisition. It highlights the potential of podcasts as a tool to improve vocabulary skills, which is crucial for language learners. The study also emphasizes the adaptability of podcasts to the digital era, where technology plays a crucial role in education.

Overall, this study demonstrates the potential of podcasts as an effective and accessible tool for English vocabulary learning. With the increasing popularity and accessibility of podcasts, integrating them into language learning programs can offer a dynamic and engaging approach to enhance vocabulary skills in the digital era.

### **Suggestion**

Based on the positive outcomes of this study, it is recommended that English learners and educators incorporate podcasts into their language learning strategies. Podcasts can be used as a supplementary tool alongside traditional methods to enhance vocabulary acquisition. Podcasts can be used as a supplementary tool alongside traditional methods to enhance vocabulary acquisition. For future researchers, it is recommended to conduct further studies on the long-term impact of podcasts on vocabulary acquisition and overall language proficiency. Additionally, investigating the specific features and characteristics of podcasts that contribute to effective vocabulary learning would be beneficial. Comparisons with other technology-based learning media and exploration of different learner demographics can also provide valuable insights. Researchers can investigate the impact of different podcast formats, durations, or styles on vocabulary acquisition. Further research can explore strategies for integrating podcasts into formal English language curriculum and evaluate their effectiveness in different educational settings. Overall, the field of English podcast-based vocabulary learning offers numerous avenues for further exploration and innovation. Researchers can continue to investigate and refine the use of podcasts as a valuable tool in language education, contributing to the advancement of effective and engaging vocabulary learning approaches.

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