



Learners' Perception To Use Media Podcasts In Vocabulary Learning

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Abstract

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The progress of the internet is the formation of new digital media that offers convenience, with podcasts for students who do not like to read and lack literacy which will be very helpful and very easy to access because podcasts are media that use on-demand features that can be accessed anytime and anywhere without the need to read and only by listening. On the other hand, other researchers previously found that almost all students struggled with pronunciation, writing, spelling, and grammar, causing difficulties for students in learning vocabulary. This study aimed to investigate the perceptions of students of the Faculty of Education and Teacher Training at Singaperbangsa Karawang University on the use of podcasts as a medium in Vocabulary learning. Data was collected from questionnaires and interviews. This study uses a descriptive qualitative approach with inquiry narrative research. This study uses the thematic analysis data analysis theory from Braun and Clarke (2006) which consists of 6 stages.

Keywords: *Students Perception, Podcast, Improving Students' Vocabulary*

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INTRODUCTION

Indonesian Education in the digital era is demanded to be in line with the times through existing technology. Raja and Nagasubarmani (2018) assume technology make the task much easier and less time-consuming, and its impact of technology is felt everywhere in such areas of education. Technological advances also have an impact on the development of educational technology which aims to provide the best service for students, of course, this will spur educator motivation to manage the learning process well. Muhasim (2017), Human resources, including students, should be willing to embrace the development of digital technology and actively use it successfully. This also offsets the significant investment in procuring information technology systems by increasing student engagement and improving the quality of learning, especially in language learning.

In this modern era, English is not a difficult language to learn as technology has made it possible for anyone to learn it. However, many people are not very sensitive to the fact that knowing vocabulary is the foundation of language because they are faced many difficulties in learning vocabulary such as problems with pronunciation, differences in sound and writing, and others. Furthermore, the study by Rohmatillah (2014) found that almost all students struggle with the pronunciation of words, writing, spelling, and grammatical, is caused difficulties for students in learning vocabulary. Learning vocabulary in English is important because vocabulary is the foundation of learning English (Aziz V, 2022).

Thornbury (2002) Without grammar and vocabulary, it is difficult for people to communicate. Vocabulary is necessary to develop the four English skills of listening, speaking, reading, and writing, but without vocabulary, English cannot be taught.

Students are not much either interested in learning English and lack, so they cannot be very focused or interested in learning the language. Most of them study in uninteresting ways, and they lack the knowledge, motivation, and literacy to study well. This can see from a study by Rohmatillah (2014), Results showed that students still face problems and difficulties in vocabulary learning, and the types of difficulties students faced in vocabulary learning so varied. Meanwhile, one form of emotional support to arouse students' interest in learning vocabulary differently is through the use of learning media. Learning how to work with media in the teaching and learning process can awaken new interests and desires, and even create motivation and encouragement for learning psychology learning activities (Febrita and Ulfah, 2019). Learning media will arguably become easier for students as technology grows and many students are unable to separate themselves from their mobile phones, computers, and other technology devices. So students can use technology-powered media like podcasts to access them anytime, anywhere.

The advancement of the Internet is the formation of new digital media that offers convenience, with the existence of podcasts for students who do not like to read and lack literacy, it will be very helpful and very easy to access because podcasts are media that use on-demand features that can be accessed anytime and anywhere without the need to read just by listening. We are used to chalking and blackboards in classrooms, nevertheless, now we study everywhere, with just one click (Kohar, Salam, and Sumarni, 2014). In other words, podcasts are easy-to-use audio technologies that provide information on a variety of topics within them that can be accessed at any time. Podcasting, one of the quickly developing technologies today, is defined as disseminating internet-based information (Holtz and Hobson 2007). Podcasting is described as a revolutionary technology that makes it possible to use RSS (Really Simple Syndication) technology that contains voice audio, visual video, PDF, and introductory notes that can be downloaded on their PC or mobile device (Faramarzi & Bagheri, 2015). Apart from a technological perspective, podcasts are also providers of entertainment and information facilities with colors because they are creatively packaged in the form of audio dramas, talk shows, monologues, and reviews. Not only that, but podcasts also place content that can provide literacy and insight into various topics and is needed by listeners who focus on the field of Education, especially English. Podcasts have been widely used for entertainment and information purposes, but there is increasing recognition of their potential value for more formal educational purposes. (Walls, John, Kucsera, Walker, Acee, McVaugh, and Robison, 2010).

Podcasts as media and technology today can play a role in shaping the mindset, behaviour, and culture of every individual who uses them. As assumed by Fauzi and Harfan (2020), Podcasts play a role as popular technology shapes society's thinking, behaviour, and culture. It can be assumed that the media and other forms of information can have a manipulation effect, shape attitudes and take advantage of the awareness of how we perceive technology. Diversification of

information technology media is currently the most effective in shaping individual perceptions, attitudes, and behaviour (Nida, 2014).

Previous research has focused on students' perceptions of podcasts as a medium for English skills such as Listening and speaking comprehension. Although previous research has discussed students' perceptions of podcasts as a medium for speaking and listening skills, this research is to find out how learners with higher education in Karawang view podcasts as a learning media in activities and enthusiasm for knowing many vocabularies English learning in daily life through the podcast.

This study aims to determine Learners' perception of learning media through podcasts as a medium for vocabulary language learning.

METHODOLOGY

A. Research Design

This research uses a descriptive qualitative with a narrative inquiry approach to get a complete picture of student perceptions. According to Creswell (2012), Narrative inquiry must meet the criteria of qualitative research. Narrative inquiry takes after rules that analysts ought to consider when assessing the quality of their investigations. Researchers use a narrative survey design because the study consists of collecting data in the natural environment of the people and places studied. In narrative research, researchers should consider the following guidelines when evaluating research quality. Furthermore, the research question 'Learners' Perceptions to Use Media Podcasts in Vocabulary Learning' fits well with narrative research methods. The aim of this study, therefore, is to thoroughly analyze students' perceptions of the use of podcasts as a vocabulary learning medium. This study focuses on participant utterances. Researchers then gather data by assembling stories and testimonials, and then order the resulting data based on the participants' experiences. In summary, this research provides a lot of detail about the background of the story.

B. Site and Participants

This research was conducted by three students from the 2nd to 6th semester at Teacher Training and Education Faculty, University of Singaperbangsa Karawang was research subjects because they will be future teachers that study not only their program specialization but all general learning content such as English in general, as well as knowledge of ICT (Information and Communication Technology) such as podcasts as media for general or language learning will benefit their teaching future implementation. In selecting research informants, the researcher used a purposive sampling technique with closed questionnaires which contained questions about the individual data of the participants and contained the criteria of the researchers to become participants. Purposive sampling is the selection of informants based on certain criteria (Ruslan, 2010). Participants in this study take of three students in the 2nd to 6th semester of the Teacher Training and Education Faculty, University of Singaperbangsa Karawang who were selected based on certain criteria, namely: (1) students of Teacher Training and Education the Faculty University of Singaperbangsa Karawang, (2) students which majors are not English, (3) knowledgeable student Language is limited to vocabulary, especially English

vocabulary, (4) students who listen to podcasts. To protect the rights of participants, the names of participants in this study used pseudonyms.

C. Data Collection Technique

In collecting data about students' perceptions of podcasts as a medium for learning English vocabulary, the authors choose a qualitative method using closed questionnaires and semi-structured interviewing with students to obtain data. Bulmer (2004) state, Questionnaire are tools for finding and collecting information from participants based on their attitudes, ideas, and beliefs about specific issues. However, Mason (2002), assumes that interviews are one of the most widely recognized formats of qualitative research tools. Tools in this research used interview guidelines and questionnaire guidelines.

a. Questionnaire

A questionnaire is a data collection technique performed by giving the respondent a set of questions or answer statements. Closed questions were used in this study. This type of question is related to research topics that ask about students' perceptions of podcasts in vocabulary learning. This question is designed to measure student perceptions of the English vocabulary learning podcast and maximize respondent responses. The questionnaire for this study was constructed in 24 forms of a Likert scale and was modified and divided into three parts. The first is an effective point which that is to find out students' feelings when using podcasts. Second, it contains the ease and difficulty of students in using podcasts. And last, the measurement of students' opinions regarding learning strategies using podcasts and behavioral intentions to determine students' respect for podcasts as a learning media. This questionnaire was adapted from Darwis (2016), a journal entitled: Student Perception on the Use of Podcasts in Learning English: A Grade Two Case Study High School One Student in Bandung.

b. Interview

The interview is a question-and-answer activity between two people, namely the interviewer and the interviewee. (Lexy. J. Moleong, 2000). This interview guideline consists of 15 interview questions that are modified according to this research topic. In this interview, the researcher used recording aids such as a voice recorder or video recorder to help make this research easier to analyze. The researcher got the information that bolsters and clarifies the information from a questionnaire to dodge misconceptions. To make it easier to answer the questions, interviews with participants were conducted in Bahasa Indonesian, then translated into English in this study.

D. Data Analysis

In this study, data analysis was performed after data collection the fieldwork was well-collected and well-organized. this thing conducted after the investigator received the results of the verbatim interview, data is easier to organize and easier to understand. Thematic analysis is the process of coding information creating complex topic lists, modeling topics or metrics, qualifications generally related to this topic, or in between, or a combination of the above. This method is a very effective way for researchers to scrutinize the qualitative data available to them to find patterns associated with phenomena and explain to what extent phenomena occur through the researcher's eyes, assume from (Fereday & Muir-Cochrane,

2006). In this research, thematic analysis could be a strategy of analyzing information with the reason distinguish designs or find topics based on information collected by analysis (Braun & Clark, 2006).

RESULT AND DISCUSSION

A. Research Finding

This chapter describes the data findings of Learners' Perception to Use Media Podcasts in Vocabulary Learning. Participants in this study were 3 students Faculty Teacher Training and Education University of Singaperbangsa Karawang. Data collection was carried out using closed questions. Researchers distributed questionnaires in the form of Google Forms for participants. The number of questionnaires was 24 items. After the researcher collected answers from all participants, the researcher also conducted interviews and recorded them. Interviews were conducted at various places and times. The participants of this study were one male and two female. After collecting all the data, the researcher analyzed it by analyzing the data with thematic analysis techniques by Braun and Clark (2006). After that, described in a narrative based on the results of data processing related to learners' perception to use media podcasts in vocabulary learning. In knowing learners' perceptions to use media podcasts in vocabulary learning, there are three points to find out student perceptions including; (1) Students' feelings towards learning English vocabulary on podcast media, (2) the Advantages and disadvantages of podcasts as a medium for learning English vocabulary, (3) Time-frequency, measurement of opinions, and behavioral intentions of students on podcasts as a strategy for learning English vocabulary.

1. Learners' Feelings Using Podcast Media in Vocabulary Learning

This data was concern to students' perceptions of the use of podcast media in learning vocabulary. The results of this point are seen from the two categories below. The researcher found that there was one negative result in the subsection (a), regarding learning English and vocabulary. On the other hand, in sub-section (b), the researcher found positive perceptions of the participants to podcasts.

a) Learners' Feelings Towards English and Vocabulary Learning

From the interview data, the participants' feelings on English learning did not get a positive response, because only 1 statement stated that the participant mentioned liking English language learning.

“If say it's fun, I'm enjoying it, because in the past I could not at all...” (L1)

In addition, L1 loves learning English for a reason.

“...but my friends could be able in English, so you have to be able to. Because if you are in class, you cannot feel good later, you cannot look like yourself, then also from the teacher I also pay attention to me to learn English so I am happy to learn English” (L1)

The other 2 participants expressed negative responses to English learning for their reasons.

“For myself, I don't like, because I personally think it's a bit complicated because English is rich with verbs (part of speech) like that, you know.” (L2)

“Permission to answer, as time goes by and I have busyness I don't like it a bit, but in the past I really liked it...” (L3)

“Because there really isn't an English subject, the willingness to learn is lacking.” (L3)

On the other hand, besides they did not like learning English, they all also expressed weakness in English vocabulary, and 1 participant felt unsure of his ability however he like English learning because of reason. Therefore, even they are weak in English vocabulary mastered. However, to improve vocabulary learning, they have their way to learn English independently through audio-visual media activities and such as learning through songs and movies.

“Of course, I am happy with songs, so I used to write English song lyrics, memorized them, then below of song lyrics, I gave the translation so that I knew the meaning. As well as the movie too.” (L1)

“I usually, like songs or movies” (AR)

“I listened to English songs while reading the lyrics, and I found out what this song was about, word for word that I translated, so that I could know and increase my vocabulary as well.” (L3)

Participants liked and used the media to independently hone their skills to improve vocabulary and other skills they did not master.

“I like it, because I often do, like before going to sleep listening to random ones and not always English ones, just to improve my soft skills.” (L1)

“...because in my course, in my study program, there is no English subject, so like it or not you have to study yourself manually as well and indirectly listening to western songs or watching western films is already one of the lessons and the more you hear something gets stuck in your brain.” (L3)

Based on the answers, from the above data, students have a negative perception of English and vocabulary learning. More participants do not like English learning and are weak with vocabulary because English for them is not the main learning priority in their studies. However, even so, they still learn independently by using tools or media they know to learn and improve their English vocabulary.

b) Learners' Perception of Podcast Media

The questionnaire table below showed that students gave more positive perceptions toward using podcast in vocabulary learning. In addition, to get clear data, the researcher analyzed the questionnaire-based on how many students have chosen certain criteria and the data were presented in the form of a table.

Table Feelings of Likes and Dislikes1 Learners' Perception of Podcast Media

No.	Question	Percentage of each statement				
		SA	A	N	D	SD
1.	I like podcast	1		2		
2.	I Enjoy listening to podcast	1	1	1		
3.	I am not worried about learn using podcast	1	1		1	
4.	Podcast makes me feel comfortable	1		1	1	

In interview data related to their opinions about podcasts, they argue that podcasts are a learning medium on YouTube or Spotify platforms with knowledgeable chat content in them that can be listened to anywhere and anytime.

“In my opinion, podcasts are like conversations, but different material, such as about religion, about the country, so one of them is about learning, and they impart their knowledge through podcasts.” (L1)

“You know, there are usually a lot of podcasts on YouTube, a lot on Spotify, Usually, there's a narration from the source and the questioner.” (L2)

“As far as I know, podcasts are one of the learning media too, which is really needed nowadays because we can't always learn by being focused on teachers or teaching staff, even with this podcast media you can reach anywhere, you can listen and watch it anytime and with anyone, this is one thing that makes it effective and efficient too.” (L3)

Participants also found that the content on the podcast was something that helped improve vocabulary skills, and increased motivation and then the content can be used for basic learning in everyday conversation. Although the duration of the content on the podcast is too long, podcast content is a good thing for learning.

“I'm more inclined to talk (conversation) because I'm basically teaching mathematics so I just take the conversation, not really like the grammar, just the basics are for conversations with people” (L1)

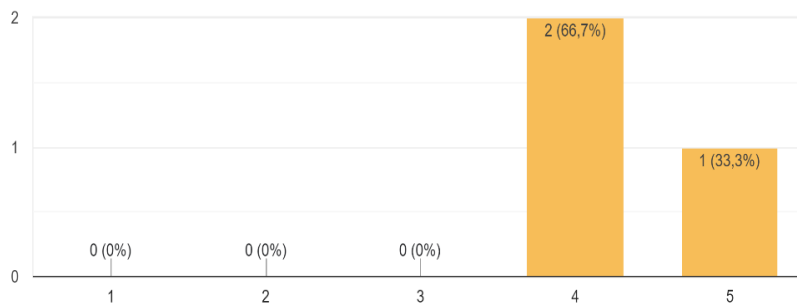
“Actually, it's good, sis, because podcasts can be published, but sometimes the podcast content is too long and sometimes the podcast content is too long-winded, so it goes around like that.” (L2)

“In my opinion, the content on the podcast is very helpful for studying right now, because it can also improve our skills in the vocabulary earlier, like a feeling of willingness to be able or curious about those words, indirectly it makes us able to learn too right, and it also increases our learning motivation as well.” (L3)

Chart Learners' Perception of Podcast Media

Konten podcast tidak cocok untuk saya (The content of podcast is not suitable for me)

3 jawaban



Based on interview and questionnaire data, it was found that participants have positive views on podcast content, which is supported by the questionnaire percentages data above which states that 2 Disagree (D) and 1 Strongly Disagree (SD) on the statement "The content of the podcast is not suitable for me" which

means that participants agree with the statement that the content on the podcast is suitable for them. In the interview data, the researcher also captured more participants who thought they understood what a podcast was, and thought that bringing podcast content is a good thing in podcasts for learning.

2. Benefits and Drawbacks of Using Media Podcasts in Vocabulary

Learning

The finding of this section is taken from students' answers in the interview process and questionnaire. Each sub-section of this experience will be presented in two points or categorizations including Difficulties and Problems on podcasts also likes and dislikes on podcasts. However, the researcher found that participant have positive perception about advantages and disadvantages of using media podcast in vocabulary learning.

a) Difficulties and Problems Encountered in Podcast

In this data, the participants found several difficulties when learning vocabulary with podcasts such as a lack of listening skills, difficulty getting a podcast platform, difficulty in one-way learning, to inappropriate content titles.

"The difficulty is sometimes there is their spelling (podcaster) which I do not know or miss, then I look for it so that the conversation continues, I can't listen well" (L1)

"The difficulty is like for example like there is a podcast content, so he just explains the material, then if we don't understand we can't ask questions like that, like it's too fast." (L2)

"Usually, like the title, it doesn't match the content." (L2)

"What I feel moment is that there are a lot of podcasts on apps like Spotify, and most people don't have Spotify either, and don't know about podcasts, because most of the podcasts are in apps, maybe that was my problem back then." (L3)

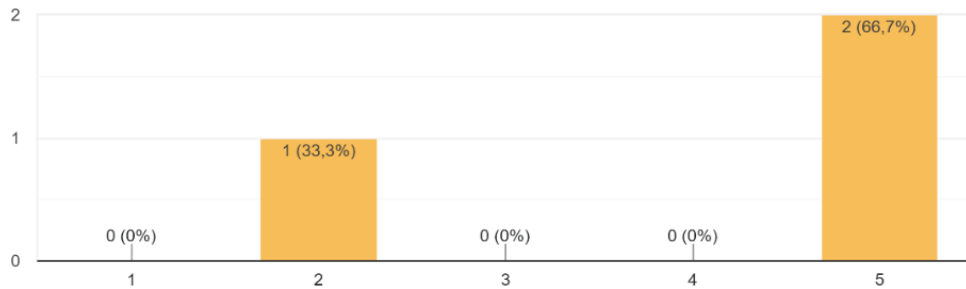
On the problem of using podcasts, they did not encounter any problems when using them.

Apart from interviews, researchers analyse statements into percentages through questionnaires that have been filled out by students. There is a match of interview data that states 1 participant has difficulty finding a podcast platform from the internet supported by questionnaire data which explains that there is 1 participant Agree (A) with data who has difficulty getting podcasts via the internet.

Chart Difficulties and Problems Encountered in Podcast

Sulit mendapatkan podcast dari internet (It is hard to get podcast from the internet)

3 jawaban



Based on the data above, in this subsection, there is a positive view that corresponds to both data. That is the difficulty of finding a podcast platform on the internet. However, 2 other participants mentioned that the difficulties they encountered were a lack of listening skills and podcasts were one-way learning. Judging from this data, participants have a positive view of the difficulty in learning to use podcasts because of the suitability of the data obtained.

b) Feelings of Likes and Dislikes Using Media Podcasts in Learning English Vocabulary

This data concern learners' feelings likes and dislike when using podcast in vocabulary learning. The data from interview show that participant like podcasts because fun, efficient, and spur themselves to find out more about each vocabulary, but they don't like podcasts because using podcasts makes translating too often, too long and boring.

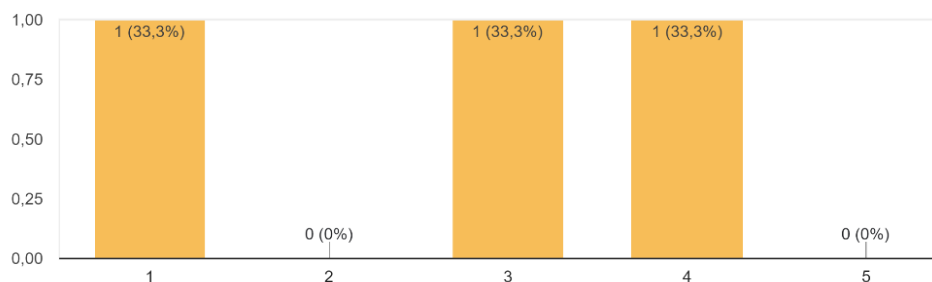
"Maybe because I'm not used to speaking English, it's just fun to listen to and understand if you can write it down. What I don't like is the habit of looking at the translation and getting tired of looking at the translation." (L1)

In L1's interview, stated that L1 likes podcasts because they are fun, meaning that when L1 uses podcasts for vocabulary learning, L1 feels comfortable and enjoys learning using podcasts. This is in accordance with the percentage data from the questionnaire data below, 1 participant said that he Strongly Agrees (SA) that learning vocabulary through podcasts makes comfortable.

Chart Feelings of Likes and Dislikes Using Media Podcasts in Learning English Vocabulary

Podcast membuat saya merasa nyaman (podcast make me comfortable)

3 jawaban



“What I likes is more practical timing and can be repeated many times, and what I doesn't like is that the material on the podcast is too long, sometimes the discussion goes round and round.” (L2)

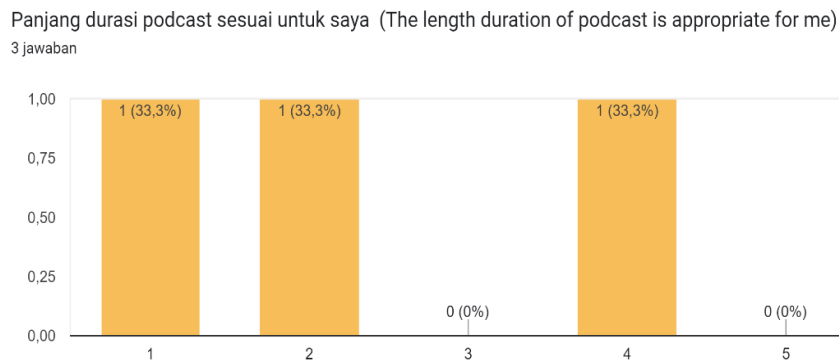
The questionnaire table below showed that students gave more positive perceptions on "Podcasts are too time consuming, electricity and internet consuming". This is in accordance with L2 interview data, because the statements of L2 mention that podcasts are practically the time that can be said that using podcasts is efficient. Then judging from the results of the questionnaire data below states that participants are more likely to disagree that podcasts take too much time. In addition, the participants had a positive outlook on this

Table Feelings of Likes and Dislikes Using Media Podcast in Learning English Vocabulary

No.	Questions	Percentage of each statement				
		A	SA	N	D	SD
17.	Podcasts are too time consuming, electricity and internet consuming			1	1	1
18.	Listening podcast is very bored				2	1

L2's statement of dislike on podcasts states that L2 does not like podcasts because the material or duration in the podcast is too long. This is reinforced in the percentage data below; 1 participant disagrees that the duration of the podcast is appropriate for the participants.

Chart Feelings of Likes and Dislikes Using Media Podcasts in Learning English Vocubular 2



On the other hand, L3 expressed dislike because podcasts are a one-way learning medium, so it makes them bored when learning vocabulary through podcasts. However, this is not related to the questionnaire data with the statement that podcasts make bored, the data in questionnaire participants tend to disagree more that podcasts are very boring. (See table VI.4).

“What I didn't really like at first, is sometimes podcasts from YouTube, for example, the communication is two-way, yeah, it's like a conversation, right, and it

sometimes makes me bored. From that joy earlier, indirectly, I suddenly like to find out for myself the meaning of vocab that I don't know.” (L3)

For the statement that L3 likes podcasts because it can spur themselves to find out more about each vocabulary related to the study by Ghazal (2010), explains that VLS (Vocabulary Learning Strategies) is a method to help learners improve their knowledge of the vocabulary of the target language acquisition of vocabulary enables learners to successfully handle given materials and tasks in the target language. It can be said that vocabulary learning through podcasts is a strategy to help increase vocabulary, in accordance with L3's statement that L3 is motivated to find out vocabulary independently through podcast media, with that L3 is helped in improving vocabulary he continues to find out until L3 knows the meaning of vocabulary words.

In conclusion, from the data presented above, students have more positive views because they are related to both data collection. In this section, each of the participants had their own difficulties, likes and dislike and have no problem when using podcasts as a vocabulary learning medium.

3. Frequency, Measurement of Learners' Opinions Regarding Learning Strategies, and Behavioral Intentions Using Podcasts in Vocabulary Learning

In this section, the researcher focuses on the time and frequency of learners when learning through podcasts, the measurement of learners' opinions on podcasts as learning strategies and learning media, and the behavioral intentions of learners to determine students' respect for podcasts as a learning media. Each sub-section of this experience found positive perceptions in the participants.

a) Time and Frequency of Learning English Vocabulary Through Podcasts

In the data obtained from interviews, that most participants always set aside time to learn vocabulary through podcasts in their spare time, such as before bed. Also, other participants used vocabulary learning time through podcasts erratically.

“Usually I set aside time, before going to bed or after studying math, because usually I get bored and dizzy while studying so I'll take a break to listen to podcasts from YouTube or Spotify.” (L1)

“Usually during my free time, usually before going to sleep.” (L2)

Usually I'm not sure, and usually I look at the people who fill out this podcast first, if I like someone in the podcast (podcaster), I listen to it, and if there are good podcast themes I listen to them, depending on the content presented in the podcast.” (L3)

In addition to the time to learn vocabulary through podcast media, the frequency of their frequent learning also varies in response. DR says that he learns vocabulary through podcasts every day. In contrast to DR, RA argues that she rarely learns vocabulary and listens to podcasts not very often. Meanwhile NAS, admits that he learns vocabulary through podcasts only when the opportunity arises.

“Honestly, every day.” (L1)

“It's rare sis I'm very rare.” (L2)

“Actually, it's rare, it's more like if you're on Spotify or YouTube and there are opportunities as much as possible.” (L3)

From these data, that participants tend to use free time such as before going to bed to learn English vocabulary through podcasts with a frequency that is rarely done.

b) Student Opinion on Podcast as Learning Media Strategies

In this section, the data findings focus on opinions about podcasts as a learning strategy and medium for learning English vocabulary that is good, educational, useful, effective and efficient. Participants stated that an educational podcast is a podcast whose teaching material is complete covering various kinds of grammar, podcasts are useful for learning, quite effective and efficient.

Below is DR's statement on podcasts as a learning medium that is educational, useful, good, and effective.

"In terms of education, I think an educational podcast is one where everything is intact, organized from grammar and circumstances completely..."
(L1)

"I am not saying it's really good, not saying it's good either, but how come it can be a learning tool for us. We can't rule out the possibility of learning only from school. But from the podcast, I think it's quite effective." (L1)

L1 stated that podcasts are educational learning media, namely podcasts with complete material, podcasts are also useful as learning media. However, L1 does not believe that podcast media can be a good learning medium. But on the one hand, when L1 does not believe that podcasts are a good learning medium, he states that podcasts can be an effective learning tool.

In addition, L2 also expressed some of its opinions about podcasts as an ineffective learning medium, because L2 believes that many students in Indonesia cannot access podcasts.

"Not really for me, because for Education in Indonesia, there are still a lot of students who can't access podcasts, so I personally think it's less effective."
(L2)

L3 argues differently, L3 argues that podcasts as a learning medium are effective for learning. In addition, learning through podcasts indirectly makes students honed their learning skills in English.

"I think it's effective for learning, like what I said was effective and efficient earlier, because by learning from the podcast earlier we indirectly hone our skills in learning English, not just from the vocabulary, when we know what the vocab means, we can learn about pronouns or grammar." (L3)

From these data, it can be concluded that podcasts as a learning medium are an effective strategy, this is in accordance with the percentage questionnaire data below. In the data there was 1 participant who stated Strongly Agree (SA) with the statement 'Podcast is not effective as a learning medium' and 2 other participants stated Disagree with this statement, which means that this shows that most participants agree that podcasts are an effective learning medium, while in the data 'podcast is one good strategic of learning vocabulary in English' is also connected to data Chart VI.7, that result is the majority of participants agree (A) with the opinion that podcasts are a good learning strategy in learning English vocabulary.

Chart *Student Opinion on Podcast as Learning Media Strategies 1*

Menurut saya podcast tidak efektif untuk media pembelajaran (I think podcast is not effective for learning media)
3 jawaban

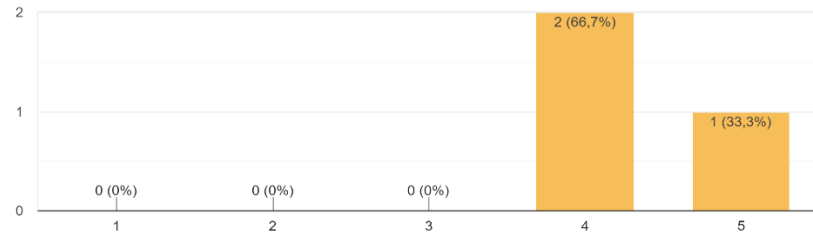
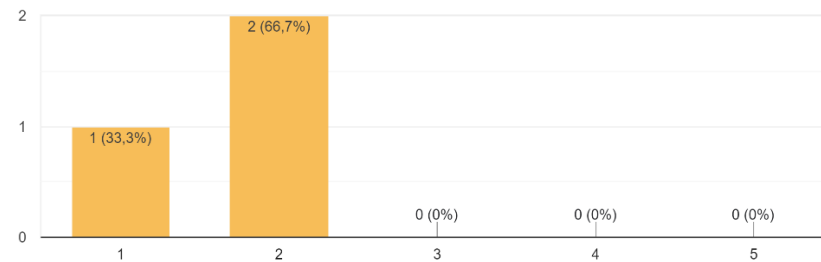


Chart 4. 6 Student Opinion on Podcast as Learning Media Strategies 2

Menurut saya podcast adalah salah satu strategi pembelajaran kosa kata Bahasa Inggris yang bagus dalam pembelajaran kosakata bahasa Inggris ...good strategic of learning vocabulary in English)
3 jawaban



c) Behavioral Intention

In this subsection, the researcher presents his findings that focus on the intention of participant behaviour towards podcast media in learning English vocabulary. In the interview data, before learning through podcasts, they prepared several things such as preparing stationery, internet and stable networks, and a quiet place to focus on learning vocabulary through podcasts.

“Sometimes, if I have the intention to provide a book to write an unknown vocab for example, and when I am relaxed, I just listen.” (L1)

“For learning, I usually make sure the internet is smooth or not, at best, prepare a book if you know there's something to write down, and if you're focused, find a quiet place so you can hear it clearly.” (L2)

“From my personal point of view, I haven't prepared anything, but from a supporting point of view, for example, from a cell phone, you need stable internet and network, so it's just technical.” (L3)

In addition to readiness to learn vocabulary through podcasts, participants have the intention to recommend podcast media as English vocabulary learning to others.

“I really want to, because I'm happy when someone can do it, so it's not just me. Even though I don't speak English and I'm still learning but there is wish too.” (L1)

“There is a possibility, for example, I have a younger sibling or a relative who needs to study at home and I don't understand, so I just tell him to recommend it.” (L2)

Responding to the same question, one of the participants admitted her behavioural intention toward podcast media was little different and more specific explanation reason.

"I really want to, I also have a task like this that makes podcasts like that, and in my opinion, it is also effective because when we learn to listen while watching, usually there are podcasts whose videos also we become more interested in learning, especially with interesting themes that add to learning motivation. (L3)

"Highly recommend, because earlier with the development of the times and the role of educational staff is becoming not more dominant here, so we have to learn on our own and one of the alternatives is podcasts." (L3)

It can be concluded about the analysis above; the participants have proper preparation when learning English vocabulary through podcasts and have good intentions on podcasts as a learning medium to recommend and share knowledge with others who may also need learning and knowledge from this.

This data is also reinforced by questionnaire data, that participants tend to be more likely to agree to recommend podcasts as a learning medium. This indicates that participants have positive intentions and student respect for podcasts as a learning medium.

Chart Behavioural Intention 1

Saya akan merekomendasikan orang lain untuk menggunakan podcast sebagai media pembelajaran (I would recommend others to use the podcast as learning media)
3 jawaban

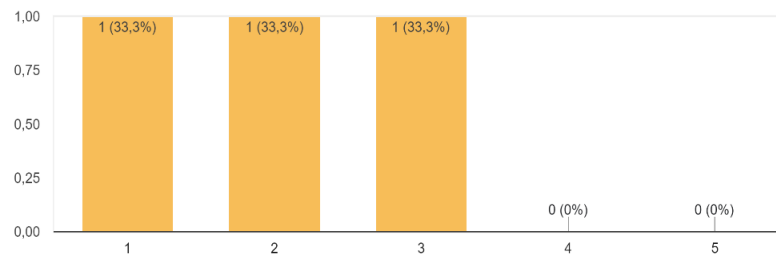
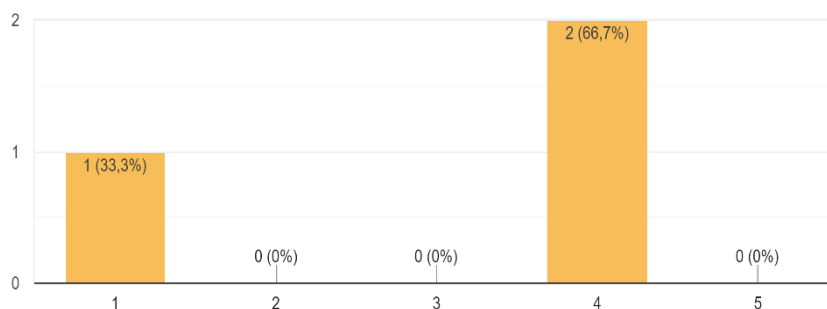


Chart Behavioural Intention 2

Saya berniat untuk menggunakan podcast secara teratur dalam kehidupan sehari-hari (I intend to use podcast regularly in daily life)
3 jawaban



Discussion

In this section, the researcher describes and discussion about Learners' Perception to Use Podcast in Vocabulary Learning. The discussion is based on the findings of this study focuses only on learners' perceptions. In the findings of this study there are positive and negative perceptions of each participant who provides information related to their experience. A person can give a different perception of an object, which can be seen positively or negatively. According to Ahen (2009), Positive and negative perceptions are based on a person's perception of an impression of a particular object.

Based on the data found from the results of the research, it shows that the Learners' Perception to Use Media Podcast in Vocabulary Learning, had good or have positive response in use media podcast to improving vocabulary learning. It can be seen from the findings that the results, majority of the learners had positive perception regarding media podcast in vocabulary learning.

1. Learners' Feelings Using Podcast Media in Vocabulary Learning

From the section about Learners' Feelings Using Podcast Media in Vocabulary Learning, the research found that 2 Learners have negative feeling in liking English language learning which automatically make them weak in English vocabulary because some reason. It can be said that the participants are weak in English vocabulary because they are more not interested in learning English for some of reasons. Mentioned according to the research of Rohmatillah (2014), showed that learners still face problems and difficulties in vocabulary learning, and the types of difficulties students faced in vocabulary learning so varied. The study stated that the problem in facing learning English was supported by several reasons.

However, when participants don't like learning English and vocabulary for some reason, to improve vocabulary learning independently, they had own way to learn English vocabulary through audio-visual media activities and such as learning through songs and movies. Which means that the activity of using learning media makes it easy for learners to build motivated learning independently through media. Febrita and Ulfah (2019), Learning with media in the teaching and learning process can awaken new interests and desires, even create motivation and encouragement for learning psychology learning activities. In the other hand, participants also found that the content on the podcast was something that helped improve vocabulary skills, and increased motivation. Putman and Kingsley (2009), incorporating podcasts into language learning improves academic performance, learner motivation, and learning.

It can be said that although learners have weaknesses in vocabulary, they are helped and motivated to improve their own learning through podcast media for learning, which means listening to podcasts can help learners to improve vocabulary which results in a positive outlook on this aspect. The results of this study are also similar to the results of research from Ghoorchaei, Rastegar, Shomoossi, and Amiri (2021), their result that listening to podcasts can help EFL learners improve their vocabulary and using podcasts in language teaching helps teachers improve their skills reinforce listening skills and vocabulary lessons, leading to improved vocabulary scores and a positive attitude.

2. Benefits and Drawbacks of Using Media Podcasts in Vocabulary Learning

Discussing the difficulties and problems faced by learners when using podcasts on the data found is that they lack of spelling in listening podcasts, so they have difficulty and confusion in knowing the vocabulary they want to know. As the results of the study from Rohmatillah (2017), The difficulties faced by the students were almost all of the students have difficulties in pronouncing words, spelling the words, grammatical form as inflections was one of causes of learners' difficulties in learning vocabulary. From that, it can be said that one of the difficulties faced by learners when learning vocabulary is one of the weaknesses in their spelling which affects their weak vocabulary knowledge. Then, participants also have difficulties in the difficulty finding podcast platforms on the internet, and other difficulties is because podcasts are one-way learning so they cannot ask podcasters directly when they do not understand what is being discussed in the podcast. In this case it is difficult to find podcast platforms on the internet seem to be unrelated because podcasts are audio content similar to radio, podcasts are also media containing audio with Really Simple Syndication (RSS). RSS gives podcast listeners a connection to all audio recordings, and RSS is easy to use through RSS reader applications such as Noice, Spotify, iTunes, Google Reader, and Google Podcasts (Qasim, Fada, & Hind, 2013). It can be said that podcasts are a medium that is easily found on the internet. While podcasts are one-way learning can be justified and reinforced by Fichter (2006), This podcast can as it was utilized as one-way learning.

In other hand, responding learners' feelings likes and dislike when using podcast in vocabulary learning. The data from interview show that participant like podcasts because fun, efficient, not consuming time, internet, electricity and spur themselves to find out more about each vocabulary. Learners said that they like learning vocabulary through podcasts because it is fun, it is different from other ordinary learning, which increases their enthusiasm in learning through podcasts. As quoted study from Kim & King (2011), Students perceive learning on podcasts differently and experientially, reducing student anxiety and increasing enthusiasm for the learning community. In addition to fun podcasts are a positive learning medium for learners', the finding in this study states that learners like podcasts because efficient podcasts are very easy to use. This is reinforced by Hasan & Hoon (2013), In their research, students have a perception that listening to downloaded podcasts makes learning easier and more efficient. And podcasts are also a technology of this era that doesn't take much time, internet or electricity. As quoted from the study Raja and Nagasubarmani (2018) technology make the task much easier and less time-consuming. Then for the statement that likes podcasts because it can spur themselves to find out more about each vocabulary related to the study by Wiyah (2015), Students using podcasts can help expand their listening reach as the available source material facilitates student academic achievement. It can be said that vocabulary learning through podcasts is a strategy to help increase vocabulary.

However, learners' dislike podcasts because using podcasts makes them see translate too often, too long and boring. In this discussion, it means that learners do

not like podcasts with a duration that is too long, because it makes them boring in learning, besides that they do not like learning through podcasts because it makes them become accustomed to seeing translations and not learning by themselves. The students feel bored and lose focus because of the recording is too long. (Bolliger et al., 2010).

In this section, it was found the learners have more positive-views regarding advantages and disadvantage using podcast as a learning media in vocabulary learning because from these data more beneficial things and advantages of podcasts related to other research so that it can be said that the finding matches the data found. In this case, it can be said that learners are faced with several difficulties and fun things when learning vocabulary from podcasts and what is faced by learners is something that we can digest that every learning medium has advantages and disadvantages in it. This discussion points similar to the research aspect of Romadhon (2019), who stated in his research that "Utilizing Podcasts has some good impact for the students." Which means, using podcasts in learning has a good impact or its own advantages for learning vocabulary. Podcast has several advantages, podcasts can create students understand vocabulary better (Abdurahman et al., 2018).

3. Frequency, Measurement of Learners' Opinions Regarding Learning Strategies, and Behavioral Intentions Using Podcasts in Vocabulary Learning

In the last aspect of this study, researchers discuss aspects of the time and frequency of learning vocabulary learners through podcasts, learners' opinions about podcasts as learning media, and behavioural intention to measure learners' respect for podcast learning media when learning vocabulary.

During study time, learners stated that most of them chose listening and learning time through podcasts during leisure time such as before bed. While the frequency of their learning varies, one learner says that he learns every day, another says that not very often and if there is only opportunity.

Then, learners' opinions about podcasts as learning strategies and media give a positive response, because two out of three learners state that podcasts are effective, efficient, good, useful learning media and good learning strategies in learning English vocabulary, which means they are have positive perception to podcasts as a medium and learning strategy. Baird and Fisher (2006) found that podcasts can be effective in enhancing student engagement and reflection. Another opinion about strategy learning by Ghazal (2010) explains that VLS (Vocabulary Learning Strategy) is a method to help learners improve their knowledge of the vocabulary of the target language acquisition of vocabulary enables learners to successfully handle given materials and tasks in the target language. In addition, having many learning strategies such as learning through podcast media is a good thing that can help learners in their education. Goundar (2015), Having different knowledge Vocabulary-learning strategy options helps teachers, researchers, and curricula developers design materials suitable for educational purposes. The results show that students find podcasts to be efficient, effective, interesting, and easy to accept learning through podcasts. This is in accordance with Baird and Fisher

(2006) and Edirisingha and Salmon (2007) in their report that students find the podcast helps them engage with the material.

Finally, behavioural intention learners can be seen in the findings that their attitude towards vocabulary learning is quite satisfactory, because before they learn they prepare equipment for learning vocabulary through podcasts. They prepare stationery and check the stability of their signal network or internet when they want to learn through podcasts. In addition, they also have a desire to recommend podcast learning media as a good medium for learning English, especially vocabulary. Which means they are have respect for learning media and learning strategy.

CONCLUSION

Based on the results of the study, the researchers concluded that described as follows: (1) Students' feelings towards the use of Podcast Media in Vocabulary Learning, indicate that students have a positive attitude towards the use of podcasts on vocabulary learning. It finds learners feeling helpful using podcasts and can enhance their learning. Some learners approve of podcasts can help them in learning vocabulary. The podcast also motivates them because it engages them interest. (2) Benefits and Drawbacks of Using Podcast Media in Vocabulary Learning. It was found that students had a more positive view of the advantages and disadvantages of using podcasts as a learning medium in learning vocabulary because there were more useful things than useless things. Learners are faced with a number of difficulties and fun things when learning vocabulary from podcasts and what students face is something we can digest that each learning media has advantages and disadvantages in it. (3) Frequency, Measurement of Student Opinions Regarding Learning Strategies, and Behavioral Intentions to Use Podcasts in Vocabulary Learning. Some learners have their own time to learn vocabulary through podcasts mostly study before going to sleep which they usually do because they have a lot of free time and they have a positive perception of podcasts as learning media and strategies, on the other hand, they also have good intentions to recommend podcast learning media to others who also need.

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