

**THE USE OF PODCAST AS AN E-LEARNING MEDIUM IN  
TEACHING VOCABULARY TO 4<sup>th</sup> GRADE STUDENTS OF  
MI NURUL HUDA SERANG CIPARI CILACAP**



**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State  
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Fulfilment of the Requirements for Achieving the Degree of  
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**APPROVAL SHEET**

This thesis, entitled:

**THE USE OF PODCAST AS AN E-LEARNING MEDIUM IN TEACHING  
VOCABULARY TO 4<sup>th</sup> GRADE STUDENTS OF MI NURUL HUDA  
SERANG CIPARI CILACAP**

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*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

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*Wassalamua 'alaikum Warahmatullahi Wabarakatuh*

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**MOTTO**  
Learning is a living life.



## **DEDICATION**

I dedicated this thesis to my beloved parents and my best friends.



**THE USE OF PODCAST AS AN E-LEARNING MEDIUM IN TEACHING  
VOCABULARY TO 4<sup>th</sup> GRADE STUDENTS OF MI NURUL HUDA  
SERANG, CIPARI, CILACAP**

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**ABSTRACT**

The spread of the Corona Virus Disease (Covid19) impacts various aspects of living system such as social, economic, and educational system. The government enacted the school from home during the pandemic. There was undoubtedly a change in implementing the teaching and learning process in the Indonesian educational context. The quick solution is by utilizing podcast as an e-learning medium during the pandemic. MI Nurul Huda Serang is one of the schools that use podcast as an e-learning medium. This research described how podcast is used in the learning vocabulary and found out the difficulties faced during the teaching and learning process at the fourth grade of MI Nurul Huda Serang, Cipari, Cilacap. The research method used in this research is qualitative descriptive method. The data obtained from interviews, observations, and documentations. The technique of data analysis used in this research was data reduction, data display, and data verification. The results showed that the English teacher of MI Nurul Huda Serang, Cipari, Cilacap used two types of podcast in the teaching vocabulary, namely podcast audio on WhatsApp to provide information and share YouTube link and podcast video on YouTube to deliver and explain material.

**Keywords: E-learning, Podcast Media, Vocabulary**

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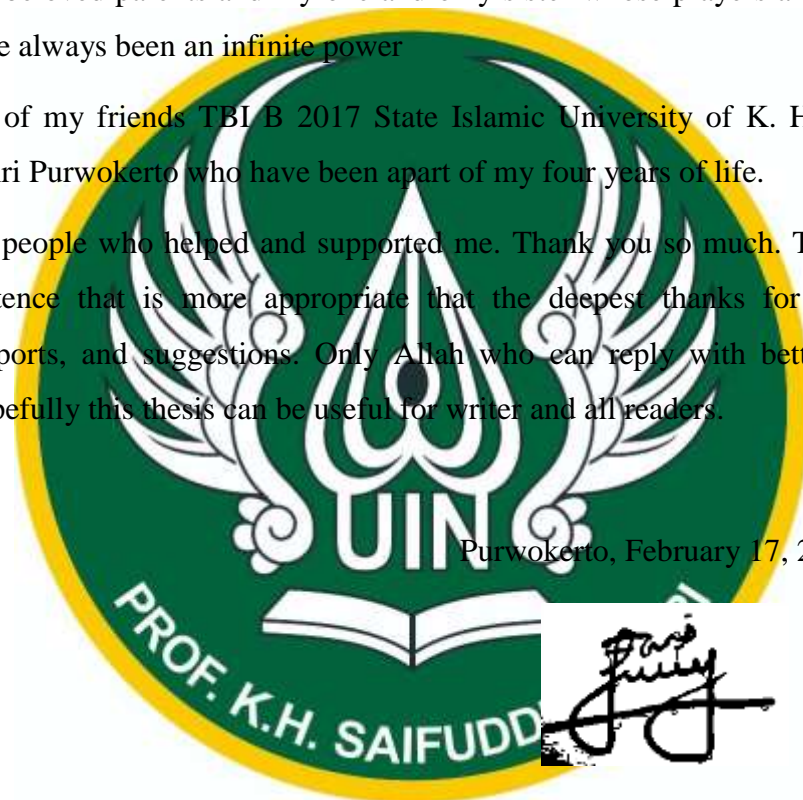
All praises and thanks to Allah SWT, the Lord of universe, who has given strength and guidance, so that the thesis entitled “*The Use of Podcast as An E-learning Medium in Teaching Vocabulary to 4<sup>th</sup> Grade Students of MI Nurul Huda Serang, Cipari, Cilacap*” can be completed. Sholawat may always be devoted to Prophet Muhammad SAW who always become a role model for all Humans in the world. This thesis presented as a partial fulfillment of the requirement for obtaining the under graduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of complementing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciate on are expressed to:

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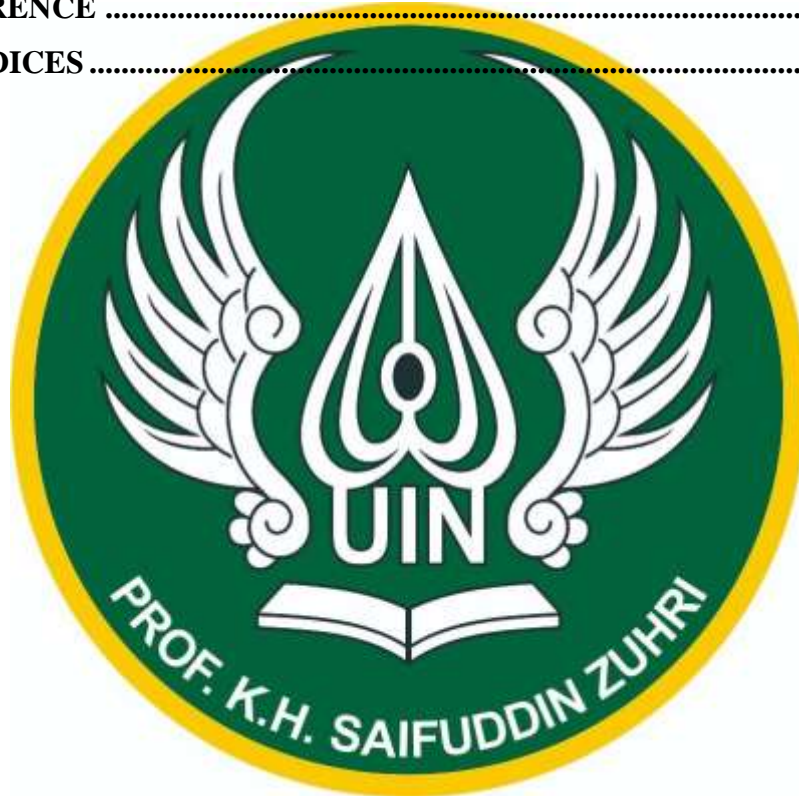
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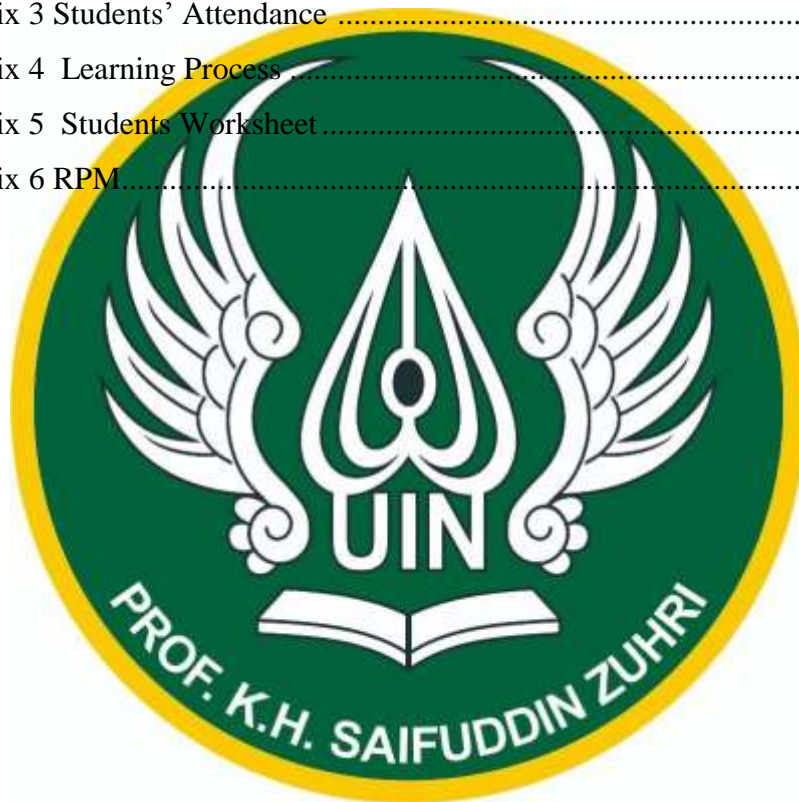
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## CHAPTER I INTRODUCTION

### A. Background of Problem

Vocabulary is an important aspect in English learning. The basis of English learning is vocabulary, so learning vocabulary has a vital role in English. Without vocabulary, anyone will get trouble in English learning. In other words, the first to be mastered for English learners in English learning is vocabulary. Vocabulary is needed to improve the four English skills, namely speaking, reading, and writing. Without vocabulary, nothing can be conveyed.

Recently, because of coronavirus, the government has decided to enforce social distancing policy in all sectors, including education. The government commanded all school to carry out online learning or learning from home. On December 31, 2019, this virus began to endemic in Wuhan City, Hubei Province, China. Now it has spread to almost all countries in the world quickly, so WHO on March 11, 2020, declares this outbreak a global pandemic.

Because of social distancing, learning is carried out online or from home. The number of students who have lack vocabulary is the biggest problem in learning English. The teacher needs a technique to help students learn during social distancing to teach students vocabulary. One of the techniques available is using podcast media. The Podcast can be a solution in the distance learning process, especially when a pandemic has occurred. Podcast can reduce the use of quotas that are too wasteful. Podcasts have the advantages, namely being able to access online automated and easy to use. Besides that, podcasts can be brought and

heard anytime and everywhere, and the content is always available in platform containers used by content owners.<sup>1</sup>

According to Deal, podcasts can be used as an educational medium to learn pronunciation or vocabulary for Elementary until Senior High School students. The teacher can apply it in learning to teach students vocabulary and so that students can access online learning like now. According to the Minister of Education and Culture of the Republic of Indonesia related Circular Letter No. 4, 2020 concerning the implementation of education policy in emergency period for the spread of coronavirus diseases (Covid-19), the teacher must make sure teaching and learning activities continue even if the student is at home. The solution, teachers are required to be able to design media learning as an innovation using online media. Seeing the current technological developments, there are so many innovations in social media as a learning medium. One of them is podcast. Most people often called similar to radio, but podcast are said to be more practical than radio. Podcast was developed in the digital generation fast-paced and easy to access. Another advantage of podcats besides being easy to accessed also has many options as well as it does not have excessive advertising like radio, and it's available for free, although some are paid.<sup>2</sup>

According to Panji Putra Ariyanto, podcast is an alternative that can be used during pandemic, especially in the learning process. In addition, the use of podcast is quite easy, flexible, and inexpensive.<sup>3</sup> A school that has implemented podcast as learning media to teach vocabulary is MI Nurul Huda Serang, Cipari, Cilacap. This school is located in Cipari, Cilacap. Based on the preliminary research through an interview with the

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<sup>1</sup> Dahratul Laila, (2020), *Innovation learning Devices Using Podcast App*, State University of Medan, P. 10.

<sup>2</sup> Sudarmoyo, (2020), *“Podcasts as Alternative Media for Distance Learning”*, Education and Learning Journal, Vol. 5, No. 2, p. 2

<sup>3</sup> Panji Putra Riyanto, (2021), *“Podcast as a Media of Preaching During Pandemic”*, Academic Journal of Da'w a and Communication, Vol. 2 No. 1, p. 117-118.

English teacher, the students usually face difficulties to understand vocabulary in the text. The lack of students' interest in learning from home is also one factor that influences it. The teacher tries to use podcasts as learning media to help students be more interested and easily understand the vocabulary.

Based on the description above, the writer is interested in finding out how podcasts are used by the teacher as learning media to teach vocabulary. Besides that, the researcher also looks at the difficulties faced by the teacher in the teaching and learning process.

## **B. Conceptual Definition**

### **1. E-learning**

During pandemic, most of schools use e-learning model because all social activities such as education have been restricted by the government. So e-learning is one of the efforts made by most of schools in order to carry out learning activities. According to Gusti Selfi and Akmal, the use of e-learning is very helpful in the breaking the chain of the spread of Covid-19.<sup>4</sup> According to Muhdi and Nurkolis, the e-learning policy issued by the government is a very effective decision both theoretically and practically.<sup>5</sup>

### **2. Vocabulary**

In terms of language, there are four key aspects: speaking, listening, writing, reading.<sup>6</sup> However, a person will have difficulties mastering the four aspects of language if they do not have sufficient vocabulary. Vocabulary learning is the foundation of language learning, because vocabulary is an element that connects to the four

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<sup>4</sup> Gusti Selfi and Akmal, (2021), "Implementation of E-learning-Based Learning During the Covid-19", Journal of Civic Education vol. 4 no. 3 p. 213.

<sup>5</sup> Muhdi and Nurkolis, (2020), "The Effectiveness of Social Media-based E-learning Policy in PIAUD During the Pandemic", Journal of Obsesi: Early Childhood Education Journal, vol. 5 no. 1 p. 225.

<sup>6</sup> Septy Idriyanti, *Students' Anxiety in speaking Ennglish*, UPI.

aspects of language: speaking, reading, listening, and writing.<sup>7</sup> According to Muhdi and Nurkolis, the e-learning policy issued by the government is a very effective decision both theoretically and practically.<sup>8</sup>

### 3. Podcast

Nowadays, podcast have been widely used in industry and education. Podcast can also use in learning language, not least in vocabulary learning. According to Deal, podcasts can be used as an educational medium to learn pronunciation or vocabulary for Elementary until Senior High School students. The teacher can apply it in learning to teach students vocabulary and so that students can access online learning like now.<sup>9</sup>

### C. Research Questions

Based on the research problem, the researcher decided to formulate the following research questions:

1. How use of podcasts to teach vocabulary at MI Nurul Huda Serang, Cipari, Cilacap?
2. What are the teacher's difficulties in using podcast as an e-learning Medium ?

### D. Objective And Significance of The Research

1. The objective of this research are:
  - a. To find out how the teacher use podcasts as an-learning medium in teaching vocabulary.
  - b. To find out the difficulties in the use of podcast as an-learning medium.

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<sup>7</sup> Dewi Nur Asyiah, (2017), *"The Vocabulary Teaching and Vocabulary Learning: Percetion, Strategies, and Influences on Students' Vocabulary Mastery"*. Jurnal Bahasa Linguna Scientia. Vol. 9 No. 2 p. 294.

<sup>8</sup> Muhdi and Nurkolis, (2020), *"The Effectiveness of Social Media-based E-learning Policy in PIAUD During the Pandemic"*, Journal of Obsesi: Early Childhood Education Journal, vol. 5 no. 1 p. 225.

<sup>9</sup> Sudarmoyo, (2020), *"Podcasts as Alternative Media for Distance Learning"*, Education and Learning Journal, Vol. 5, No. 2, p. 2



## 2. Significance

### a. Theoretical Significance

The researcher hopes that the results of this research could provide new knowledge and insights.

- 1) Knowledge for researcher and readers on teaching by utilizing podcast as a learning medium.
- 2) This research is expected to provide new knowledge and information for future researchers to conduct better teaching and learning research.

### b. Practical Significance

#### 1) For teachers

Hopefully, through this research, teachers could find out reference on the use of podcast to teach vocabulary and later implement it in their teaching vocabulary to students.

#### 2) For school

Through this research, it is hoped that the school could help teachers in the teaching process and support them in improving teaching quality.

#### 3) For researcher

Through this research, it is hoped that researcher could broaden their horizons about teaching English in general, and teaching vocabulary using podcast as a teaching medium in particular.

## E. Review of Relevant Studies

First, a research written by Veronica Mustika Heni Permatasari in 2013 entitled “*Improving Student’ Listening Skills Through Podcasts*”. This study discusses the use of podcast as a teaching medium to improve students listening skills. Based on Veronica's observation and interview with the English teacher at the school, most of the students are weak in listening skills. The result of this research is the podcasts success as a medium to improve student's listening. It is proven after the researcher

created some fun activities using podcasts for the students. During the teaching and learning process, she often used the audio podcast to motivate them in learning listening. In addition, she also completed the audio with varied assignments, so they did not get bored. After the researcher applies that method, the listening ability of students increases. In general, this can be seen from the comparison between the mean score of the pre-test and post-test, the post-test score higher than pre-test.<sup>10</sup>

Second, a research written by Fransisca Kiranty Bijak Ampuni in 2017 the entitled “*The Use of Podcasts In Learning Pronunciation*”. This research discusses the use of podcast to help the pronunciation of students’. In this research, the researcher used some research instruments to collect the data. The researcher used pre-test and post-test, flashcard, podcast, questionnaire and student's score based on the pronunciation rubrics. The result of this research is podcast are successful to help student pronunciation. Podcast had a good influence on the progress of the student's pronunciation skill which made the students could pronounce animal's names well.<sup>11</sup>

Third, a research written by Ibnu Hajar, Abd. Rahman, A. Yusdianti Tenriawali, Rosta Mangesa in 2020 the entitled “*The Influence of podcasts in learning English Vocabulary*”. This research discusses the influence of podcasts as a technology for students' English Vocabulary mastery and investigates the students responses towards podcasts. The result of this research is podcast had a good influence for students English vocabulary mastery. This is proven by the pre-test and post-test, and also

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<sup>10</sup> Veronica Mustika Heni Permatasari, “*Improving Student’ listening Skills Through Podcasts at SMP BOPKRI 1*”, Yogyakarta, Language and Art Faculty, Yogyakarta State University, 2013, p. 66

<sup>11</sup> Francisca Kiranty Bijak Ampuni, “*The Use of Podcasts In Learning Pronunciation in Class VIII*”, Yogyakarta, Departement of Language and Arts Education, Sanata Dharma University, 2017, p. 66

the value of class that used podcasts had a higher score than the class that did not.<sup>12</sup>

There are similarities and differences between the previous studies above and this research. The similarity of the first research is using podcast as media in teaching English. At the same time, the difference in the subject of this research is the use of podcast media to teach students vocabulary, also the object of this research. The similarity of the second research is using podcast as media in teaching English. And the difference in the subject of this research is the use of podcast as learning media to teach English, also the object and the type of this research is qualitative research. The similarity of the second research is using podcast as media in teaching English. And the difference in the subject of this research is the use of podcast media to teach students vocabulary, also the object and the type of the research.

#### **F. Structure Of The Research**

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of the background of the problem, operational definition, research question, objectives and significance of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II presents the theories about podcast as an e-learning medium in teaching vocabulary.

Chapter III discusses the research method. The chapter contains type of research, sources of data, the technique of collecting data and the technique of analyzing data.

Chapter IV presents the finding and discussin of the research consists of the use of podcasts and the difficulties faced by the teacher

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<sup>12</sup> Ibnu Hajar, et al, (2020), "*the Influence of Podcasts In Learning English Vocabullary of Twelve Grade Students of SMA Negeri 2 Buru*", English Education Journal, Vol. 9 No. 2 P. 1

when using podcast as learning media to teach vocabulary students in MI  
Nurul Huda Serang, Cipari, Cilacap.

Chapter V presents the closing, conclusion, and closing words.



## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching Vocabulary

##### 1. Definition of Vocabulary

Vocabulary in the Oxford dictionary has several meanings, namely vocabulary is all the words that a person knows or use in daily life. It is list of the words with their meanings, for example in a book for learning a foreign language. So, vocabulary is an element that is in the most basic language when someone learns a language.<sup>13</sup>

In other word learning vocabulary is basic in teaching language. Vocabulary is element of language as important means of communication person. Vocabulary supported the speaker to express their opinion and to communicate with other people. Vocabulary is the most crucial aspect of language learning because whatever is said, written, heard, and read is a vocabulary arrangement. So therefore vocabulary learning is central to language acquisition.<sup>14</sup> According to Hibert, vocabulary is the knowing of meaning of words.<sup>15</sup>

The role of vocabulary in learning a foreign language is inevitable. The knowledge of vocabulary will help students master English and all four skills in English, which include listening, speaking, reading, and writing. According to Mr. Huyen & Thi Thu Nga, vocabulary is a language element that connects four language skills: listening, speaking, reading, and writing.<sup>16</sup>

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language

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<sup>13</sup> Oxford learner's Pocket Dictionary, Fourth Edition, Oxford University Press, P. 495.

<sup>14</sup> Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle, p. 285

<sup>15</sup> Hibert, E.h. & Kamil, M. L., (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, Mahwah, New Jersey: Lawrence Associates, p. 3.

<sup>16</sup> Dewi Nur Asyiah, (2017), *The Vocabulary Teaching and Vocabulary Learning: Percetion, Strategies, and Influences on Students ' Vocabulary Mastery*". *Jurnal Bahasa Linguna Scientia*. Vol. 9 No. 2 p. 294.

without words, even communication between humans based on words. Teaching vocabulary is considered one of the most discussed parts of teaching language.<sup>17</sup>

The definition of vocabulary is quite clear, in human life, it will not be far from vocabulary. They use sets of words to communicate with other people. The words are also distinguished by field, person, class, or profession. The author argues that vocabulary is one aspect that is the most important and fundamental in language learning. Everything in English cannot be separated from vocabulary. All elements of abilities in English, both speaking, listening, writing, and reading. Without sufficient vocabulary knowledge, someone will not be able to communicate well in English. Everything in English is started from the vocabulary that is compiled into sentences or paragraphs. So learning vocabulary is a fundamental and important aspect of learning English.

## 2. Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.<sup>18</sup> While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. So, vocabulary that is often used by people is active and passive vocabulary. According to Graves, August, and Martinez state vocabulary can be described as receptive or productive.<sup>19</sup> Receptive means that vocabulary is about the understanding of some words are used by others. Besides that productive means that vocabulary is about several words that are used in ourselves.

Active vocabulary (productive) is the words that the learners understand and can pronounce correctly and use constructively in speaking

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<sup>17</sup> Alpino Susanto, (2017), “*The Teaching of Vocabulary: A Perspective*”. Journal of KATA, Vol. 1 No. 2 p. 185

<sup>18</sup> Jhon Read, (2000), “*Assesing Vocabulary*”, Cambridge UK: Cambridge University Press, p. 154

<sup>19</sup> Michael F. Graves, et al, (2013), “*Teaching Vocabulary to English Language Learning*”, United States of America: Teachers Collage Press Teachers Collage, Coloumbia University New York and London, p. 10.

and writing. It involves what is needed for receptive vocabulary plus they are able to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process because the learners can produce the words to express theirs through to others.

Passive vocabulary (respective) is words that learners recognize and understand when they are used in context. But which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.<sup>20</sup>

The groups of passive vocabulary is usually larger then one of active vocabulary.<sup>21</sup> Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both of the students' passive and active vocabulary and develop all the four basic language skill: speaking, writing, listening, and reading.

### 3. Vocabulary Mastery

Mastery is comprehensive knowledge or use of subject or instrument. The word of mastery is divided from the word "master", which means to become skilled or precient in the use of to gain complete knowledge through understandig.<sup>22</sup> Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

- a. The meaning of word.
- b. The written rom of the word.
- c. The spoken from the word.
- d. The grammatical behaviour of the word.
- e. The register of the word.

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<sup>20</sup> Jhon Read, (2000), "*Assesing Vocabulary*", cambidge UK: Cambridge University Press, p. 154

<sup>21</sup> Elfrida H. Hiebert and michael L. Kamil, Op. Cit., p. 3

<sup>22</sup> William Collin, (1979), "*Webster's New Twentieth Century Dictionary*", America: The United State of America, p. 604

- f. The collections of the word.
- g. The associations of the word.
- h. The frequency of the word.<sup>23</sup>

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In the learning four language skill, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skill need knowledge of words because they will get nothing without vocabulary. The lareger the students master vocabulary, the better they perform their language by having too limited vocabulary, the students will find difficulties in mastering reading and other skills.<sup>24</sup>

#### 4. The Importance of Vocabulary

As we know vocabulary is the basic components in learning language, therefore, vocabulary plays the most important role in learning English. There would not be possible if someone communicate with other people and have some diversity in sounds, pronunciation or in grammar because we can accept what the vocabulary that is being used. Mastering more vocabulary items can help us to know more meaning of words that he or her used to communicate. One of the main purposes of learning a foreign language is in order to be able to use it in communication. There fore, the learners firstly has to recognize, understand the meaning and mastering the vocabulary of the target language.

Generally, vocabulary has a main function are to support the fourth major skill namely listening, speaking, raeding, and writing. Pikulski &

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<sup>23</sup> Norbert Schmit, (2000), “ *Vocabulary in Language Teaching*”, New York Cambridge University Press, p. 5

<sup>24</sup> Anita Yuliana Siregar, (2013), “*Improving Students’ Vocabulary through Crossword Puzzle*”, North Sumatera: English Departement of Education State Institute for islamic studes, p.



Templeton state that for success in life must have vocabulary, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement.<sup>25</sup> It means by studying reading people can increase their vocabulary mastery which can be used in their life.

Vocabulary has often been viewed as a basic element in language teaching, it is considered to be the most important aspect because it can widen the students intellectual development. In learning a foreign language the students have to know what words mean. To get the meaning of words, the students should learn vocabulary. Without vocabulary nothing can be conveyed. Most improvement in language will seen by learning more words. Almost anything can be expressed with words. In additions, the more vocabulary (word) a person masters the more ideas can be expressed. Besides that, it will also be easier to understand other people's ideas. In order to be able to speak, read, listen, and write well, the mastery of vocabulary is absolutely needed.<sup>26</sup>

In conclusion, vocabulary has an important role in life. vocabulary has main function are to support the four major skills namely listening, speaking, reading, and writing. Besides that, this will be difficult to understand listening, speaking, reading, and writing if the students does not have some vocabularies.

## **B. E-learning Media**

### **1. Definition of E-Learning**

E-learning is a form of model in learning with facilities, support, and utilizing of information and communication technology. E-learning stands for "*electronic learning*", which has the meaning of learning that is carried out using electronic media or utilizing technological sophistication. E-learning is a new innovation in the teaching and learning process using electronic media, especially the internet. E-learning allows he learning

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<sup>25</sup> Pikulki & Templeton, (2004), "*The Importance of Vocabulary For Students*", New York Cambridge University Press, p. 1

<sup>26</sup> Rohmatillah, "*A Study On students' Difficulties in Learning Vocabulary*", Raden Intan Lampung State Islamic Institute, p. 69-70.

process to carry out in their place, not physically attend class to learn. Because the term e-learning has a comprehensive meaning, many experts define e-learning from any perspective. E-learning refers to internet technology to send a set of solutions that can improve knowledge and skill.<sup>27</sup>

According to Vaughan and Waller cited in Munir, e-learning is learning process that utilizes technological sophistication that is intergrated in the delivery of material in the learning process. In other words, e-learning is a learning method that uses technology as a learning medium.<sup>28</sup> State by Andri Anugrahan, e-learning is an education system that uses electronic application to support teaching and learning used electronic devices.<sup>29</sup> So, the use of electronic devices or technology is needed in the e-learning process.

E-learning is one of the innovational processes, where the elements of education in the learning process increase in the form of technology and information. Another definition of e-learning is a type of distance learning system that also uses a series of methods in teaching, and e-learning is carried out through internet networks. E-learning can also be defined as the delivery of learning materials through electronic media such as the internet, satellite broadcast, audio or video, and etc.<sup>30</sup> According to Nada Dabbagh, e-learning is open and distributed learning environment using technology as a pedagogical tools, either through the internet or through a website.<sup>31</sup> Here it can be concluded that in e-learning, technology is a

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<sup>27</sup> Kurniawan Teguh Martono & Oky Dwi Nurhayati, (2014), "Implementation of Android Based Mobile Learning Application as Flexible Learning Media". International Journal of Computer Science Issues, Vol. 11, Issue 3, no. 1, p. 169.

<sup>28</sup> Munir, (2009), "Distance Learning (Based on Information and Communication Technology)", Bandung: Alfabeta, p. 168.

<sup>29</sup> Andri Anugrahana, (2020), "Obstacles, Solution and Hopes: Online Learning During the Covid-19 Pandemic Period 19 by Elementary School Teachers", Journal of Education and Culture, vol. 10, p. 284.

<sup>30</sup> Puiriyanto, (2012), "Technology For Media Development and Learning", Yogyakarta State University Press, p. 181.

<sup>31</sup> N. Dabbagh, (2007), " The Online Learner: Chracteristics and Pedagogical Implications", Journal of Contemporary Issues in Technology and Teacher Education, Vol. 7 No. 3 P. 15.

means, while the internet network is the system, so both are very important in online learning.<sup>32</sup>

Through e-learning, students can learn individually, either programmed or non-programmed. Non-programmed students can search for teaching materials or information on the internet. Students can freely search for information according to their interests, without any intervention from anyone. Most of the use of electronic media are used for entertainment such as playing games, these problems cannot be avoided because the use of **electronic media**, especially the internet, is free to use.<sup>33</sup>

As we know, this era are many things that cause the development or changes in the learning process. The rapid advancement of technology and information is one of the factors that causes the development and change of the learning process.<sup>34</sup> Therefore, e-learning can be used in the learning process and deliver unique, effective, efficient, and exciting learning experiences, created to meet the needs of certain learners.<sup>35</sup>

## 2. E-Learning Media Development

In the industrial 4.0 era, information and communication technology experienced has developed very rapidly. And the impact of these developments is felt by all existing fields, such as health, industry, economy, and also education especially in teaching and learning activities. Along with changes in the situation and conditions that occur resulting in the level of quality of **education must** also change, and it is hoped that it will always change and develop to be better than before.

In the implementation of the learning process technology is fully utilized, including in the development of distance learning media or online

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<sup>32</sup> Yani Fitriyani, et al., (2020), "Student's Learning Motivation in Online Learning During the Covid-19 Pandemic", Educational Journal: Journal of Research Results and Literature Studies in Education, Teaching and Learning, Vol. 6 No. 2, p. 2.

<sup>33</sup> Prof. Dr. Azhar Arsyad, M.A., (2017), "Learning Media", P. 186.

<sup>34</sup> Mohammad Yazdi,(2012), "E-learning as Information Technology-Based Interactive Learning Media," *Scientific Journal of Foristek*, Vol. 2 No. 1 p. 144

<sup>35</sup> Brendon Towle, et al., (2003), "Adaptive E-learning," Educational Testing Service, Princeton NJ, Vol. 38 No. 2 p. 113.

learning. At first, learning media could only be made manually with paper or other materials, now media can be made in various forms and types, of course with the help of the use of technology and sufficient human resources. This can have a positive impact on the teaching and learning activities.<sup>36</sup>

### **3. Possible Challenge May Face During Teaching Students' Vocabulary E-Learning Media**

According to Hew and Brush, as cited by Michael and Lori, the barriers or challenges to using technology (e-learning) in the classroom include resource limitation, teacher knowledge, skills, and teacher attitudes and beliefs.<sup>37</sup> Atmojo and Nugroho in Novrika and Erif stated that some challenges in teaching using technology (e-learning) are some students did not have their smartphone, the internet connection was unstable, and sufficient internet quota.<sup>38</sup> From the explanation above, it can be concluded that all technology-based learning or e-learning also has several weaknesses depending on how the teacher reacts to it.

### **4. The Characteristics of E-learning**

As for some of the characteristics of e-learning according to some experts, the following is the meaning according to Tugiyo & Hariul, as follows:

- a. The learning process is done or using the internet network in communicating and conveying information.
- b. Requires supporting media in the learning process to increasing the quality of learning.

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<sup>36</sup> Nurul Lailatul Khusniyah and Lukman Hakim, (2019), "The Effectiveness of Online-Based Learning: An Evidence On English Learning", *Tatsqif Journal: Journal of Thought and Journal of education*, vol. 17 No. 1, p. 20.

<sup>37</sup> Michael J. Eady and Lori Lockyer, (2013), "Tools For Learning: Technology and Teaching Strategies", (Australia: Queensland University of Technology), p. 71.

<sup>38</sup> Novrika N. And Arif N., "Online Learning Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials," *English Franca: Academic Journal of English Language and Education*, vol. 4, no. 2, p. 119-120.

- c. Always related to the sophistication of technology that is already available and always develops over time.<sup>39</sup>.

According to Lantip Diat Prasajo and Riyanto Cited in Soekartiwi, some of the characteristics of e-learning include the following:

- a. Utilizing electronic technology services, where the teacher and students can communicate easily.
- b. Take advantages of the sophistication of the computer.
- c. Independent teaching materials are stored on the computer, so they can be accessed by teacher and students anywhere when needed.
- d. The learning schedule, curriculum, learning progress results and matters related to educational administration can be seen on computer all the time.<sup>40</sup>

According to Prayogi et al., e-learning model is learning that is carried out in electronic media (internet), both formally and informally. E-learning formally for example learning with curriculum, syllabus, subject and test that have been arranged and predetermined schedule agreed upon by the relevant parties (e-learning managers and learners alone). E-learning is not the same like conventional, e-learning has several characteristics, according to Prawiradilaga cited in R. Prayogi et al, as following:

- a. Provide a different and varied learning experience.
- b. Improve students abilities in technology information and communication.
- c. Learning atmosphere.
- d. The method of delivering messages via the internet.<sup>41</sup>

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<sup>39</sup> Tugiyono Aminoto & Hairul Pathoni, (2014), "Application of Schoiology Based on E-learning Media To Improve Activity and Learning Outcomes of Business and Energy Materials", *Journal of Science*, vol. 8 No. 1 p. 20.

<sup>40</sup> Lantip Diat Prasajo and Riyanto, (2011), "Educational Information Technology", Yogyakarta: Gava Media, p. 221

<sup>41</sup> Prayogi et al, (2015), "The Relationship Beteen E-learning System Learning Communication and Student Learning Motivation", *Journal of Communication* vol. 1 no. 2 p. 105.

## 5. The Advantages of E-learning

There are several advantages that will be obtained when using e-learning. The following are some of the advantages of using e-learning method according to some experts. According to Mousa Afaneh, et al., the advantages of e-learning in outline include the following:

- a. E-learning is beneficial to education, corporations, and all types of learners.
- b. E-learning is more cost-effective than traditional learning because of less time and money.
- c. Flexible can take the class anytime and everywhere, available when and where it is needed.
- d. E-learning also has measurable assessments.<sup>42</sup>

According to Wulf cited in Euis Karwati, several advantages e-learning as following:

- a. Increase the level of learning interaction between teachers and students.
- b. Allows the learning interactions to occur anywhere and anytime.
- c. Not limited by space and time or in other words, students who far away can also take part in learning.
- d. Facilitate the refinement and storage of learning materials.<sup>43</sup>

In addition, state by R. Prayogi that some of the advantages of the use of e-learning are as follows:

- a. Provide a different and varied learning experience thus stimulating the interest of students to learn.
- b. Improve the ability of students in the field of technology information and communication.
- c. Creating a fun learning environment.

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<sup>42</sup> Mousa Afaneh, et al., (2006), *"E-learning Concept and Techniques,"* Bloomsburg University of Pennsylvania, USA: Creative Commons License, p. 5.

<sup>43</sup> Euis Karwati, (2014), *"The Effect of Electronic Learning (E-Learning) on Quality Student Learning"*, Journal of Communication Research. Vol. 17, No. 1 p. 44-45.

- d. Make learning more efficient and meaningful.
- e. Learning communication is done anywhere and anytime.<sup>44</sup>

Based on the explanation above, it can be concluded that the advantages of e-learning is to facilitate/assist students and teachers in carried out the learning activities, bot in the terms of the learning process and also to the evaluation of learning, especially during a pandemic like now.

## 6. The Disadvantages of E-learning

Besides having many advantages, e-learning also has several weaknesses. According to Rusman et al., the disadvantages of e-learning as following:

- a. Lack of interaction between teacher and students or even between the students themselves.
- b. Tendency to ignore academic or social aspects and actually makes the growth of the business/ commercial aspects.
- c. The learning process tends to be more like training thn education.
- d. Changing the teacher's role from the original mastery technique conventional learning, now also required to know the techniues learn to use a computer.
- e. Students who do not have high learning motivation tends to fail.
- f. Not all places have internet.
- g. Lack of huuman resorces who know or master and have skills operate the internet.<sup>45</sup>

## C. Podcast As learning media

### 1. Definition of Podcast

New technology has provided many implications to language learning due to the high-tech development and ICT evolution.<sup>46</sup> The

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<sup>44</sup> R. Prayogi, (2015), "Relationship of E-Learning System Learning Communication with Student Learning Motivation", Joournal of Communication, vol. 1, no. 2, p. 101

<sup>45</sup> Rusman et.al, (2015), "Information and Communication Technology-Based Learning", Jakarta, Rajawali Press, p. 352

implication has a good influence on the views of educators and students. Technology is beneficial in the learning process and provides new experiences in learning. The implementation of new learning utilizes technology becomes more interested and exciting. In the use of technology learning can vary, for example, as a medium to teach and learn a language. The most influential media in language learning is audio media.<sup>47</sup> One of audio is podcast audio.

The term of “podcast” was delivered by blending the word iPod and broadcast.<sup>48</sup> The origin of the mention of the word podcast is because podcast is an acronym for iPod Broadcasting which refers to the Apple iPod device, as platform distribution podcast the first on introduced by Steve Jobs in 2001, but podcast began to appear actively in 2004 after developed by Adam Curry.<sup>49</sup> The word podcast was originally associated with the distribution of audio files over the internet. Every people can download it to their computer.<sup>50</sup> There are many types of podcast currently available, including: news, interviews, features, documentaries, and voice blogs, as well as story podcasts.<sup>51</sup>

## 2. Kind of Podcast in the Teaching Process

There are various types of podcast in the teaching process. According to Delsa Miranty & Dina Rachmawati, podcast are divided into three types nammely, authentic podcast, teachers podcast, and students podcast. The following is an explanation of various types of podcasts as follows:

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<sup>46</sup> Johanna Wulansari Istanto & Indrianti, (2011), *"Pelangi Bahasa Indonesia Podcast: What, Why, and How?", Electronic Journal of Foreign language Teaching,* Vol. 8 No. 1 p. 371.

<sup>47</sup> Robi Darwis, (2016), *Students Perception Towards the Use of Podcast Learning English: a Case Study of The second Grade Students,* Journal of English And Education, Vol. 4 No. 2 p. 80.

<sup>48</sup> Chan Lee and McLoughliin, (2007), *"Promoting and Motivation for Distance Learners Through Podcasting",* CSU Research Output, Charles Sturt University, p. 3.

<sup>49</sup> Cut Medika Zellatifanny, (2020), *"Trends in Disseminating Audio on Demand Content Through Podcast: An Oppurtunity and Challenge in Indonesia",* Journal of Pekommas, vol. 5 no. 2, p. 118

<sup>50</sup> Trevor Bennett, (2007), *Podcasting Academic Tip Sheet,* Australia Univercity, p. 1

<sup>51</sup> Farid Rusdi, (2012), *Podcast as Creative Industries,* SNIT Proceeding, p. B-92.



a. Authentic podcast

Authentic podcast is podcast that are not created by students or teachers. Podcast that aimed at the general public. Podcast that are not aimed at ELT students can often be a rich sources of listening. It happen because authentic podcast have broader topics of discussion than teacher and students podcast.

b. Teacher podcasts

Teacher podcast is podcast that produced by teachers, often for their own classes. These podcasts are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavor. So, this podcast only made to be a tool or learning media when learning in class.

c. Students podcasts

Students podcast is podcasts that produced by students. but often with teacher help, the students can listen to these and experience the culture and hear about the lives and interests or other students from around the world. So, this podcast more like a practice of learning that aims for students to produce and implement the material they have learned.<sup>52</sup>

From the theoretical explanation above, it can be concluded that podcasts can be created by anyone and listened to by anyone who wants it.

### 3. Types of Podcast

Along with the development of technology, the podcast had several developments that were initially only in the Form of radio or live broadcasting. Now they have developed rapidly into various types and various applications that already provide podcasts.<sup>53</sup> There are several

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<sup>52</sup> Delsa Miranty & Dina Rachmawati, (2016), "Designing Podcast For Studies: A Prototype For Teaching English in Listening Class", The Journal of English Language Studies Vol. 1 No. 2, p. 106.

<sup>53</sup> Sudarmoyo, (2020), "Podcast As A Media Alternative of Distance Learning", Education and learning Journal, Vol. 5 No. 2 p. 68-70.

types of podcasts that available on the internet. Currently, there are three types of podcast produced and widely used by people: audio podcast, video podcast, and enhanced podcast.

a. Audio Podcast

Audio podcast is a type of podcast in the form of sound recordings uploaded via the internet and can be accessed by everyone. The audio podcast is the most popular and easiest to use. The audio podcast only contains audio and requires a small storage space. Mostly, it is in MP3 format and can be played using all MP3 players. As for some applications that provides audio podcasts for free or paid, such as WhatsApp, Spotify, Joox, etc.

b. Video podcast

Video Podcast is one of several types of podcasts that are available on the internet. Unlike audio podcasts, video podcasts contain audio and videos in one format. Usually, video podcast produced in MP4 and requires more storage space.<sup>54</sup>

c. Enhanced Podcast

Enhanced podcast is one of several types of podcast that contain pictures to be displayed and linked to the corresponding narration using chapter makers. The addition of multimedia enables the engagement of the learner through dual channel, auditory and visual. Enhanced podcasts offered reduced file size and streamlined viewing with chapter makers for each image and associated narrative. Usually, enhanced podcasts utilize the M4a file format.<sup>55</sup>

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<sup>54</sup> Robi Darwis, (2016), "Students Perceptions Towards the Use of Podcast In Learning English", Journal of English And Education Vol. 4 No. 2 p. 84

<sup>55</sup> Lori Andersen, (2011), "Podcasting, Cognitive Theory, and Really Simple Syndication: What is The Potential Impact When Used Together?", Journal of Educational Multimedia And Hypermedia, Vol. 20, No. 3 p. 223.

From the explanation above, it can be concluded that podcasts are media that depend on the internet network. Podcasts have developed from time to time, initially only in the form of audio, into various kinds, namely podcast audio, enhanced podcast, podcast video. While in this study, the object of this research has implemented two types of podcasts, namely podcast audio in the form of voice notes on WhatsApp and podcast video in the form of youtube.

#### 4. Application of podcast

##### a. Whatsapp Voice Notes

WhatsApp is a free short messaging application that was invented by Jan Koum and Brian Acton in 2009. Currently, WhatsApp is used by 1 billion people worldwide in more than 180 countries. WhatsApp is developing as a communication application to connect with friends, families, colleagues anytime and anywhere in the world. The main feature of WhatsApp is sending and receiving various media such as text, photos, videos, documets, location, voice, and video calls.<sup>56</sup> The use of whatsapp is also relatively easy and has been very popular with all people in indonesia. State by Suradi cited in Reny and Tina's that whatsapp application became an application which is quite well know that is used by the people in Indonesia, not least among academics. The use of whatsapp group is considered ideal for use as a means of discussion and communication, and also share information.<sup>57</sup>

Whatsapp is one of several e-learning media that the teacher in teaching vocabularies can implement. Whatsapp is a tool to communicate with other people through instant messaging. Using WhatsApp can send information like text messages,

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<sup>56</sup> Rahmadi Imam fitri, (2020), "*WhatsApp Group for teaching and Learning in Indonesian Higher Education*", Pamulang University, iJIM, vol. 14. no. 13. P. 15

<sup>57</sup> Reny Nabilla and Tina Kartika,(2020), "*WhatsApp Group as a Communication Media for Lectures Online*", Journal of Communication Studies, vol. 4 no. 2 p. 194.

documents, videos, audios, and images. Several features can help the teacher and student in the learning process. That is voice notes and several features that can support the learning process.<sup>58</sup> According to Cifuentes and Lents's theory that whatsapp has several functions in the teaching and learning environments such as saving time and convenience intensive interaction between teachers and students, distributing teaching materials, submitting assignments and up-dating class activities.<sup>59</sup>

b. Youtube Videos

Youtube is a video sharing website (sharing video) or popular video service provider founded by three paypal employees, namely Chad Hurley, Steve Chen, and Jawed Karim in february 2005.<sup>60</sup> With the slogan "*Youtube broadcast yourself*" aims to share recordings of daily events from users site users. With the domain name [www.youtube.com](http://www.youtube.com). This site started active on february 14, 2005 and continues to be next till now.<sup>61</sup> According to Seto Herwandito, youtube is a popular video sharing website where users can load, watch and share video clips for free. Generally videos on Youtube are music clips (video clips), movies, Tv, and Videos made by the users themselves.<sup>62</sup> According to Ririn Puspita Tutiasri et al, Youtube is one of the effective application to use learning during a

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<sup>58</sup> Hega Nurazizah, & at all, (2019), "*Whatsapp Voice Note In Speaking Class*". Journal of English Education And Teaching, Vol. 3, No. 3, p. 345.

<sup>59</sup> Fatimah M. And Shely Nasya P., (2019), "*The Impact of Whatsapp Group on Undergraduate Students' Wwriting In The Indonesian Teritary Context*", The 3nd Indonesia International Conference on Linguistics, Language Teaching, Literature and Culture, 2019.p. 266-267.

<sup>60</sup> Rudi Haryanto, "*Smart Internet Roaming*", (Jakarta: Kkriya Pustaka, 2015), p. 118.

<sup>61</sup> Ovi Nist, History and Knowing the Maker Youtube, in <http://pincode.bogspot.co.id/2014/12/sejarah-menkenal-pembuat-Youtube.html>, accessed on January 14, 2022 at 13.30 WIB.

<sup>62</sup> Seto Herwandito, (2014), "*Applications and Theory*", Surakarta: Linda, p. 57.

pandemic, beside free and being easy to use, youtube also provides clear information because it is audiovisual.<sup>63</sup>

According Aysegui Nacak, et al, Youtube is also one of several e-learning media that have become popular e-learning media. The use of youtube videos in learning environment is considered as a pedagogical tool and a combination of theory and application. The use of youtube videos as instructional materials has various effects involving cognitive benefits, psychological benefits, and visualization of knowledge.<sup>64</sup>

According to Haryadi Mujianto, Youtube is one of media that can be used as a learning medium that is preferred by students. As we know that society, especially students, is easier understand information in the form of knowledge through media related to information technology such as Youtube compared to delivery conventional in class. Most of the students interested in things that is a visual video than general way like just giving knowledge from the book. By using Youtube, students will be more interested to unerstand the theory or knowledge. Through Youtube media, students can understand a material faster than learning through textbooks, because usually learning media is made interesting, so that students do not feel bored. Then in other words Youtube can increase students' interest and motivation to learn.<sup>65</sup>

## 5. Advantages of Podcast

In the use of a learning media, we will definetly find an advantages from the media. podcast media is no exception in learning

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<sup>63</sup> Ririn Puspita Tutiasri, et al, ( 2020), “Utilization of Youtube as a Learning Media for Middle School Students Covid-19 Pandemic”, Journal of Communication, Scurity society, Vol. 2 No. 2 p. 13.

<sup>64</sup> Aysegui Nacak, et al, (2020), “Teacher Candidate Views on the Use of Youtube For Educational Purpose”. Online Journal of Communication and Media Technologies, Vo. 10, No. 2, p. 1.

<sup>65</sup> Haryadi Mujianto, (2019), “Youtube Utilization as a Teaching Media To Improving Interest and Motivation”, Journal of Communication of Thought and Research Results, Communication Studies Program, Garu University, vol. 5, no. 1, p. 136-137.

English. In the use of podcast media, the learners can be accessed podcasts easily and quickly. This motivates them to participant in various Englis learning classroom activities. It also offers them opportunity enthusiastically respond to teachers and the levels of their learning speeds up desirably.<sup>66</sup> Every learning media must have its own characteristics, without exception media podcasts. Here are some of the advantages of the podcasts:

- a. Podcasts transcend the boundaries of space and time. Podcasts are created to be downloaded and saved on a computer or mobile device. Podcast can also be listened anytime and anywhere. The use of podcast allows it use in connection with doing other activities such as doing homework, relax and etc.
- b. Audio podcast are considered effective and efficient. Podcast is called effective because (1) it can be used as avaried learning and learning media, (2) the use of podcast is simple and easy, (3) can be heard anywhere, anytime even for those who are used to multitasking, can listen while doing activities or other homework. The podcast is called efficient because it is practical and bandwidth friendly. Practical meaning it can be taken anywhere and only requires little storage space. Whereas bandwidth friendly due to the podcast digital audio file size format so small and ease the live playback process (streaming) and downloading (download).<sup>67</sup>

From some of the advantages of podcasts above, we can conclude that podcasts can also be used as learning media, especially in learning vocabulary. The podcast is an innovation in online learning, where the podcast is a teacher's tool in distance learning to support students' abilities and in students' English vocabulary learning.

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<sup>66</sup> Seema Jain, Farha Hashm, op. Cit. 162.

<sup>67</sup> Faiza Indriastudi & wawan Tri Saksono, (2014), “ *Podcast as a Source of Audio-Based Learning Audio Podcasts as Audio-Based Learning Resorces*”, Techtodic journal, Vol. 18 No. 3, p. 312.

## CHAPTER III

### RESEARCH METHOD

#### A. Types of the research

The type of this research is qualitative research (field research). Qualitative research includes many specialized techniques, but usually, direct researchers observed and participate in small-scale social setting, most often in home culture.<sup>68</sup> The research collected data and observed information produced from the respondent directly by visiting the research location. The researcher collected data and information through online and offline observation and interview, the researcher made a phone call on WhatsApp to make field notes. A qualitative approach is used to the location of the problems that require the context of time and situation in question appropriately with fields' condition through the descriptive method. Qualitative descriptive is research an investigation in natural setting, an exploratory study of life experiences and everyday life in the world. The purpose of qualitative descriptive research is to produce a detailed description and deep understanding of interesting phenomenon, the cultural or lived experienced of people in a natural setting.<sup>69</sup>

An effort made by someone with the intent and purpose to dig up a collection of information on a system that is operating or a phenomenon that is happening, digging is carried out and is aimed at objects related to the system as well as these, by using series of certain methods that have been carefully and systematically prepared is the meaning of research.<sup>70</sup>

The research conducted by the researcher is scientific research because, by the nature of scientific research itself, that scientific research is an attempt to dig up all information about a problem obtained, including answer as a means of problem-solving, all stages are carried out systematically and

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<sup>68</sup> W. Lawrence Neuman, *"Social Research Methods: Qualitative And Quantitative Approaches"*, (Pearson Education Limited, 2014, 7 edition), p. 433.

<sup>69</sup> Joan K. M. And Eileen Thomas, (2009), *"A First Qualitative Project: Qualitative Descriptive Design For Novice Researcher"*, JSPN vol. 14 no. 4

<sup>70</sup> Galang Surya Gumilang, (2016), *"Qualitative Research Methods In Guidance And Counseling"*, Journal of Counseling Focus", Vol. 2, No. 2, p. 144.

empirically, and are based on the theory of true value that can be accounted for, regarding the phenomena that occur.<sup>71</sup>

Scientific research methods have varied types, including qualitative research, quantitative, institutional institutions, films, figures, developments, electronic media, and texts or literature. For this research is carried out using a type of qualitative research method, also commonly referred to as field research, where the action goes directly to the field, then is directly involved with the community or participant.<sup>72</sup>

The purpose of this research is one of the efforts to show social phenomena and realities, precisely the use of podcast as a medium in teaching vocabulary at MI Nurul Huda Serang, Cipari, Cilacap ideographically, and its historical and also contextual nature coupled with explanations that are described in description using standard but simple language, make it easy to digest, and equipped with supporting data.<sup>73</sup>

#### **B. Place and Time of the research**

The research started in June 2021 from observation, interviews, and documentation to get the information needed. The research was conducted at MI Nurul Huda Serang, Cipari, Cilacap, in Serang hamlet, Cipari sub-district, Cilacap Regency, Central Java Province. The selection of the location for this research was carried out through several reasons that were used for consideration, including because the school had A accreditation with various excellent programs as a driver of achievements that as been obtained, and the English learning process in the school always optimizes the potential of students and utilizes technological developments to support the achievement of learning is effective and efficient. As well as in pandemic conditions using online learning that goes well using series of methods and various types of learning media including podcasts for English subject.

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<sup>71</sup> Warul Walidin, et al., (2015), "*Qualitative Research Methodology & Grounded Theory*", Banda Aceh: FTK Ar-Raniry Press, p. 35.

<sup>72</sup> J. R. Raco, (2010), "*Qualitative Research Method Types, Characteristics, and Advantages*", Jakarta: Grasindo, p. 9.

<sup>73</sup> Gumilar Rusliwa Somantri, (2005), "*Qualitative Understanding Methods*", Makara Journal, Vol. 9, No. 2, p. 6.



## C. Subject and Object of The Research

### 1. Subject of The Research

The subject of this research is an English teacher and data documentation of MI Nurul Huda Serang, Cipari, Cilacap in the academic year of 2020/2021. The researcher has chosen the fourth grade as the subject of this research because this class is the most attractive and active class. Besides that, this class was studying vocabulary material, the researcher could take the required from this class.

### 2. Object of The Research

The objects of this research are the use and also the difficulties faced by teacher during the learning vocabulary using podcast as a teaching medium at MI Nurul Huda Serang, Cipari, Cilacap.

## D. Data Collection Techniques

Research activities will not be separated from data, which is the raw material for information to provide a specific description of the object of research. So, conducting data collection is very important in a study, both qualitative and quantitative research.<sup>74</sup> By using the data that has been obtained, it will be processed into information. The type of data are quite diverse, when viewed from the source, there are primary data, where each data is collected directly by the researcher from the source, as well as secondary data, where the researcher collects the data from sources that already exist. Meanwhile, when viewed from the nature of the data, there is qualitative data where the data is usually in the form of words, and quantitative data which is usually in the form of numbers.<sup>75</sup>

Data collection is a series of activities in a study. Data collection was carried out to dig and collect data related to research in-depth and detail to find the answer as a problem-solving tool. There are several types of the data collection method used in this research are including the following:

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<sup>74</sup> Uwe Flick, (2018), *"The SAGE Handbook of Qualitative Data Collection"*, Los Angles: SAGE Reference, p. 3.

<sup>75</sup> Sandu Siyonto, (2015), *"Basic Research Metodology"*, Yogyakarta: Media Lieracy Publishing, p. 67-68.

## 1. Observation

Observation is an activity to get the information needed to present a real picture of an event to answer the researchers questions, help understand human behavior, and as an evaluation, namely to measure aspects certain to provide feedback on these measurements.<sup>76</sup> The observation made in this study were non-participant observation. There are several reasons why using this type of observation, namely because this type of participant has several weaknesses. Some of these weaknesses include the possibility of changes because the recording is done after the observers participate in the following events. It is more complex in terms of concluding the discussion results because it is slightly subjective, in a certain time during which observers participate in activities. Then field notes are used as an instrument of observation in this study. Data obtained from observation is teaching and learning data. The vocabulary teaching process in e-learning uses podcast as a currently. Observation monitors the English teacher during e-learning in the English language teaching.

In this reasearch, observation were conducted in four times that on July until December 2021. The first observation was used to know how e-learning and also to know what are the prepared in e-learning. Second observation is made to see the obstacles or difficulties encountered faced during the learning process and see how the teacher solves the problem. Then the third and fourth observation are carried out to see evaluation process by the teacher.

## 2. Interview

According Arthur Copley, the interviews are the most common method used to collect information, which may be open, semi-structured, or structured.<sup>77</sup> The interview is an activity carried out by two parties,

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<sup>76</sup> V. Sujarweni, (2014), *“Research Mrthods: Complete, Practical, and Easy to Understand”*, Yogyakarta: Pustaka Baru Press, p. 32.

<sup>77</sup> Arthur Copley, (2021), *“Introduction to Qualitative Research Methods: A Practice-oriented Introduction For Students of Psychology And Education”*, University of Hambrug, p. 94.

namely the resource person and the interviewer, by communicating directly. This study uses a type of interview method that is planned but not structured (semi-structured), the interview is carried out according to an agreed schedule between the interviewer or researcher and resource person. The things that need to be prepared by the interviewer is to determine a mutual agreement between the two parties regarding the time to meet and conduct an interview, and then the interviewer makes several questions if the answer is related and needed for the research.

In this research, researcher interviewed the English teacher of 4<sup>th</sup> grade of MI Nurul Huda Serang, Cipari, Cilacap to obtain information regarding the use of podcast as an e-learning medium in teaching vocabulary during a pandemic and also the difficulties in its implementation.

### 3. Documentation

According to Sugiyono, the documentation is a method of collecting qualitative data, a large number of facts or data stored in the form of documentation, including letters, diaries, photo archives, meeting results, activity journals and so on. This documentation is used as a means to strengthen the results of interviews and observation. In other words, documentation is one of the important aspects in the research as a support for the data that has been obtained.<sup>78</sup>

The documentation was used in this research as a data resource to gain information about podcast as an e-learning medium in teaching vocabulary. The documentation carried out in this research is in the form of research data source documents obtained from lesson plan, syllabus, English curriculum, materials, and the result of the evaluation of English learning. In addition, screenshots during learning using podcast media, screenshots preparation of online learning using media, screenshots when implementing online learning for English subjects, especially for English

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<sup>78</sup> Sugiyono, (2012), “ *Research Methods: Qualitative, Quantitative, and R&D*”, Bandung, p. 231.

vocabulary using podcast media, screenshots of learning evaluations, from books, data related to the school.

## E. Technique of data analysis

The data analysis technique is the process of finding and compiling data from interviews, field notes, documentation, and other materials obtained systematically to be understood easily. By organizing data into units, synthesizing, compiling into patterns, choosing which ones are important and what will be studied, and making conclusions so that they are easy to understand.<sup>79</sup> According to Miles and Huberman, qualitative data analysis consists of three activities: data reduction, data display, and conclusion drawing/verification.<sup>80</sup> The following is an explanation of the data analysis techniques carried out in this research, as follow:

### 1. Data Reduction

The definition of data reduction is one of the steps that cannot be missed when conducting data analysis. Data reduction analysis is intended and requires researchers to determine the data, sorting data, focusing data, removing data, arranging and organizing the data.<sup>81</sup> Only then can the process of concluding be carried out, and the end of the conclusion can be described and can also be verified.

There are several steps carried out in this research:

- a. Collecting data through observations, interviews, and documentation.
- b. Selecting appropriate data and classifying some related data.
- c. Removing unnecessary data.

### 2. Data Display

The data display is to display or present a collection of information or data that has been neatly arranged about the phenomenon or event/object of research. Data display also aims to make it easier for

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<sup>79</sup> Sugiyono, (2015), *“Educational Resesearch Method”*, Bandung: Alfabeta, p. 336

<sup>80</sup> Miles Huberman, (1994), *“Qualitative Data Analysis”*, Academia, Los Angles: SAGE, p. 10.

<sup>81</sup> Prof. Dr. Lexy J. Moleong, M.A., (2016), *“Research Qualitative methodology”*, Bandung: PT. Remaja Rosdakarya, p. 288.

someone or a researcher to know and understand what is happening to draw conclusions and take action. The form of data display or data presentation for qualitative research is usually in the form of text which is then described in a narrative about the object of research.

### 3. Verification and Drawing Conclusions

The third data analysis activity is the verification or drawing conclusion, and although it is the third stage, this activity is the main activity in the data analysis process. The placement of researchers who use the Miles & Huberman model to analyze the data is placed in a central or central position. So the color of verification or concluding depends on the researcher himself. The researcher should have the initiative to carry out data reduction activities from the start, present data, and conclude so that activities to verify or draw conclusions automatically have been carried out from the beginning as well. The verification or the results of the initial conclusion will be recognized and believed to be true if the research process from beginning to end is carried out correctly and adequately, then the data analyzed is also appropriate and meets the standard.<sup>82</sup>



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<sup>82</sup> Muri Yusuf, (2017), “*Quantitative, Qualitative, and Joint Research*”, Jakarta: Kencana, p. 407-409

## CHAPTER IV

### FINDING AND DISCUSSION

Two aspects are present in this chapter; there are the presentation and discussion of the research. The researcher describes the use of podcast as a medium in teaching vocabulary at 4<sup>th</sup>-grade students of MI Nurul Huda Cipari, Cilacap, and also find some difficulties faced by the teacher during the implementation of the podcast media.

#### A. Research Findings

The researcher describes the data obtained from data collection techniques, selecting appropriate data, and removing unnecessary data. The data presented are online observation and offline observation, interviews with Ms. Mafiyah as the English teacher, and study the documents. The researcher found that teachers taught through audio and video podcasts based on the observations during the vocabulary learning at MI Nurul Huda Serang, Cipari, Cilacap. The researcher also found several difficulties in the process of teaching and learning. In this chapter, all findings related to the use of podcasts as a medium in teaching vocabulary are discussed as follows:

#### 1. The Use of Podcast As an E-Learning Medium in Teaching English (Vocabulary) At MI Nurul Huda During The Pandemic

This research is related to e-learning in that support English learners during pandemic, especially in teaching English vocabulary. As explained in Chapter II, state by Prof. Dr. Azhar Arsyad, M.A., “Through e-learning, students can learn individually, either programmed or non-programmed. Example, the non-programmed students can search for teaching materials or information on the internet. Students can freely search for information according to their interests, without any intervention from anyone.”<sup>83</sup> According to Brendon Towle, et al, mentioned that e-learning can be used in the learning process and deliver unique, effective, efficient, and exciting learning experiences, created to

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<sup>83</sup> Prof. Dr. Azhar Arsyad, M.A., (2017), “*Learning Media*”, P. 186.

meet the needs of certain learners.<sup>84</sup> From the observation, the researcher found that MI Nurul Huda Serang, Cipari, Cilacap used e-learning as the learning process during pandemic.

*Researcher: "How are the school's effort to support learning activities following up on the government's decision to do from home during pandemic?"*

*Teacher: "During the pandemic, MI Nurul Huda Serang, Cipari, Cilacap was in accordance with the government's decision that learning carried out from home, teachers and school principle agreed to use e-learning to help student in the learning process during the pandemic."*

During the pandemic, the use of e-learning models is an effective choice for school. Because the e-learning models allows students and teachers to do the learning process without meeting face to face. According to Brendon Towle, et al, mentioned that e-learning can be used in the learning process and deliver unique, effective, efficient, and exciting learning experiences, created to meet the needs of certain learners.<sup>85</sup> By using electronic devices such as laptops, internet, smartphones, and etc., students can access them easily at home. According to Puriyanto, E-learning can also be defined as the delivery of learning materials through electronic media such as the internet, satellite broadcast, audio or video, and etc.<sup>86</sup> From the observation, the researcher found that MI Nurul Huda Serang, Cipari, Cilacap used several e-learning medium in the e-learning process during pandemic.

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<sup>84</sup> Brendon Towle, et al., (2003), "Adaptive E-learning," Educational Testing Service, Princeton NJ, Vol. 38 No. 2 p. 113.

<sup>85</sup> Brendon Towle, et al., (2003), "Adaptive E-learning," Educational Testing Service, Princeton NJ, Vol. 38 No. 2 p. 113.

<sup>86</sup> Puiyanto, (2012), "Technology for Media Development and Learning", Yogyakarta State University Press, p. 181.

*Researcher* : “How the e-learning process done by the teacher?”

*Teacher* : “During pandemic, teacher used e-learning as a substitute for face-to-face learning, such as used some existing media and not made difficult for the students, such as using whatsapp and youtube in learning.”

In accordance with **observation** and interviews with Mrs. Ma'fiah as a teacher, that e-learning MI Nurul Huda uses podcasts as an e-learning medium for English learning (vocabulary) during the pandemic. State by Robi Darwis mentioned that The implementation of new learning utilizes technology becomes more interested and exciting. In the use of technology learning can vary, for example, as a medium to teach and learn a language. The most influential media in language learning is audio media like podcasts and etc. There are several types of podcasts that available on the internet. Currently, there are three types of podcast produced and widely used by people: audio podcast: As for some applications that provides audio podcasts for free or paid, such as WhatsApp, Spotify, Joox, etc., video podcast: like Youtube, Instagram, and etc., and enhanced podcast.<sup>87</sup> From observation, the researcher found that MI Nurul Huda Serang, Cipari, Cilacap used several applications to support learning during pandemic, namely podcast audio on WhatsApp group, podcast video on YouTube as Mrs. Ma'fiah said:

*Researcher* : “What are the e-learning media that used at MI Nurul Huda?”

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<sup>87</sup> Robi Darwis, (2016), *Students Perception towards the Use of Podcast Learning English: a Case Study of The second Graade Students*, Journal of English and Education, Vol. 4 No. 2 p. 80.



*Teacher : During the pandemic, MI Nurul Huda used podcst as an e-learning media, namely live stream on YouTube and voice notes on WhatsApp Group to teach English.*

The use of the two types of podcast, namely YouTube podcast (Video podcast) and WhatsApp Group (podcast audio) is intended to support the e-learning process, including English materials (Engllish vocabulary), it is delivered into four meetings. The first meeting explained the material, the secound meeting to review and practice question, the third meeting was the assignment, and the fourth meeting was daily tests. Mrs. Ma'fiah said:

*Researcher : "How do you convey the English vocabulary material in the teaching process?"*

*Teacher : "The teacher usually divide the material into four meetings. For example, this vocabulary material. In the first meeting, the teacher will used YouTube to convey the material about vocabulary. In the second meeting, teacher used WhatsApp to see the students' understanding of the material and provide practice question. In the third meeting, the teacer gave task for students to review students undstanding. And in the fourth meeting, the teacher gave a daily test."*

**a. WhatsApp Voice Notes (Podcast Audio)**

During the pandemic, the school required media that support teachers and students' in the learning process. One application is widely usedd is WhatsApp. WhatsApp is a short messaging. WhatsApp is developing as a communication application to connect with friends, families, collagues anytime and anywhere in the world. The main feature of WhatsApp is sending and receiving various media

such as text, photos, videos, documents, location, voice, and video calls.<sup>88</sup> Mrs. Ma'fiah said in interview with the researcher.

*Researcher: "One of the applications used for learning vocabulary is whatsapp. How does the teacher implement whatsapp as a learning media during a pandemic?"*

*Teacher: "Before the pandemic, WhatsApp was already used in MI Nurul Huda to provide information about administration and any schedules. WhatsApp is used because it has many features that can help us (school and parents) to communicate. It also almost everyone has this app. During pandemic, teacher not only use WhatsApp as a notification about administration, but we also use it to learning activities and share livestream YouTube link when learning starts."*

Based on the data from observation that been made, the researcher will explain the use of podcast audio on WhatsApp Group as an e-learning medium to teach students' English vocabulary from the first meeting:

1) First and second meeting

At the first meeting, the teacher used WhatsApp as a medium to send in the form of instruction to join the livestream on YouTube by clicking the link that had been created. Simple text as follow:

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<sup>88</sup> Rahmadi Imam Fitri, (2020), "WhatsApp Group for teaching and Learning in Indonesian Higher Education", Pamulang University, iJIM, vol. 14. no. 13. P. 15



Text link YouTube

At the second meeting, the teacher used WhatsApp as an e-learning medium to share the podcast audio (voice note or audio recording) to teach students vocabulary and also to reviewing students' understanding of the material.



Podcast Audio

## 2) Third and fourth meeting

In the third and fourth meetings, WhatsApp used to share assignment and collect the assignments. Mrs. Ma'fiah said:

*Researcher: "How the use WhatsApp by the teacher for assignment at the third and fourth meetings?"*

*Teacher: "The third and fourth meeting are assignments and daily tests. And also the teacher inform students about the rules and timing of assignments do that students do their assignments according to their abilities and understanding."*

### a) Making and Preparation Process

Based on observation with Mrs. Ma'fiah, there are usually two preparation that Mrs. Ma'fiah does. The first is during the work from office schedule, and the second is when the work from home schedule. So, when the schedule is at home or WFH, the things that are usually prepared are looking for materials that follow the lesson plans which will be distributed to students that are easy for students to understand, besides making prepared podcasts at night by recording related material before learning. However, sometimes Mrs. Ma'fiah also makes the podcast directly at learning.



Teacher usually used podcast audio during WFH. When WFH, the teacher prepares a podcast, which is prepared by the teacher, including a smartphone for recording and distributing English material. After the preparation of the podcast audio is completed, then the podcast audio is ready to be shared via WhatsApp Group.

b) Technical implementation of the podcast audio on WA group

The material that has been prepared in the form of a podcast recording is then sent through the WA group of class. Then students can start to listen to the recording and ask questions if they feel that there is still something that has not been understood. Questions can be sent directly in the group to see everyone in the group. If it has been continued with a discussion session where the teacher or it could be students to answer any questions that have been asked. If all sessions have been completed, the learning will be closed with conclusions, prayers, and greetings. The duration of this podcast also lasts approximately 15-20 minutes. When the podcast is over, podcasts via youtube or off-shoot through class WA group, the teacher gives assignments as a form of evaluation after English learning.

**b. Live YouTube Video (Podcast Video)**

In addition to using Whatsapp, MI Nurul Huda also used YouTube as an e-learning medium. In teaching vocabulary process, the teacher used Youtube to convey the material and explain material. according to Rudi Haryanto, Youtube is a video sharing website (sharing video) or popular video service provider.<sup>89</sup> According Aysegi Nacak, et al, Youtube is also one of several e-learning media that have become popular e-learning media. The use of youtube videos in learning environment is considered as a pedagogical tool and a combination of theory and application. The use of youtube videos as

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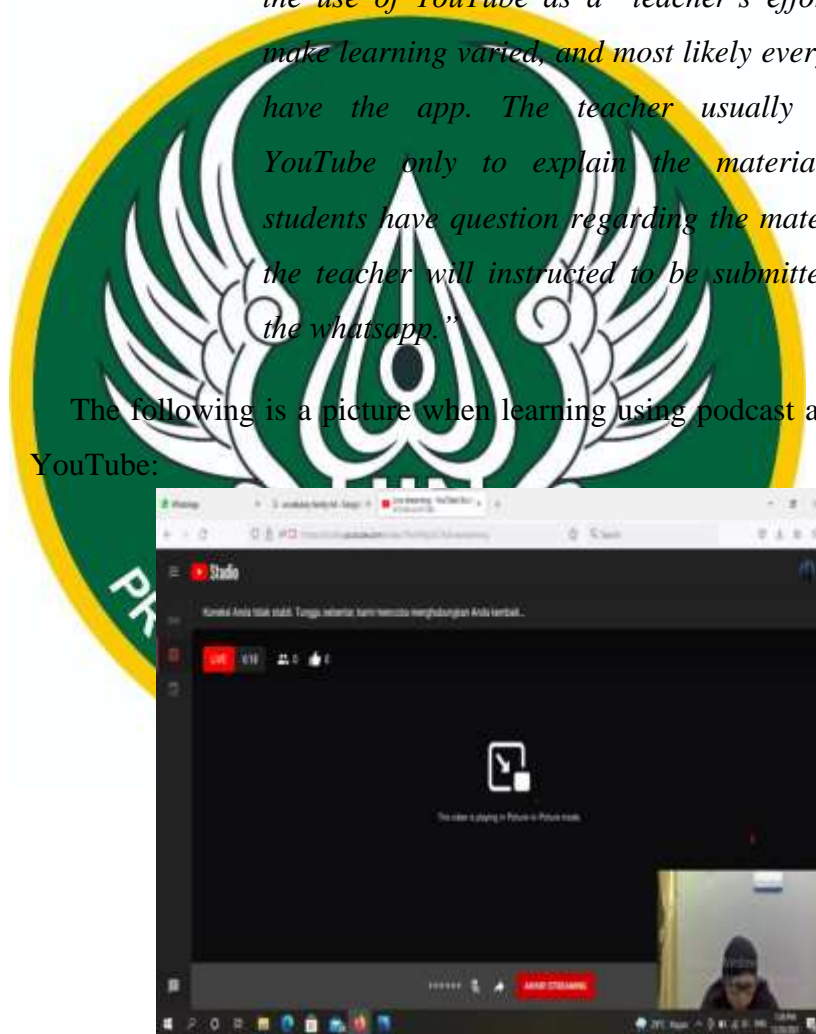
<sup>89</sup> Rudi Haryanto, "Smart Internet Roaming", (Jakarta: Kkriya Pustaka, 2015), p. 118.

instructional materials has various effects involving cognitive benefits, psychological benefits, and visualization of knowledge.<sup>90</sup> Mrs. Ma'fiah said in interview with the researcher.

*Researcher : "How does the teacher implement YouTube as a learning media during a pandemic?"*

*Teacher : "In a pandemic, teacher always try to provide the best education to students, one of which is the use of YouTube as a teacher's effort to make learning varied, and most likely everyone have the app. The teacher usually uses YouTube only to explain the material, if students have question regarding the material, the teacher will instructed to be submitted in the whatsapp."*

The following is a picture when learning using podcast audio YouTube:



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<sup>90</sup> Aysegi Nacak, et al, (2020), "Teacher Candidate Views On The Use of Youtube For Educational Purpose". Online Journal of Communication and Media Technologies, Vo. 10, No. 2, p. 1.

a) Making and Preparation Process

Based on observation with Mrs. Ma'fiah, there are usually two preparation that Mrs. Ma'fiah does. During the WFO schedule is at school, Mrs. Ma'fiah do the e-learning process from school. The things that need to be prepared are usually done by the English teacher himself in the classroom or the office. With adequate space and all available facilities, teachers can make videos/live videos, stream the podcast on youtube, and use whatsapp. So, the learning process at school preparation is more accessible and more complete. During live streaming, the teachers must be mature in mastering the material. The infrastructure for live streams is also more abundant. When WFH, the teacher prepares a podcast, which is prepared by the teacher, including a smartphone for recording and distributing English material.

According to the interview with Mrs. Ma'fiah The process of making a podcast video by setting up a room that is usually used for learning and preparing the tools used when online learning. Related to the podcast, the teacher prepares the material according to the lesson plan and questions about the material in essence, the choice of making and using media depends on the situation and conditions.

b) Technical Implementation of Podcast Video on Youtube

When everything is ready and the students are ready, then when class starts, the podcast also starts on the youtube. The teacher starts by greeting, then conveying about the goals that are the target for the learning process. Then the teacher begins to explain the material by explaining the material. When the material is explained students can listen to it and start preparing questions that can be asked when they have been allowed to ask. The next stage is the question and answers

session. The teacher allows students to give a questions that they have prepared in the whatsapp group. Then, closed the podcast on youtube. After that, the teacher begins to provide answers to the question asked on WhatsApp. This podcast lasts for approximately 15 minutes. After the delivery to the material and the discussion session is complete on WhatsApp, the podcast is closed with the conclusion given by the teacher, then ends with prayers and greeting.

## 2. The difficulties in using podcast media

Acording to Donthu and Gustafson as cited in Ishmuddin, technology has become the primary medium of education aimed the covid-19 outbreak for institution and students. The challenging situation for the educational institution in most countries continue the learning process.<sup>91</sup> Technology such as social networking sites, smartphone, computer, and etc. There are plenty of electronic tools beneficial for teachers and students in conducting the teaching and learning process. Although it is believed to be able to help the e-learning process, it is possible not to get into difficulties in using it.

Based on the data obtained from interview with Mrs. Ma'fiah, the researcher found several difficulties faced when teaching vocabulary using podcastt as an e-learning medium, as Mrs. Ma'fiah said:

*Researcher: "Does the implementation of podcast in teaching vocabulary have difficulties for the teachers?"*

*Teacher: "Of course, there are several difficulties that are faced by the teacher when learning process, the first is difficulties from school, such as an uncertain schedule, then the second is the difficulties from students, for example internet connetion, and not all students have smartphone, some even sutter in technology, and the*

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<sup>91</sup> Ishamuddin Musthapa et al., (2021), "Effectiveness of Digital Technology in Education During Covid-19 Pandemic. A Bibliometer Analysis", Kuala Lumpur: iJM, vol. 13, no, 08.



*third is the difficulties from parents, such as financial factors because during pandemic all activities such as working outside the home are limited”.*

This part answer the researcher’s question: “*What are the difficulties in using podcast as an e-learning medium?*”. There are some of difficulties that Mrs. Ma’fiah while teaching vocabulary using podcast medium:

a. Connection and Smartphone

The next difficulty is from connection and smartphone media. Because of the number of batches, there are still some students who do not have mobile phones. There are even those who are still technologically stuttering. Even though they have smartphones, poor connection/signal is also a difficulty experienced by teachers, which makes it difficult for students to follow the learning. The solution is that the teacher takes the initiative to invite them to their house or join friends who live close together to study together.

*.Researcher: “Apart from the schedule, were there any other difficulties experienced while teaching vocabulary using digital podcast medium?”*

*Teacher : “The difficulty when teaching online is that not all students have smartphones and signals. if students do not have smartphones, they cannot follow the lesson. and also if the student has a smartphone but the signal is bad, the student will have a hard time to follow the lesson. then the teacher instructs students who do not have smartphones to join with friends whose homes are close, and also to come to the teacher's house if their homes are close”.*

b. Lack of Attention

The next difficulty is the lack of attention from parents, for moderate parents/civil or technology literate parents it may be more

controlled because between parents and educators or parties school communicates smoothly. Therapy for parents who do not understand, they feel confused, and difficult. Mrs. Ma'fiah said:

*Researcher : "What are the difficulties faced by the teacher when teaching using podcasts medium?"*

*Teacher : "Then the difficulties faced by the teacher are the lack of attention to children and also some parents do not understand technology or are technologically stuttering. maybe for some others already understand, then they have no trouble even the teacher's communication with his parents went well, when there was a task or information that was not clear, parents usually immediately asked the teacher. Then the solution for parents who stutter on technology is usually the teacher always reminds students and parents when there are assignments or to be absnet".*

### C. Discussion

As the writer proposed in the first chapter, this research proposed question those are: to describe the use of podcast as an e-learning medium to teach English vocabulary at MI Nurul Huda Serang, Cipari, Cilacap, and to find out some difficulties in teaching vocabulary using podcast media at MI Nurul Huda Serang, Cipari, Cilacap. This justifications of findings based on the theories of some expert. Furthermore, the finding will be discussed with the relevant references from the expertsto justify research findings on the use of podcast as an e-learning medium in teaching vcalubart at MI Nurul Huda Serang, Cipari, Cilacap.

According to Brendon Towle, et al, mentioned that e-learning can be used in the learning process and deliver unique, effective, efficient, and

exciting learning experiences, created to meet the needs of certain learners.<sup>92</sup> And state by Vaughan and Waller cited in Munir, e-learning is learning process that utilizes technological sophistication that is intergrated in the delivery of material in the learning process. In other words, e-learning is a learning method that uses technology as a learning medium.<sup>93</sup> Stated by Andri Anugrahan, e-learning is an education system that uses electronic application to support teaching and learning used elektronik devices.<sup>94</sup> The fourth grade of MI Nurul Huda Serang,Cipari, Cilacap showed that using e-learning can support the learning process during pandemic. MI Nurul Huda Serang, Cipari, Cilacap used podcast audio on WhatsApp Group and podcast video on YouTube as an e-learning medium in teach students' English vocabuary during pandemic. Maximizing the use of these podcast shows that e-learning can be helpful facilitate teachers and students in expressing and creating English lesson especially students' vocabulary during pandemic. The use of proper application is one of the supporting factors for implementating effective learning so that it can achieve learning objectives. From this explanatin, MI Nurul Huda can use e-learning to support the teaching vocabulary. These uses of e-laerning will be explored in greater detail bellow:

### **1. The Use of Podcast As An E-Learning Medium to Teach Students' Vocabulary**

In learning English related to the use of podcast as an e-learning media, in learning vocabulary, the teacher used two types of podcast and application:

#### **a. WhatsApp as a podcats audio**

The first is WhatsApp as a podcast audio used at forth grade of MI Nurul Huda. WhatsApp podcast is used as a means of delivering

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<sup>92</sup> Brendon Towle, et al., (2003), "Adaptive E-learning," Educational Testing Service, Princeton NJ, Vol. 38 No. 2 p. 113.

<sup>93</sup> Munir, (2009), "Distance Learning (Based on Information and Communication Technology)", Bandung: Alfabeta, p. 168.

<sup>94</sup> Andri Anugrahana, (2020), "Obstacles, Solution and Hopes: Online Learning During the Covid-19 Pandemic period 19 by Elementary School Teachers", Journal of Education and Culture, vol. 10, p. 284.

material and information from teacher to students. The teacher make group consisting of teacher and students. WhatsApp group were created as a discussion foru between teacher and students. In delivering the material the teacher sends a recording that has been prepared in advance and sent via WhatsApp group. Using podcast on WhatsApp group will make it eassier for teacher to send material and information to students because there is no need to cantact students one by one. Teacher also use WhatsApp group to send live Youtube links as a podcast audio and assignment information. With this, podcast audio can help facilitate an e-learning vocabulary.

According to Hega Nurazizah, & at all theory that Whatsapp is one of several e-learning media that the teacher in teaching Vocabulary can implement. Whatsapp is a tool to communicate with other people through instant messaging. Using WhatsApp can send information like text messages, documents, videos, audios, and images. Several features can help the teacher and student in the learning process. That is voice notes (podcast audio) and several features that can support the learning process.<sup>95</sup>

According to Cifuentes and Lents's theory that whatsapp has several functions iin theaching and learning environments such as saving time and convenience intensive interaction between teachers and students, distributing teaching materials, submitting assignments and up-todating class activities.<sup>96</sup> According to Suradi cited in Reny and Tina's that whatsapp application became an application which is quite well know that is used by the people in Indonesia, not least among academics. The use of whatsapp group is considered ideal for

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<sup>95</sup> Hega Nurazizah, & et al, (2019), "Whatsapp Voice Note In Speaking Class". Journal of English Education and Teaching, Vol. 3, No. 3, p. 345.

<sup>96</sup> Fatimah M. And Shely Nasya P., (2019), "The Impact of Whatsapp Group on Undergraduate Students' Writing in the Indonesian Teritary Context", The 3nd Indonesia International Conference on Linguistics, Language Teaching, Literature and Culture, 2019.p. 266-267.

use as a means of discussion and communication, and also share information.<sup>97</sup>

Related to this, podcast audio on WhatsApp is used in MI Nurul Huda as a potential alternative media that can be used for learning purposes, especially during pandemic that requires the learning process to be carried out from home. Using voice note or podcast audio on WhatsApp proves that these audio podcast help the process English vocabulary learning and it is also related to the previously mentioned theory about the use of voice note (podcast audio) as an e-learning medium. It showed that the use of podcast audio was the right choice as an e-learning medium.

b. Live Youtube as podcast video

The second is live YouTube as a podcast video. YouTube is an application that provides a video that can be uploaded and watched by anyone, and on YouTube people can also livestream or live broadcast video. In learning students vocabulary at MI Nurul Huda Cipari is used as an e-learning medium to convey the material, explain, question and answer section. This is related to Aysegui Nacak's, et al theory that stated, Youtube is also one of several e-learning media that have become popular e-learning media. The use of youtube videos in learning environment is considered as a pedagogical tool and a combination of theory and application. The use of Youtube videos as instructional materials has various effects involving cognitive benefits, psychological benefits, and visualization of knowledge.<sup>98</sup>

According to Haryadi Mujianto, Youtube is one of media that can be used as a learning medium that is preferred by students. As we know that society, especially students, is easier understand information

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<sup>97</sup> Reny Nabilla and Tina Kartika,(2020), "*WhatsApp Group as a Communication Media for Lectures Online*", Journal of Communication Studies, vol. 4 no. 2 p. 194.

<sup>98</sup> Aysegui Nacak, et al, (2020), "*Teacher Candidate Views on the Use of Youtube For Educational Purpose*". Online Journal of Communication and Media Technologies, Vo. 10, No. 2, p. 1.

in the form of knowledge through media related to information technology such as Youtube compared to delivery conventional in class. Most of the students interested in things that is a visual video than general way like just giving knowledge from the book. By using Youtube, students will be more interested to understand the theory or knowledge. Through Youtube media, students can understand a material faster than learning through textbooks, because usually learning media is made interesting, so that students do not feel bored. Then in other words Youtube can increase students interest and motivation to learn.<sup>99</sup> According to Ririn Puspita Tutiasri et al, Youtube is one of the effective application to use learning during a pandemic, beside free and being easy to use, Youtube also provides clear information because it is audiovisual.<sup>100</sup>

As mentioned in theory before, podcat video on Youtube that used at forth grade students<sup>3</sup> of MI Nurul Huda to teaching students vocabulary as an e-learning medium during pandemic. Through podcast Youtube can make it easier for student because YouTube is a popular application and the use of YouTube is quite easy.

## 2. Difficulties in Teaching Students' Vocabulary Using Podcast Media

The use of podcat as an e-learning to teach students vocabulary at fourth grade of MI Nurul Huda Serang, Cipari, Cilacap showed that podcast could help facilitate teachers and students to carry out learning process during pandemic. However, in practice, researcher see some difficulties experienced when using podcast as an e-learning medium. The total amount of storage on the smartphone, the provision of materials, and the connection can also be an obstacles when e-learning process. This difficulties accordance with Hew and Brush theory's. the barriers or

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<sup>99</sup> Haryadi Mujianto, (2019), "Youtube Utilization as a Teaching Media to Improve Interest and Motivation", Journal of Communication of Thought and Research Results, Communication Studies Program, Garu University, vol. 5, no. 1, p. 136-137.

<sup>100</sup> Ririn Puspita Tutiasri, et al, ( 2020), "Utilization of Youtube as a Learning Media for Middle School Students Covid-19 Pandemic", Journal of Communication, Scurity Society, Vol. 2 No. 2 p. 13.

challenges to using technology (e-learning) in the classroom include resource limitation, teacher knowledge, skills, and teacher attitudes and beliefs.<sup>101</sup>

In e-learning the use of technological sophistication is very important, one of which is an e-learning medium. Technology such as smartphones and laptops is an important component for support e-learning. Not having e-learning support devices is one of the problems experienced during learning from home. Several teachers and students do not have technological devices that are qualified to support e-learning activities. Even if they have these supporting facilities, sometimes the smartphones they have are not sufficient to be used in e-learning activities such as entire storage. In addition, the material is also one of the problems in e-learning. Many students complain because there are so many assignment given by teachers to students during e-learning. Thus, the selection of teaching materials, delivery and assignment should be considered. The problem when implementing e-learning is the difficulty of internet access because of the weak connection in the some of homes students area. It is undoubtedly one of inhibiting factor for students participating in the laerning process and collecting assignment given by the teacher. This explanation is relevant to Atmojo and Nugroho in Novrika and Erif stated that some challenges in teaching using technology (e-learning) are: some students did not have their smartphone, the internet connection was unstable, and sufficient internet quota.<sup>102</sup>

Based on the theory above, it can be concluded that the limited ownership of devices that support the e-learning process is needed. In addition, the material are also essential to note so that learning objectives

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<sup>101</sup> Michael J. Eady and Lori Lockyer, (2013), *“Tools for Learning: Technlogy and Teaching Strategies”*, (Australia: Queensland University of Technology), p. 71.

<sup>102</sup> Novrika N. and Arif N., *“Online Learning aiGlobal Pandemic: EFL Students’ Challenges, Suggestions, and Needed Materials,”* English Franca: Academic Journal of English Language and Education, vol. 4, no. 2, p. 119-120.

can be achieved. Lastly, internet connection hinder students in following the student learning process and in collecting assignment.





## CHAPTER V

### CONCLUSION

#### A. Conclusion

As mentioned in the first chapter, this research is intended to answer two purposes of research: (1) to describe the use of podcast as an e-learning medium in teaching vocabulary at the fourth grade of MI Nurul Huda Serang, Cipari, Cilacap; (2) to find out the difficulties in the use of podcast as an-learning medium at MI Nurul Huda Serang, Cipari, Cilacap.

1. In term of the first research question, based on the results of the interview, observation, and study document, it can be concluded that there are two applications used to help facilitate e-learning of vocabulary. The first applicationn is WhatsApp which is used to provide information and send YouTube link to students and also to deliver, explain material, and have question. The second application is YouTube, it is used as a medium to deliver and explain the material. Based on several applications used, it showed that the use of podcast could help support the e-learning process. However, in YouTube, it could maximize the learning process. So that, it is not only used to deliver and explain the material, but maybe will be more interesting if the teacher use other supporting media.
2. Regarding the second research question, the teacher has three difficulties when teaching vocabulary using podcast. The first difficulty is the lack of technology tools such as smartphone and computers. This greatly hinder the learning during the online learning, because all of the teaching and learning activities depend on technological tools. The second is internet connection/signal because not all students and teachers are in a place that has easy access. A poor connection can hinder the process of delivering and receiving the material provided. The last difficulty is lack of

attention from parent to their children including the difficulties faced by the teacher. There are some parents who do not control their children when e-learning which results that the students pay less attention to the material that delivered by the teacher. There are even some parents who do not understand about technology, so they can not use the application.

## B. Suggestion

Researchers have hope that good things that exist or begin to arise from preliminary observations, implementation of research to the final stages of writing research reports, good things are also expected always to be there, until at the final stage of writing a research report, the good things do not end either but continue and are always there and even get better. Therefore, several suggestions hope to become recommendations to shape developments for the better and even better, from a theoretical point of view as well as a practical point of view for various fields in general, and especially in the field of education at MI Nurul Huda Cipari, namely:

### 1. For the teacher

From this research, it is hoped that teachers can be more innovative and creative to create media in teaching that are better and more appropriate for students. The use of various learning models is expected to help improve the quality of teaching and learning activities. Teachers are also expected always to be a good example and not get tired of making innovations in learning at school.

### 2. For the school

This research is expected to motivate schools to provide some appropriate and innovative learning media to support the teaching and learning process during and after the Covid-19 pandemic era, to continuously improve the quality of student learning under any conditions.

### 3. Further researchers

Researchers realize that this research is still far from perfection. The researcher hopes that this research will be helpful for all parties, and the results of this study will help further researchers as a resource to help carry out further research on the same topic.



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