The Use of Podcast As an E-Learning Medium in Teaching Vocabulary Students of MI Nurul Huda Serang Cipari Cilacap

Vierri Adam Aziz

Email: vierriaziz@emailaddress.com

UIN Prof. K.H. Saifuddin Zuhri, Jl. A. Yani No.40A, North Purwokerto, Banyumas Regency, Indonesia

Abstract

The spread of Corona Virus diseas (Covid19) impacts vaarious aspects of living system such as social, economic, incredibly educatinal system. The government enacted the chool rom home during the pandemic. Tthere was undoubtedly a change in implementing the teaching and learning process in the Indonesian educational contect. The quick solution is by utilizing podcast as an e-learning medium during the pandemic. MI Nurul Huda Serang, Cilacap is one of th school tthat used podcast as an e-learning medium in the teaching. This research described how podcas used in the learning process at MI Nurul Huda Serang,Cipari, Cilacap. The reearch method used in this research is qualitatiive descriptive method. Data reduction, data display, and vertification data have been used as data analysis teciques of this research. The results showed that the English teacher of MI Nurul Huda used two types of podcast in the teaching vocabulary, namely podcast audio on whatsApp and podcast video on Youtube.

Keywords: E-Learning, Podcast Media, Vocabulary.

1. Introduction

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 comanded 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.

According to Deal, podcasts can be used an educational medium to learn pronunciation or vocabulary for Elementary until Senior High School students (Sudarmoyo, 2020). The teacher can apply it in learning to teach students vocabulary and so that students can access online learning like now. A school that has implemented podcast as an e-learning medium in teaching vocbulary is MI Nurul Huda Serang, Cipari, Cilacap. This school is located in Cipari, Cilacap. Based on the preliminary research through an interview with the English teacher, the students usually les intersted in oline learning when they are only given assignments without anu interaction with the teacher. So students are also difficult to understand the material about vocabulary because the lack of explenations related to the material. The teacher tries to use podcasts as learning media to help students be more interested and easily understand the vocabulary.

2. Research Methods

The method used in this research is a qualitative research. Qualitative research includes many specialized techniques, but usually, direct researchers observed and participate in small-scale social setting, most often in home cuture (Neuman, 1914). A qualitative approach is used to the location of the problems that require the context of time and situation in question appropriatly with fields' condition through the descriptive method. Qualitative descriptive is research s 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 (Joan & Thomas, 2009).

3. Results and Discussion

3.1. *Teachig Vocabulary*
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, vocabulary is all the words in a language, and also vocabulary 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 (Oxford learner's Pocket Dictionary).

In other word learning vocabulary is basic in teaching language. According to Marianne Celc e-Murcia, 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 (e-Murcia, 2001).

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 (Asyiah, 2017).

Types of Vocabulary
There are two types op vocabulary, they are active and passive vocabulary (Read, 2000). 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, et al., state vocabulary can be described as receptive or productive. Receptive means that vocabulary is about the understanding of some words are used by others. Besides thatb productive means that vocabulary is about several words that are used in ourselves (Graves, et.al, 2013).

Active vocabulary (productive) is the words that the learners understand and can pronounce correctly and use constructively in speaking 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 (Read, 2000).

The groups of passive vocabulary is usually larger then one of active vocabulary (Hibert & Kamil, 2005) Obviosly, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign langguage is to expand both the students' passive and active vocabulary and develop all the four basic language skill: speaking, writing, listening, and reading.

Vocabulary Mastery
Mastery is comperhensive knowladge or use of subject or instrument. The word of mastery is divides from the word "master", which means to become skilled or procient in the use of, to gain complete knowledge through understadig (Collin, 1979). 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;
f. The ollections of the word;
g. The associations of the word;
h. The frequency of the word.

3.2. E-Learning Media
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 ninnovation in the teaching and learning process using electronic media, especially the internet. E-learning, it possible to carry out the learning process in their place, not pysically 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 (Martono & Nurhayati, 2014).

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 (Munir, 2009). So, the use of electronic devices or technology is needed in the e-learning process.

According to Puriyanto, E-learning can also be difined as the delivery of learning materials through electronic media such as the internet, satellite broadcast, audio or video, and etc (Puiriyanto, 2012). E-learning can also used in the learning process and deliver unique, effective, efficient, and exciting learning experiences, created to meet the needs of certain learners (Towle, et al., 2003).

3.3. Podcast as an E-learning Media

The term of "podcast" was delivered by blending the word iPod and broadcast (Lee & McLoughliin, 2007) The origin of the mention of the word podcast is becase podcast is an acronym for iPod Broadcasting whiich 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 (Zellatifanny, 2020).

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 (Sudarmoyo, 2020).

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, video podcast, and enhanced podcast.

Audio podasts is Audio podcast is a type of podcast in the form of sound recordings uploaded via the internet and can be accessed by everyone. As for some applications that provides audio podcasts for free or paid, such as WhatsApp, Spotify, Joox, etc.

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.

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 (Darwis, 2016).

There are many types of podcast currently available, including: news, interviews, features, documentaries, and voice blogs, as well as story podcasts (Rusdi, 2012). According to Delsa and Dina, there are three types of podcast iin the learnig process namely, authentic podcast, teacher podcast, and students podcast.

The first is authentic podcast. Authentic podcast is podcat that are not created by students or teacher. Podcast that aimed at the general public. The second is teacher podcasts. Teacher podcast is that podcast produces by the teacher, often for their classes. The third is students podcast. Sttudent podcasts is that podcast produced by the students, but often with teacher instruction.

Podcast as an E-Learning Medium In Teacing Vocabulary At MI Nurul Huda, Serang Cipari Cilacap.

After understnding the explanation above, the rearher has also made observatin with the teaccher of MI Nurul Huda regarding the use of podcasta as e-learning medium in teaching vocabulary. The researcher found that in the school there are two types of podcast namely, audio podcast and video podcasts. There are several application that have been used when the implementing podcast, namely, WhatApp as an audio podcast and YouTube as an video podcast.

According to the observation with the English teacher of MI Nurul Huda Serang Cipari, showed that Using podcast as an e-learning medium in teaching English, especially for English vocabulary is very helpful during online learning. It same with as statement from 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 (Fatimah & Nasya, 2019). 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 (Mujianto, 2019).

In the learning process WhatsApp is used as means of providing material and attendent check. While YouTube is a means of delivering material so that it is easily understtood by students. In other word, WhatsApp and YouTube in the process of learning vcauulary at school. There are interrealated and become alternative media that makes students excited in the learning process.

4. Conclusion

The conclusion of this research is the answer to the problems that have been formulated at the beginning of the study. The conclusion is also based on the purpose of the research related to the general description of the use of online learning media starting from .preparation, implementation, assessment, as well as synchronized (referring) to several series of research processes, including the data collection process using interview, observation, and documentation techniques; as well as data processing. utilizing data reduction aims to filter the required data; and presentation of data to make it more transparent and easier to understand when carrying out the next stage; analysis of data in this study through analysis in terms of similarities between the theoretical basis and the research results.

The analysis of research results has been explained in the previous discussion, so several conclusions are obtained, indicating the similarities between the theoretical basis and the research results, namely, regarding the selection. English learning at the MI/SD level for conditions such as the current era, the most appropriate is to use an online learning implementation system for English subjects, referring to social grounds including regulations from the government. Distance learning or online learning is made so that it can run ideally and optimally, namely with careful planning in the form of using learning methods and appropriate learning media to use. So that the learning objectives can be achieved optimally and according to expectations. To implement effective English online learning by using contextual methods, mentoring methods, and media-appropriate learning methods and according to IT-based situations and conditions.

English subjects use the principles of selecting and sorting out English online learning media following the pandemic conditions. Based on the recommendations of the principal where the conditions are The community environment is agrarian, taking into account the interests of students, but with optimal results. Podcast as one of the online learning media that teachers and students prefer to use podcasts as an online learning medium to deliver English material at MI Huda Cipari and with the hope that students can participate in learning evaluations with maximum results because they see the many benefits and characteristics of the podcast itself that are following the needs and learning indicators.

References

[1] Neuman,W. Lawrence. "Social Reearch Methods: Qualitatve And Quantitative Approaches". (Pearsn Education Limited, 1914, 7 edition).

[2] Joan K. M. and Eileen Thomas. 2009. "A First Quaitative Project: Qualitative Descriptive Design For Novice Researcher". JSPN. Vol. 14 No. 4.

[3] Oxford learner's Pocket Dictionary, Fourth Edition, Oxford University Press.

[4] e-Murcia, Marianne Celc. 2001. Teaching English as a Second or Foreign Language. USA: Heinle & Heinle.

[5] Asyiah, Dewi Nur. 2017. "The Vocabulary Teaching And Vocabulary Learning: Percetion, Strategies, And Influences On Students Vocabulary Mastery". Jurnal Bahasa Linguna Scientia. Vol. 9 No. 2.

[6] Read, Jhon. 2000. "Assesing Vocabulary". Cambidge UK: Cambridge University Press.

[7] Hibert, E.h. & Kamil, M. L. 2005. "Teaching And Learning Vocabuary: Bringing Reasearch to Practice". Mahwah, New Jersey: Lawrence Assocciates.

[8] Collin, William. 1979. "Webster's New Twentieth Century Dictionary". America: The United State of America.

[9] Martono, Kurniawan Teguh & 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

[10] Munir. 2009. "Distance Learning (Based on Information and Communication Techology)". Bandung: Alfabeta.

[11] Lee, Chan & McLoughliin. 2007. "Promoting and Motivation For Distance Learners Through Podcasting". CSU Research Output, Charles Sturt University.

[12] Zellatifanny, Cut Medika. 2020. "Trends in Disseminating Audio on Demand Content Through Podcast: An Oppurtunity and Challange in Indonesia". Journal of Pekommas. Vol. 5 No. 2.

[13] Sudarmoyo. 2020. "Podcast As A Media Alternative Of Distance Learning". Education and learning Journal. Vol. 5 No. 2.

[14] Miranty, Delsa & Dina Rachmawati. 2016. "Designing Podcast For Studies: A Prototype For Teaching English IN Listening Class". The Journsl of English Language Studies. Vol. 1 No. 2.

[15] Darwis, Robi. 2016. "Students Perceptions Towards The Use Of Podcast In Learning English". Journal of English And Education. Vol. 4 No. 2.

[16] Fatimah M. & 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.

[17] Mujianto, Haryadi. 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.

[18] Puiriyanto. 2012. "Technology For Media Development And Learning". Yogyakarta: state University Press.

[19] Towle, Brendon, et al. 2003. "Adaptive E-learning". Educational Testing Service, Princeton NJ. Vol. 38 No. 2.