

**THE INFLUENCE OF USING “ENGLISH VOCABULARY BOOSTER  
PODCAST” IN SPOTIFY TOWARDS STUDENTS’ VOCABULARY  
MASTERY AT FIRST SEMESTER OF ELEVENTH GRADE OF SMAN  
1 PULAU PANGGUNG TANGGAMUS YEAR 2022/2023**

**An Undergraduate Thesis  
Submitted as a Partial fulfillment of the Requirements for S1-Degree**

**By :  
Ribuani Permatasari  
1811040324**

**Study Program: English Education  
Advisor: Meisuri, M.Pd  
Co-Advisor: Zakiyah, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2022/2023**

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2022/2023**

## ABSTRACT

# THE INFLUENCE OF USING "ENGLISH VOCABULARY BOOSTER PODCAST" IN SPOTIFY TOWARDS STUDENTS' VOCABULARY MASTERY AT FIRST SEMESTER OF ELEVENTH GRADE OF SMAN 1 PULAU PANGGUNG TANGGAMUS YEAR 2022/2023

By

**Ribuani Permatasari**

Students need to learn vocabulary in order to facilitate and increase our skills in English. This research aimed to know whether any influence or not using English Vocabulary Booster Podcast in Spotify toward students' vocabulary mastery. This research gave the students a podcast to listen and suggested the students to learn the correct vocabulary, after that gave treatment to the students using the Spotify Application during the learning process.

In this research, the researcher used the quasi experimental design. The population in this research is students at first semester of eleventh grade in SMAN 1 Pulau Panggung Tanggamus in academic year 2022/2023. The writer used two classes the experimental class and the control class, XI IPA 2 as the experimental class and XI IPA 3 as the control class. In collecting the data, the writer used instruments pre test and post test. After giving the post test, the writer analyzed by using SPSS (*Statistical Package for Social Science*).

From the analysis, it was found that the significant influence from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000 it is lower than  $\alpha = 0.05$  and it is mens ( $H_0$ ) is rejected and ( $H_a$ ) is accepted. It means that the researcher concluded that there is a significant influence of using Using English Vocabulary Booster Podcast in Spotify Toward Student Vocabulary Mastery at First Semester of Eleventh Grade of SMAN 1 Pulau Panggung Tanggamus Year 2022/2023.

**Keywords:** *Podcast in spotify, Quasai Experimental Design, vocabulary mastery*

## DECLARATION

I Hereby state that this thesis entitled “ **The Influence of Using “English Vocabulary Booster” Podcast in Spotify Toward Student Vocabulary Mastery at First Semester of Eleventh Grade of SMAN 1 Pulau Pangung Tanggamus Year 2022/2023** is completely my own work. I fully aware that i have quoted some statements and theories farm various sources and they are properly acknowledged in the text.

Bandar Lampung, 2022

Declared by,



**Ribuani permatasari**

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

”And He taught Adam all the names (all of them), then presented them to the angels; then He said: tell me the names of those if you are right”.  
(Q.S. Al-Baqarah; 31)<sup>1</sup>

---

<sup>1</sup> Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: Al-Huda Kelompok Gema Insani), Al-Baqarah: P-31

## **CURRICULUM VITAE**

The writer's name is Ribuani Permatasari. She was born in Penantian on april 12, 2000. She is the third children from Mr Arbi and Mrs Rudiun daughter. She began study at SDN 1 Muara Dua in 2006 and graduated in 2012, then countinued her study at Junior Hight School at SMPN 1 Pulau Panggung in 2012 and graduated in 2015. After graduated at junior hight school, she continued her study at SMAN 1 Pulau Panggung in 2015 and graduated 2018, after that, she continued her study at university Islam of Raden Intan Lampung and graduetes in 2023.



## **DEDICATION**

From deep of my heart, this thesis is proudly dedicated to everyone who cares and loves me. I would like to dedicated this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time
2. My beloved parents, Mr Alm. Arbi and Mrs. Alm Rudiun who have supported her throughout her life, thank you for teaching the meaning of education which is very important for her childern, I will always pray for mother and father and inshallah will make you proud.
3. My belove brothers and my sisters Havid al arsyad S.T and Nova citra sari S.Pd who love, care, support, and cheer me up until the completion of this thesis. Then, my beloved boyfriend Fatric abel rizat S.H who always support me until finishing my thesis.
4. My beloved lectures in English Education Study Program and almamater Raden Intan state Islamic University Lampung, who made me grow up and have contributed much for my self development.

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First of all, praise to Allah, the almighty god, the most Merciful the Most Beneficent for his mercy and blessing to me during study in completing this graduation paper successfully. Then, the peace and salutation always be given to our prophet Muhammad SAW who has guided us from darkness to the brightness.

This thesis entitled “The Influence of Using English Vocabulary Booster Podcast in Spotify Toward Student Vocabulary Mastery at First Semester of Eleventh Grade of SMAN 1 Pulau Pangung Tanggamus Year 2022/2023” is submitted as a compulsory fulfillment of the requirement for S-1 Degree of English Study Program at Tarbiyah and Teacher Training Faculty of State Islamic University Lampung. when finishing this thesis, the researcher has obtained so much help, aid, support, suggestion and many valuable things of countless people.

Then, the researcher would like to thank the following people for their ideas, time and guidance for thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Muhassin, M.hum, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
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support and helps me to finish my thesis. May Allah gives goodness and blesses for all guides and helps that has been given to the researcher. Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the riter particularly and the readers generally, especially for those who are involved in English teaching profession.

9. last but not least, I wanna thank me, I wanna thank me for believing in me , I wanna thank me for doing all these hard work, I wanna thank me for having me days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and trying to give more than i receive. I wanna thank me for trying to do more right than wrong, I wanna thank me for juts being me all time.

Bandar Lampung, April 2022  
The Researcher,

Ribuani permatasari  
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## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>APPROVAL</b> .....	<b>iv</b>
<b>ADMISSION</b> .....	<b>v</b>
<b>DECLARATION</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>CURRICULUM VITAE</b> .....	<b>ix</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>x</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Title Affirmation .....	1
B. Background of The Problem .....	2
C. Identification of the Problem .....	5
D. Limitation of the Problem .....	5
E. Formulation of the Problem .....	5
F. Objective of The Study .....	5
G. Significance of The Research .....	6
H. Scope of The Research .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>7</b>
A. Theory .....	7
1. Vocabulary .....	7
a. Definition of Vocabulary .....	7
b. The Importance of Vocabulary .....	8
c. Vocabulary Mastery .....	8
2. The Kinds of Vocabulary .....	10
3. The Aspect of Vocabulary .....	11
4. The Teaching of Vocabulary .....	16
5. Podcast as a Learning Media .....	18
6. English Vocabulary Booster Podcast .....	20
7. Spotify .....	20
8. Procedure of Spotify Application .....	21
9. Advantages and Disadvantages of Spotify Application .....	22
10. Procedure of Teaching Spotify Application .....	23
11. Concept of Translation Technique .....	24

12. Procedure of Teaching Vocabulary by using Translation Technique .....	24
13. Advantages and Disadvantages of Translation Technique .....	24
B. Relevance Studies .....	28
C. Frame of Thinking .....	29
D. Hypothesis .....	30
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>31</b>
A. Research Design .....	31
B. Variable of the Research .....	33
C. Population, Sample and Sampling Technique .....	33
D. Data Collecting Technique and Instrument .....	34
E. Scoring Procedure .....	39
F. Research Procedure .....	40
G. Validity and Reliability of The Test .....	40
H. Data Analysis .....	42
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>45</b>
A. Result of the research .....	45
1. Result of Pre-Test in Experimental Class .....	45
2. Result Pre-Test in Control Class .....	46
3. Result of Post-Test in Experimental Class .....	47
4. Result of Post-Test in Control Class .....	47
B. Data Analysis .....	48
1. Fulfillment of The Assumption .....	48
a. Result of Normality Test .....	48
b. Result of Homogeneity Test .....	49
2. Result of Hypothetical Test .....	50
a. Hypothetical Test .....	50
C. Discussion .....	52
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>55</b>
A. Conclusion .....	55
B. Suggestion .....	56
<b>REFERENCES.....</b>	<b>57</b>
<b>APPENDICES .....</b>	<b>61</b>

## CHAPTER I INTRODUCTION

### A. Title Affirmation

As a first step in understanding the title of this proposal, and the check misunderstanding, the researcher feels needs to explain a few words which are the title of this proposal. The title is **The Influence Of Using “English Vocabulary Booster Podcast“ In Spotify Towards Students’ Vocabulary Mastery At First Semester Of Eleventh Grade Of Sman 1 Pulau Pangung Tanggamus Year 2022/2023**. The following is a list of the definition of some of the words used in the title of this proposal: Influence is the capacity or power of persons or things to be compelling force on or produce effect on the actions, behavior, opinions, etc., in other words, is the power to change or affect someone or something.

English Vocabulary Booster Podcast is one of account in Spotify which the podcast is post the first audio on 13<sup>th</sup> January and the title is “Episode 1-Food” this podcast boosts someone’s English vocabulary and make the user’s sound like a native. Spotify was foundes in 2006 in Stockholm, Sweden, by Daniel Ek, former CTO of Stardoll, and Martin Lorenzon, CO-Founder Tradedoubler. Spotify is a Digital Music, Podcast and Video Service that gives you access to millions of songs and other content from creators all over the world.

Vocabulary Mastery is one of the factors for mastering English as a foreign language. This means that students have the ability to understand and use words and meanings. The larger the vocabulary the students master, the better they will display their language. By having a limited vocabulary, students will have difficulty mastering English skills.

Thus, this proposal is entitled “ the influence of using english vocabulary booster podcast in spotify towards student vocabulary mastery at first semester of eleventh grade of SMA N 1 pulau pangung ”.It is very suitable to be used for school students and can help teachers in teaching English

## B. Background of the Problem

One of the important aspects to be learned in language learning is vocabulary.<sup>1</sup> We need to learn vocabulary in order to facilitate and increase our skills in English. According to Hatch and Brown at least there five kinds of vocabulary such as word class (noun, verb, adverb, adjective, pronoun, prepositions and conjunction), word families (clarifies about affix and the shift of word), word formation (compounding, clipping, blending, derivational, inflectional), collocations (two words that usually found together), homonyms (same form but different in meaning).

Lee & Chan state that the learners can be helped to make efficient use of their time, by harnessing the idle moments in their waiting or traveling on public transport, so they can undertake learning in conjunction with other task. Many of people are 'continuously connected' by mobile phones, laptops and hand-held devices. Podcast can be an alternative for the students to learn English specially for the vocabulary mastery because the process of learning can be conducted everywhere and every time out of the learning classes.<sup>2</sup> It related to this situation which forced us to stay at home and podcast can be a media to used when the students boring. English Vocabulary Booster is one of Podcasts in Spotify music platform. This podcast, help us to increase our vocabulary mastery through listening the audio and read the transcript in the link that available in the description of the podcast. The topic that discussed in the English Vocabulary Booster podcast is very varied such as movies, school and etcetera.

There are some relevant studies with this thesis such as the thesis from Reupita Muda with the title is "The Influence of using Treasure Game toward students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in Academic Year of 2019/1010. This research was focused on the word classes vocabulary (verb, noun and adjective). The result of this research said that using game in teaching English

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<sup>1</sup> Hatch, H. and Brown, C. *vocabulary, semantics and language education* (New York V :Cambridge University press ,1995)

<sup>2</sup> Lee, M.J.W., & Chan, A. *Pervasive, lifestyle-integrated mobile learning for distance*, (2007)

especially for teaching vocabulary was effective. Because it help the students easy to remembering new vocabulary.

Other research was conducted by Juni Bayu Saputra with the title “The effectiveness of using podcast in teaching listening comprehension viewed from students'listening habit”. This research using the Pre-experimental method, the students of SMP Muhammadiyah Way Jepara were population and SPSS Application were used analyze the data. The result of this research explained that using podcast was effective to teaching listening comprehension. The conclusion is that the effectiveness of using podcast can increase vocabulary in learning english.

Next research was carried out by Veronica Mustika Heni P. Conducted a study entitled “Improving Students’ Listening Skills Trought Podcast at SMP PGRI 1 Yogyakarta grade VIII in the academic year 2012/2013”. This research method used was qualitative data obtained trough interviews, observation and questionnaires , the result of this research explained that using podcasts was innovating as a means of learning English vocabulary mastery is very suitable, because it make the students interested then easy to listen and remember the new vocabulary. So, the thesis has a similarity with the research, that was about the vocabulary mastery and the difference was in the media that used by the researcher which the previous research used Treasure Game and the researcher right now used English Vocabulary Booster podcast in Spotify.

According to an interview held on Pre-observation April 7, 2022 at SMA N 1 Pulau Panggung, the researcher got some information taken from the English teacher especially in vocabulary mastery in grade eleven by interviewing Mrs. Ari, she said about the students and their participation as well as the media used by teaching vocabulary. She said students are less interested in learning English, there are still many students who think that a foreign language so they think it is not so important to learn.<sup>3</sup>

There are several problems that many students were lazy to open dictionary, they have little interest to learn vocabulary, they

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<sup>3</sup> Miss Ari, *interview an English Teacher*, SMAN1 Pulau Panggung, April ( 072022 )



were lazy to explore new word.it makes the teacher harder in teaching.the teacher said that the hardest material in vocabulary which difficult to learn by the student was adjective.There is even one student who does not know what the meaning of Vocabulary. In the opinion of students, the media used is less interesting and monotonous. Students also said that there was a lack of practice in using English so that their lack of knowledge of English Vocabulary caused students to easily forget. During this pandemic, many students complained because they only studied through mobile phones, so they could not learn directly from the teacher and learning became ineffective.

Based on the data of preliminary research, the researcher found some problems and some difficulties in teaching vocabulary mastery. To make it easier for students to understand the lesson, teachers can use many media. There are many types of media that can be used in teaching Vocabulary mastery using the booster podcast in the spotify application. To solve this problem, the researcher will use the Spotify Application to help students learn Vocabulary Mastery.

According to the expert Podcast provides benefits for the learning process. Chan and Lee explained that the timeshifted aspect of Podcast is a key benefits of radio broadcastings with the flexibility, student control and personalization provide by recorded audio. Podcast allow for spatial and temporal flexibility, sby giving listeners control over where and when to listen to files.<sup>4</sup> This mean that in this modern era students can use cell phones as a learning tool, so learning becomes very important, not only done by teachers or at school. Student can be wiser in using cellphones. The spotify application does not only fuction to listen to music or podcasts, but can be useful for understanding grammar and increasing vocabulary which by listening to podcast, learning becomes monotonous, and more interesting for students.

From the statement above, the researcher concluded this research conduct podcast in spotify to influence students'

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<sup>4</sup> T.K Chew, J.Q; Lee, J.H; Lim, C.T, Loke, W.W dan Wong, *Exploring the Factors Affecting Purchase Intention of Smartphone: A Study of Young Adults in Universiti Tunku Abdul Rahman* (Malaysia: Perak Campus, 2012).p. 25.

vocabulary”. Finally, the researcher conducted this study entitled this research “The Influence of Using “English Vocabulary Booster Podcast“ In Spotify Towards Students’ Vocabulary Mastery At First Semester of Eleventh Grade of Sman 1 Pulau Pangung Year 2022/2023.”

### **C. Identification of Problem**

Based on the background of the problem, the researcher identified that the problems as follow:

1. The students was less motivation in learning English.
2. The students lazy to open dictionary
3. The media that used by the teacher was monotonous.

### **D. Limitation of the Problem**

Based on the identification of the problem above, the researcher limit the research on the influence of using Spotify Application towards student’s vocabulary mastery at the eleventh grade of SMA Negeri 1 Pulau Pangung in the academic year of 2022/2023. This research focused on the vocabulary ( verb, noun and adjective).

### **E. Formulation of the Problem**

Based on the background, identification and limitation of the problems, the researcher formulated the formulation of the problem in this research was “Is there any influence of using English Vocabulary Booster Podcast in Spotify toward students’ vocabulary mastery at the first semester of the eleventh grade of SMAN 1 Pulau Pangung Tanggamus in academic year 2022/2023?”

### **F. Objective of The Study**

This research conducted to investigate whether any influence or not using English Vocabulary Booster Podcast in Spotify toward students’ vocabulary mastery.

### **G. Significance of The Research**

The benefits of the research is as follows:

1. Theoretically

To gave information to the readers about the influence of using English Vocabulary Booster Podcast in Spotify toward students' vocabulary mastery at SMA Negeri 1 Pulau Pangung Tanggamus in the academic year of 2022/2023.

2. Practical Significance

a. For the student

By using English Vocabulary Booster Podcast in Spotify toward students' vocabulary mastery, it is hoped that the students more interested and motivated in learning English, and will encourage them to improve their Vocabulary Mastery.

b. For the teacher

It hoped that this research gave teachers insight to use creative and innovative media and teaching strategies.

c. for the researcher

To gave additional information for other researcher conduct further research on the related field.

### **H. Scope of Research**

1. Subject of the research

The subject of the research was the students in SMAN 1 Pulau Pangung year 2022/2023.

2. Object of the research

Object of the research was taught vocabulary using "Booster Podcast" in Spotify Application

3. Place of the research

The research conducted at SMAN 1 Pulau Pangung.

4. Time of the research

The research conducted at the first semester of the academic year of 2022/2023.

## CHAPTER II LITERATURE REVIEW

### A. Theory

#### 1. Vocabulary

##### a. Definition of Vocabulary

Vocabulary is one of the important element in learning English. Vocabulary is the most important thing in the improvement process aspects of language development. Vocabulary cannot be separated from other parts of English such as speaking, writing, listening and reading. According to Steven Stahl, "Vocabulary is knowledge of a word not only implies a definition, but also implies how that word fits into the world. According to Kamil and Hiebert, vocabulary is generically understood as the knowledge of meaning of words<sup>5</sup> A component of language that contains all the information about meaning and words in language.

Vocabulary mastery is needed by someone to understand and use a collection of words that you want to express to express your thoughts and feelings inside various scopes such as in language activities. According to Richards, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela say that the term of vocabulary, lexis and lexicon are synonymous.

From those definitions of vocabulary above, it can be said that vocabulary is the words in language that not only implies a definition but also implies how that words fit into the world, vocabulary also making up the language and it is very important and needed to learned by the language learners.

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<sup>5</sup> Elfrieda H. Hiebert and Michael L. Kami. *Teaching and Learning Vocabulary* 9 (London : Lawrence Erlbaum Massociates, 2005) p.3

b. The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Nation, further describes the relationship between vocabulary knowledge and language use as an complementary, knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge.<sup>6</sup>

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students process the most sufficient vocabulary. Meanwhile, according to Cameron, vocabulary is not simply about learning words, but is actually much more than that. It is also about learning chunks and finding words inside them.<sup>7</sup>

From the definition above, it can be concluded that vocabulary is the knowledge of words and word meaning. It is about the words in language used to express meaning. therefore, learning vocabulary is a crucial matter in developing their english, even the students major the grammar well but they dont' master the vocabulary, it is very hard for them learning the foreign language, it can be said that vocabulary is very crucial element of language because it is the central of learning english.

c. Vocabulary Mastery

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering, it will be difficult for the language learners to reach their goals in learning a language. Vocabulary mastery is always being an essential part of English. Lewis and Hill mention that vocabulary mastery is

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<sup>6</sup> I. S. P Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001). p. 34.

<sup>7</sup> Cameron L. *Teaching languages to young learners*. (Cambridge: cambridge university press, 2001), p. 67.

important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).<sup>8</sup>

According to Jhon, vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition, or an equivalent word in the own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentence.<sup>9</sup>

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.<sup>10</sup>

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

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<sup>8</sup> Lewis, M. *The Lexical Approach*, Language Teaching publication (1993)

<sup>9</sup> Jhon, R. *Assessing vocabulary*. Cambridge: Cambridge university press (2000)

<sup>10</sup> Chen and Li, *Effective english vocabulary learning*. (2009)

From the statement above, it is concluded that there are various words that can be obtained based on the division of expertise in the language. It is productive vocabulary and receptive vocabulary. Productive is related to productive language skills in speaking and writing skills, on the other hand receptive vocabulary with receptive skills consist of listening and reading.

## 2. The Kinds of Vocabulary

According to Hatch and Brown there are two kinds of vocabulary. Those are receptive and productive vocabulary.<sup>11</sup>

### a) Receptive Vocabulary

These are words that students know and understand their meaning but cannot produce them in skills for such speaking and writing. Words can be found during a reading but cannot use words in reading for speaking or writing.

### b) Productive Vocabulary

This is a word that is difficult for students to pronounce correctly and use constructive speaking and writing. This is what it takes to create a receptive vocabulary plus the skills to dialogue or write at the right time. Because of that, Productive vocabulary can be viewed as a process, because learners can create words to say what is on their mind to others.<sup>12</sup>

From the statement above, it is concluded that there are various words that can be obtained based on the division of expertise in the language. It is productive vocabulary and receptive vocabulary. Productive is related to productive language skills in speaking and

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<sup>11</sup> Mofareh Alqahtani, "The importance of Vocabulary in Language Learning and How to Be Taught", *International Journal of Teaching and Education* Vol 3, No.3, 2015, p25

<sup>12</sup> S.P Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p.11

writing skills, on the other hand receptive vocabulary with receptive skills consist of listening and reading.

### 3. The Aspect of Vocabulary

There are some aspect in learning vocabulary according to Lado as cited in Mardianawati, there are some vocabulary aspects as follows:

#### a) Meaning

Harmer explained that the first thing to realize about vocabulary items is that they frequently have more than one meaning. The word „head“, for example, sometimes means a top of human body, but it can also mean the leader of office e.g. headmaster. The other facts sometimes word has meaning in relation such as antonym and synonym. Thus students need to know the meaning of vegetable as a word to describe any one of other thing e.g. carrots, cabbage, potatoes, etc. Vegetable has a general meaning whereas is more specific<sup>13</sup>.

When the teacher delivering the student about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discovery the meaning, the teacher can use ways such as guided discovery and using dictionaries. The first thing to realize about vocabulary items is that they frequently have more than one meanings. The words ‘book’, for example, refers to a noun as something you see to read from, or as a thing to be read, but it s also has meaning as a verb.

#### b) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur there are some

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<sup>13</sup> Jeremy Harmer, *How to Teach English* (England: Pearson Limited edition, 2007). p. 78.



important points that should be considered when teaching vocabulary that is form (pronunciation and spelling).<sup>14</sup>

The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). In learning vocabulary, spelling is important because it aids in reading and the connection of letters and sound. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms. Nations as cited in Kareem.

c) Pronunciation

According to Hewings, pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription.<sup>15</sup> Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

Pronunciation is the way which a particular person pronounces the words of language (Hornby, Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are "present", which pronunciation /'preznt/ and /pri'zent/ and the word "read", which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to be able to speak English well with understandable pronunciation so that they can

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<sup>14</sup> Ur Penny, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996). p.57.

<sup>15</sup> Hewings M, *Pronunciation Practice Activities* (Cambridge: Cambridge University Press, 2004). p. 4.

communicate without annoyance and receiver easier to communicate.<sup>16</sup>

d) Word Classes

Word classes are categories of word. According to Hatch and Brown the word classification is based on their functional categories which are called part of speech<sup>17</sup>. There are parts of speech should be practiced fluently to the student such as nouns, verbs, adjectives, adverbs, pronouns preposition, conjunctions, and interjections.

1) Nouns

Nouns are words that refer to person, places, thing or idea. Noun can function as the subject of sentence and an object of a verb. According to Herring Nouns fall into one of two broad categories: common nouns and proper nouns.<sup>18</sup> There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.<sup>19</sup> It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts. It means that noun is relates with name of something like place, plant, people, and others. For examples: John, student, house, chair, rose, cat, honesty and others.

- Common noun is nouns that identify general people, places, or things.
- Proper noun is nouns that used to identify a unique person, place, or thing. A proper noun

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<sup>16</sup> A S Hornby. *Oxford Advance Learner's Dictionary*, Oxford university press Hal 1164 (2006)

<sup>17</sup> Brown A.H Orlich D.C., Harder R.J., Callahan R.C., Trevisan M.S., *Teaching Strategies: A Guide to Effective Instruction, Ninth Edition* (Wadsworth: Cengage Learning, 2005).

<sup>18</sup> Herring, P. *Complete English Grammar Rules*. California: Createspace Independent Publishing Platform.(2006)

<sup>19</sup> Marcella Frank, *Modern English a Practical Reference Guide* (new york: new york university, 1972).

always uses a capital letter, no matter where it appears in a sentence. There are four kind of proper noun: names, brands, appellations, job titles and familial roles

## 2) Verbs

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech.<sup>20</sup> Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong state that verb is a word that is showed measured and condition of a thing<sup>21</sup>. It means that verb can use to show the measure and condition of thing. For example: write, read, listen, and others.

From the statements before it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject. Verbs are words that denote action. Vandler ( in Hatch and Brown, placed verbs into four classes: activities (run, walk, look for), accomplishment ( build, kill, paint a picture), achievement (recognize, find lose, understand, hear), and states ( know, love have, desire).

## 3) Adjectives

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison<sup>22</sup>. It is often identified by special derivational endings or by special adverbial modifiers

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<sup>20</sup> Ibid. p. 147.

<sup>21</sup> Ibid. p. 143.

<sup>22</sup> Ibid.p. 146.

that precede it. It most usual positions as well. While Sjah and Enong state that adjective is a word that uses to expand and narrow the meaning of noun. It means that adjective is word that describe noun. For example: beautiful, good, small, and others.

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others. Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color nouns. Adjectives can point out positive or negative qualities.

#### 4) Adverbs

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs<sup>23</sup>. It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong state that adverb is a word that explain about how, where and when a thing happen. It mean that adverb related with the how the process, time, and where the thing happen. Examples: now, tomorrow, certainly, maybe and others. From the statements before it can conclude that adverb is a word that modify verbs, adjectives, and other adverbs and can explained how, when, and where a thing happen, for example : now tomorrow certainly, maybe, and other.<sup>24</sup>

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or to entire sentence rather than to nouns. Locative adverbs, like her and there are used very

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<sup>23</sup> Ibid.p. 148.

<sup>24</sup> Ibid.p. 151.

early by young children as ways of pointing to the location of objects. Time Adverbs, like now, then and yesterday are used by second language learners as an initial way to mark.

#### 5) Pronouns

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun as “a word that takes the place of a noun” is applicable to some types of pronouns but not to others.<sup>25</sup> Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a larger part of a discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity. Pronouns refers to nouns that have already been mentioned in the discourse or point ahead to a noun that we mention. All languages have some ways to point or to refer to ourselves ( I ), to the listener (you ), an to refer someone else ( he, she, it ).

#### 6) Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis<sup>26</sup>.

In this research, the researcher focused on verb, noun, and adjective. The reason of the researchers focused on verb, noun, and adjective based on the learning material syllabus English of the eleventh grade.

### 4. The Teaching of Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words. Teaching vocabulary is one of the most talked about parts when teaching English as a foreign language. When the teaching and learning process takes place, teachers often experience

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<sup>25</sup> Ibid, p. 150.

<sup>26</sup> Orlich D.C., Harder R.J., Callahan R.C., Trevisan M.S., *Teaching Strategies: A Guide to Effective Instruction, Ninth Edition*. p. 231.

problems. They have problems on how to teach students in an orderly manner to obtain maximum results. Teachers should pay attention if vocabulary teaching is something new and different from the students' mother tongue. They also have to take into account that teaching English to young students is different from people who are aged or older. Teachers should be able to prepare and identify the appropriate methods students will apply in teaching. Here are some vocabulary teaching techniques:

a) Using object

Gairns & Redman state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b) Active involvement, drilling and spilling.

According to Thorbury to make learners more familiar with the word, drilling should be clear and natural. This means that this drill is a good teaching method to instill certain habits. Drilling is also a teaching method that urges students to do training activities in order to have a greater skill than what is learned.

c) Using picture

Teaching vocabulary using pictures connects students' prior knowledge with new stories, and in the process, helps them learn new words. There are many vocabularies that can be introduced using illustrations or pictures. The picture media used to learn vocabulary can come from many sources. Teachers can also use teaching materials that have been provided by the school. They can also make their own props that have been prepared before teaching. Such as wall charts, stick figures, flash cards, flash cards, posters.

d) Using gestures, expressions and mime

Teaching movements come in many forms: hand gestures, facial expressions, pantomimes, body movements, etc. They can imitate or symbolize something and they help the learner to infer the meaning of a spoken word or expression, as long as they are unambiguous and easy to understand.

e) Using contrast and enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc ,and then the meaning of the word "clothes" will become clear. The same is true of vegetable or furniture, for example.<sup>27</sup>

## 5. Measurement of Vocabulary Mastery

According to guidelines of School-based curriculum (KTSP) the purpose of teaching English is students can communicate in English and develop English language skills of reading, listening, speaking, and writing. Vocabulary size for junior high school to communicate at least 1000 word.<sup>28</sup>

According to Thornbury, most researchers nowadays recommend a basic vocabulary of at least 3000 word families while for more specialized needs a working of over 5000 word families is probably desirable. Knowing approximately 3000 high-frequency and general academic word is significant because this

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<sup>27</sup>Susanto, "The Teaching of Vocabulary: A Perspective." p. 23.

<sup>28</sup> Bambang Yudi Cahyono and Utami Widiati, "The Teaching of EFL Vocabulary in the Indonesian Context: the state of the Art", TEFLIN Journal, Volume 19 No 1, 2008, p.7

amount will help the speakers to utterance words easily, fluently and good refers to the important of vocabulary to be mastered. Beside that some researcher state that vocabulary sizes average increase of around 1,000 word families a year.<sup>29</sup>

Simplificied readers are widely available and at a variety of levels. They are graded both interms of their grammar complexity and their vocabulary load. For example the number of words used at each level of the graded id limited according to this scale:

Table 2.1  
Measurement vocabulary<sup>30</sup>

Level	Words
One beginner	200 words- 300 words
Two elementary	600 words
Three Pre- intermediate	1200 words
Four intermediate	1700 words
Five upper- Intermediate	2300 words
Six Advanced	3000 words

Following Taiwan`s Ministry of Education guide that set vocabulary goal of 2,000 Basic English words for primary and secondary schools.<sup>31</sup> It was therefore presumed that in order to pass the senior high school examination a student had to have a vocabulary size of at least 2,000 words. It means that student senior high school must have at least 2000 words to pass an examination.

<sup>29</sup> Scott Thornburry, *How to Teach Vocabulary*, (London: Longman, 2002), p. 4.

<sup>30</sup> *Ibid*, 59

<sup>31</sup> Furqanul Aziez, “Examining the Vocabulary Levels of Indonesia`s English National Examination Texts,” *Asian EFL Journal. Professional Teaching Articles*, 51, no. 9 (2015): 12–15.



Based explanation above the researcher assumes that the purpose of teaching English is students can communicate in English with vocabulary mastery 1000 for junior high school and 2000 vocabulary for senior high school and 3000 word for effective speaking at the university level whereas 5000 words indicated likely academic success.

## **6. Podcast as a Learning Media**

Lee & Chang state that the learners can be helped to make efficient use of their time, by harnessing the idle moments in their waiting or traveling on public transport, so they can undertake learning in conjunction with other task. Many of people are ‘continuously connected’ by mobile phones, laptops and hand-held devices. Podcast can be an alternative for the students to learn English specially for the vocabulary mastery because the process of learning can be conducted everywhere and every time out of the learning classes. It related to this situation which forced us to stay at home and podcast can be a media to used when the students boring.<sup>32</sup>

## **7. English Vocabulary Booster Podcast**

English Vocabulary Booster Podcast is one of account in Spotify which the podcast is post the first audio on 13<sup>th</sup> January and the title is “Episode 1-Food” this podcast boosts someone’s English vocabulary and make the user’s sound like a native. In the podcast, it is about some topic such as food, friendship, health, making a decision, sport, acronyms, family, travel, crime, animals, work, body part, jokes, movies, colors, comedy, and etcetera.<sup>33</sup>

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<sup>32</sup> Risma Rahajeng et al., “The Effectiveness of Spotify Application to Teach Listening Through English Song at the Tenth Grade Students of SMA Negeri 1 Mojokerto Academic Year 2021/2022,” *Edu Lingui* 2, no. 1 (2022): 22.

## 8. Spotify

Spotify is a Swedish audio streaming and media services provider, launched in October 2008. The platform is owned by Spotify AB, a publicly traded company on the New York Stock Exchange since 2018 through its holding company Spotify Technology S.A. based in Luxembourg. Spotify's global headquarters are in Stockholm, Sweden. Spotify was founded in 2006 by Daniel Ek, former CTO of Stardoll, and Martin Lorentzon, co-founder of Tradedoubler. According to Ek, the company's title was initially misheard from a name shouted by Lorentzon. Later they thought out an etymology of a combination of "spot" and "identify"<sup>34</sup>.

Spotify offers digital copyright restricted recorded music and podcast, including more than 60 million songs, from record and media companies. As a freemium service, basic features are free with advertisements and limited control, while additional features, such as offline listening and commercial-free listening, are offered via paid subscriptions. Users can search for music based on artist, album, or genre and create, edit, and share playlists.

Spotify is available in most of Europe and the Americas, Oceania, and parts of Africa and Asia, and on most modern devices, including windows, macOS, and Linux computers, and iOS and Android smartphones and tablets and AI enabled smart speakers such as Amazon Alexa. As of October 2020, the platform has 320 million monthly active users including 144 million paying subscribers<sup>35</sup>.

Unlike physical or download sales, which pay artists a fixed price per song or album sold, Spotify pays royalties based on the number of artist streams as a proportion of total song streamed. It distributes approximately 70% of its total revenue to right holders (often record labels), who then pay

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<sup>34</sup> Ibid. p. 27.

<sup>35</sup> Putri Anjani and Nazriani Lubis, "Tertiary Students' Perceptions on Spotify Application in Improving English Pronunciation," *Indonesian Journal of ELT and Applied Linguistics (IJEAL)* 2, no. 1 (2023): 1–5, <https://jurnal-lp2m.um naw.ac.id/index.php/IJEAL>.

artists based on individual agreements. In, 2007, as a part of its efforts to renegotiate license deals for an interest in going public, Spotify announced that artists would be able to make albums temporarily exclusive to paid subscribers if the albums are part of Universal Music Group or the Merlin Network<sup>36</sup>.

Based on the explanation above the Researcher gave the students a podcast to listen and suggested the students to learn the correct vocabulary, after that, the researchers gave treatment using the Spotify Application during the learning process. The researcher found that the student faced many problems in learning English especially in vocabulary skills. This is because English in Indonesian is still a foreign language, so habits make difficult for them to understand well. Based on the problems above, the Researcher chose the Spotify Application as a solution to deal with these problems by looking at the result of the pre-test. One of the reason is that most students have smartphones and the Spotify Application is easily accessible anywhere and anytime.

## **9. Procedure of Spotify Application**

The Spotify Application can help students understand vocabulary in English, it can be said that the spotify application has useful advantages, namely it can motivate students to learn fun through online media. The Spotify Application can be used individually, here are some steps to use the spotify application.

Here are the steps:

- a) Students can download the spotify application through the Google play store or the appstore on their smartphone or Iphone
- b) To register for the Spotify application, students must have an email, Facebook or mobile number to create an account on the Spotify Application

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<sup>36</sup> Rahajeng et al., "The Effectiveness of Spotify Application to Teach Listening Through English Song at the Tenth Grade Students of SMA Negeri 1 Mojokerto Academic Year 2021/2022." P. 5-7.

- c) The Application will ask about gender, teachers and students can choose according to gender,
- d) The Application will ask for your name and date of birth
- e) After success, students can choose Indonesian as the language of instruction.
- f) It provides a feature that supports vocabulary in the Spotify Application where students can choose which podcast they like<sup>37</sup>

#### 10. Advantages and Disadvantages of Spotify Application

Every learning media must have advantages and disadvantages. Here are the Advantages of the Spotify application:

- a) The spotify application has features that not only listen to music but can also learn to listen to podcasts.
- b) Podcasts on Spotify can help you learn vocabulary by listening to the Spotify application entitled "English Vocabulary Booster Podcast"
- c) Spotify has a large selection of podcasts in it so students can choose what they like
- d) The spotify application is downloaded for free, this application is an online learning medium so it is somewhat constrained if there is no internet connection
- e) If the teacher wants to use the Spotify application, students must also have a Smartphone so that students can practice directly so that students are not confused when using the Spotify Application.
- f) the Spotify App has two versions, free and paid  
In the free version spotify users will get free music but interspersed with the occasional ad. In paid, ad-free and can be downloaded at will.<sup>38</sup>

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<sup>37</sup> Ibid. p. 12.

<sup>38</sup> Ibid. p. 10.

### 11. Disadvantages of Spotify Application

- a) Randomly plays songs and podcast
- b) cannot play offline
- c) unable to listen to the highest quality audio or podcasts
- d) not free to skip songs or podcasts
- f) No lyrics<sup>39</sup>

### 12. Procedure of Teaching Spotify Application

Procedure of Spotify Application to improve vocabulary mastery are as follows:

1. the teachers gave apperception
2. teachers gave some questions to the student based on the topic to achive students' prior knowledge
3. the teachers explained what spotify application
4. introduce plan a podcast English Vocabulary Podcast on spotify application
5. the teachers asked the students to open spotify application by their smarthphone
6. all students are devided into several groups and each must listen to English vocabulary booster podcast episode 99 negative feeling. After that each group had to write down what vocabulary they caught from the podcast and give their opinion about the meaning of the podcast.
7. teachers gave some questions to the student based on the topic<sup>40</sup>

### 13. Concept of Translation Technique

There are many ways in teaching vocabulary, such as games, video, podcats, pictures etc. But in this research the researcher will use as a translation technique to teaching vocabulary in control class. In teaching and learning foreign language, translation is very important. Translation technique

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<sup>39</sup> Ibid. p. 15.

<sup>40</sup> Fatwa Nur'aini, Nana Supriatna, and Neiny Ratmaningsih, "The Use of Podcast as a Creative Learning Resource in Social Studies," *Jurnal Paedagogy* 10, no. 1 (2023): 106, doi:10.33394/jp.v10i1.6210.

on this research is a kind of technique for teaching vocabulary by allowing the student to translate unfamiliar word from the text or sentence that correlated with the podcasts.

#### 14. Definiton of Translation Teachnique

Translation is one of activity where someone changes one language to another language. According to Richard and Schmidt, translation is the process of rendering written language that is procedure in one language (the source language) into another language (the target language), or the target language result from this process. Translation in which more emphasis is give to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A translation that has produce by a computer is known as a machine translations<sup>41</sup>

From opinion above that translation not only do by human, but also can do by machine like a computer. Translations process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence.while according to Cat Ford, translation is understand as a liguistics phenomenon, as an operation performed on languages. This operation is see as a process of transcending between wourch language (SL) and target language (TL) . translation may define as the replacement of textual material in one language ( Traget language)<sup>42</sup> From the defintions above, it conclude that translations is a process where the souch language or original language is changed into target language.

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<sup>41</sup> Jack C Richards Richards Smith, *dictionary of Language Teaching and Applied Linguistics*, (London:Longman,2022)p536

<sup>42</sup> Crristina Schaffner,*The Conceptof Norms in Translation Studies*, (Birmingham: Aston University, 1965),p3

### 15. Procedure of Teaching Vocabulary by using Translation Technique

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen-Freeman

- a) The teacher prepares the material.
- b) The class reads a text written in the target language.
- c) Students“ translate the passage from the material
- d) The teacher ask the students to find in the dictionary
- e) The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
- f) Students“ write out the answers to reading comprehension questions.
- g) Students“ translate new words from the target language to their mother tongue.
- h) Students are given a grammar rule and based on the example they apply the rule by using a new words.
- i) Students“ memorize vocabulary.
- j) The teacher asks students to state the grammar rule.
- k) Students“ memorize the rule and errors are correct by providing the right answer.<sup>43</sup>

Based on the explanation above, the researcher can take a conclusion that there are some steps than can be followed by the teacher when they are going to teach vocabulary by using translation technique. Those steps can help the teachers teach easily.

### 15. Advantages and Disadvantages of Translation Technique :

- a) Advantages of using Translation Technique
  - 1) Translation is very important and the easiest way of explaining meaning or words.

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<sup>43</sup> Tira Nur Fitria, “Translation Techniques Found in English To Indonesian,” *ELITE Journal* 5, no. 2 (2018): 145–60, <https://ssrn.com/abstract=3527862>.

- 2) Psychological values, contrary to reasons put forth as to why students should be encouraged to use only the target language in class.<sup>44</sup>

Based on the advantages of using translation technique, it can be concluded translation technique is the easiest way of explaining meanings or words.

b) Disadvantages of using Translation Technique :

The following are weaknesses of translation technique:

- 1) Inaccurate words. Somehow, we tend to translate it into languages, but the words that
- 2) we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language
- 3) Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- 4) Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.
- 5) It is uninteresting. Translation technique is dull and mechanical. It is bookish. no aids are use to make lessons interesting.
- 6) It makes the students a passive learner.<sup>45</sup>

Based on the disadvantages of using translation technique, it can be concluded translation technique is a good technique to be used in teaching learning vocabulary but there are some disadvantages in implementing this technique because this technique will make the students become passive in teaching learning vocabulary that cause of a communication in one way and the teacher is not

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<sup>44</sup> “what is the advantage of using translation as a teaching resource”, available on: [tcl.rit.albany.edu/knilt/index.php/unit 3:what is the advantage of using translation as a teaching resource%3f](http://tcl.rit.albany.edu/knilt/index.php/unit%203:what%20is%20the%20advantage%20of%20using%20translation%20as%20a%20teaching%20resource%3f)(accsed on Feb 16th, 2017).

<sup>45</sup> Albany, Advantages and Disadvantages of Translation [http://tcl.rit.albany.edu/knit/index.php/unitwhat is the advantage of using translation as a teaching resource/](http://tcl.rit.albany.edu/knit/index.php/unitwhat%20is%20the%20advantage%20of%20using%20translation%20as%20a%20teaching%20resource/), accessed on 05 june



good in educating. When students“ become passive in learning, the learning will be difficult to be gauged. In order to solve those problems, the teachers must know much about the material well. Not only that, the teachers also need to prepare the material as well as possible and make an interesting class by giving interesting things in learning process so the students will not be passive anymore.

## **B. Relevance Studies**

There are some relevant studies of using “Podcast as a learning media”. The first study was “The effectiveness of using podcast in teaching listening comprehension viewed from students’ listening habit” by Juni Bayu Saputra. The result according the study was podcast is an effective media to teach listening. The effectiveness is affected by students’ listening habit. Therefore, there is an interaction effect between teaching media (podcast and movie) and students’ listening habit in teaching listening<sup>46</sup>.

The second study is “Improving students’ listening skill through podcast at SMP PGRI 1, Yogyakarta grade VIII, class A in the academic year of 2012/2013.” By Veronica Mustika Heni Permatasari and the result of study was satisfying. The research was successful in the effort to improve the students’ listening skill through podcast supported by others actions such as correcting the word spelling, giving the students reward, applying some listening assignment, and many more<sup>47</sup>.

The third study is “Improving students’ listening skill through podcasts of eleventh grade at SMK Tritech Informatika Medan in the academic year 2018/2019.” By Fitratun Nisa and the result are the use of English podcast can improve students’ ability in listening skill by adapting the material with the students’ need,

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<sup>46</sup> J. B Saputra, “The Effectiveness Of Using Podcast In Teaching Listening Comprehension Viewed From Students’listening Habit” (Universitas Negeri Jakarta, 2014). P. 54.

<sup>47</sup> Veronica Mustika Heni Permatasari, “Improving Students’ Listening Skills Through Podcasts At Smp Bopkri 1, Yogyakarta Grade Viii, Class A In The Academic Year Of 2012 / 2013” (Universitas Negeri Yogyakarta, 2013). p. 24-27.

internet, etc and based on the researcher finding the use of English podcast can be effective learning media to improve students' ability in listening skill.<sup>48</sup> The difference with other podcast, this podcast can help the listeners to rememberly because it's and clearly the spoken, it can be in the form of meaning or common mistakes in the users of the vocabulary. There are spoken in the podcast which can train users to increase students' vocabulary.

Based on the previous studies above, the difference between previous research and current research can be seen from the materials used in teaching English Vocabulary using English Vocabulary Booster Podcasts on Spotify where the research was conducted on high school students in class XI who have a different background from previous studies.

### C. Frame Of Thinking

The students' to learn foreign language is influenced by the lessons and hope teachers teaches them in the classroom. So, if the teacher wants to improve students' language mastery, he/she must be aware of the student feeling and create a supporting learning media in the classroom. In teaching vocabulary, it was necessary for the teachers to select instructional media to give student chance to learn throught verbal and visual methods by optimizing the facilities available in the school.

According to Reasoner, classroom materials and leisure time entertainment seem to be able to come through the same thing, namely through the utility of podcast. In addition, establishing a different learning experience for student. So that the vision that education can be accessed anytime and anywhere realized<sup>49</sup>.

Chan & Lee explain that the timeshipted aspect of podcasts is a major benefit for education, podcasts combine the benefits of radio broadcasting with the flexibility, student control and

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<sup>48</sup> Fitratun Nisa, "Improving Students' Listening Skills Through Podcasts Of Eleventh Grade At Smk Tritech Informatika Medan In The Academic Year 2018/2019" (State Islamic University Of North Sumatera, 2018). P. 37-40.

<sup>49</sup> R.W Reasoner, *Building Self- Esteem: Teacher's Guide and ClassroomMaterials, Elementary Edition* (California: Consulting Psychologist Press, Inc., 1982). p.34.

personalization provided by recorded audio. Podcast allow for spatial and temporal flexibility by providing control for listeners to listen to files anywhere and anytime<sup>50</sup>.

The Booster Podcast in Spotify Application was the media that can be used to learn vocabulary. The Podcast in Spotify has many benefits so that this media has been widely used in various countries. Spotify Application can be installed on a smartphone and downloaded on Google Play store for free. Spotify Application was the application of music but in this application there are podcasts about whatever is discussed<sup>51</sup>. This Application is not free for the premium level; it is for sixty thousand rupiah for every month and for family package users can buy eighty thousand rupiah in one month, but the podcast is there always and will be available in all types in the regular or premium Spotify Application. The booster podcast in Spotify Application is also very important in student life because in today's world humans are very attached to smartphones so that students can also study at home by using the podcast in Spotify Application.

#### **D. Hypothesis**

Based on the explanation above, the researcher formulated the hypotheses as follows:

$H_0$  : There was no significant influence of using English Vocabulary Booster Podcast in Spotify towards students' Vocabulary Mastery At First Semester of Eleventh Grade Of SMAN 1 Pulau Pangung Tanggamus Year 2022/2023.

$H_a$  : There was a significant influence of using English Vocabulary Booster Podcast in Spotify towards students' vocabulary mastery At First Semester of Eleventh Grade Of SMAN 1 Pulau Pangung Tanggamus Year 2022/2023.

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<sup>50</sup> Chew, J.Q; Lee, J.H; Lim, C.T, Loke, W.W dan Wong, *Exploring the Factors Affecting Purchase Intention of Smartphone: A Study of Young Adults in Universiti Tunku Abdul Rahman*. p. 78.

<sup>51</sup> Saputra, "The Effectiveness Of Using Podcast In Teaching Listening Comprehension Viewed From Students'listening Habit." P. 38-42.

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