

**THE EFFECT OF 1 HOUR EXPOSURE TO LISTENING PODCAST ON
VOCABULARY SIZE IN SECOND SEMESTER OF ENGLISH STUDY
PROGRAM IAIN PALANGKA RAYA**

THESIS



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1441 H/2019 M**

**THE EFFECT OF 1 HOUR EXPOSURE TO LISTENING PODCAST AND
READING TEXT ON VOCABULARY SIZE OF L2 LEARNERS IN
SECOND SEMESTER OF ENGLISH STUDY PROGRAM IAIN
PALANGKA RAYA**

THESIS

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State Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Language Education**



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APPROVAL OF THE THESIS ADVISORY COMMITTEE

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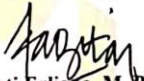
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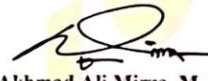
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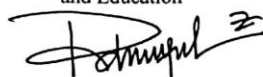
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MOTTO AND DEDICATION

“[Mention] when the youths retreated to the cave and said, “Our Lord, grant us from Yourself mercy and prepare for us from our affair right guidance”
(*Q.S. Al-Kahf: 10*)

This Thesis is dedicated to:

First of all, thanks to Allah that give me chance to finish this study. My beloved father M. Said Nawir and mother Siti Rahmah for their support and prayer. My beloved brother Saiful Rahman that always support me. All of my friends, especially my best friend Siti Hayyu Nur Afifah, Sulistyaningsih, Siti Sofiah, Siti Mushbihah, Siti Rudhah, Rini Aprianti, Wahyu Aria Suciani, Dian Yuni Mayesti Siti Urfa, Hifzahtul Radiah, Ummu Qulsum, Alun Fitrianingsih, Isnawati, Haryani Putriana, and Mauludin. Thank you so much for all your support.

DECLARATION OF AUTHORSHIP

In the name of Allah,

Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May , 2019



Yours Faithfully


SITI HARYANNITA
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ABSTRACT

Haryannita, Siti. 2019. *The Effect Of 1 Hour Exposure To Listening Podcast On Vocabulary Size In Second Semester Of English Study Program Iain Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Santi Erliana, M. Pd., (II) Ahkmad Ali Mirza, M. Pd.

Key Words: Effect, 1 Hhour, Exposure, Listening Podcast, Vocabulary Size.

This research aims to measure the effect of 1 hour exposure to listening podcast on vocabulary size by the second semester students of IAIN Palangka Raya.

The type of study was quasi-experimental especially non-randomized control group, pre-test post-test design and it was used quantitative approach in finding out the answer of the problem of the study, the data collecting technique used test. The Population of the research is all second semester students. There were two classes of study namely C class as experiment group and A class as control group with the total number student which C class the total student are 20 and A class the total student are 24. The sample of study is determined using cluster sampling technique.

Then the researcher used Paired Simple T Test to analyze the data test and the result showed that there was significant differences of the effect of 1 hour exposure to listening podcast on vocabulary size with t_{value} was lower than t_{table} ($(0,000 < 0,05)$). It meant that with 1 hour exposure to listening podcast was effective toward the students' vocabulary size of the second semester students at the English Study Program at IAIN Palangka Raya.

This study has the limited time, so for the future researcher should be conduct the longer time in their research, because in the term of 1 hour exposure to listening podcast on vocabulary size, the process is the important one.

ABSTRAK

Haryannita, Siti. 2019. *Pengaruh Dari 1 Jam Paparan Mendengarkan Podcast Pada Ukuran Kosakata Di Iain Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M. Pd., (II) Ahkmad Ali Mirza, M. Pd.

Kata Kunci: Pengaruh, 1 Jam, Paparan, Mendengarkan Podcast, Ukuran Kosakata

Penelitian ini bertujuan untuk mengukur pengaruh dari 1 jam pemaparan mendengarkan podcast pada ukuran kosakata di IAIN Palangka Raya.

Penelitian ini menggunakan Eksperimen-kuasi, bentuk pre-test dan posttest. Penulis menggunakan pendekatan Kuantitatif. Teknik pengumpulan data menggunakan test. Populasi dalam penelitian ini adalah semua mahasiswa semester 2 di IAIN Palangka Raya. Ada dua kelas sebagai sampel yaitu kelas C sebagai kelas Eksperimen dengan jumlah siswa 20 orang dan kelas A sebagai kelas Kontrol dengan jumlah siswa 24 orang. Sample penelitian menggunakan teknik kluster sampel.

Kemudian peneliti menggunakan Paired Simple T Test untuk menganalisis data uji dan hasilnya menunjukkan bahwa ada perbedaan yang signifikan dari pengaruh paparan 1 jam untuk mendengarkan podcast pada ukuran kosakata dengan nilai t_{value} lebih rendah dari t_{table} ($(0,000 < 0,05)$). Ini berarti bahwa dengan 1 jam mendengarkan podcast efektif terhadap ukuran kosakata siswa pembelajar bahasa kedua dari mahasiswa semester dua di Program Studi Bahasa Inggris di IAIN Palangka Raya.

Penelitian ini memiliki waktu yang sangat singkat, jadi untuk peneliti selanjutnya seharusnya menyediakan waktu yang lebih lama untuk penelitian mereka, karena dalam 1 jam pemaparan mendengarkan podcast pada ukuran kosakata, proses adalah yang paling penting.

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The researcher realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always blesses us.

Palangka Raya, May, 2019

The Researcher,

SITI HARYANNITA
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CAPTER 1

INTRODUCTION

This chapter covers the background of the study, research problem, the objective of study, the hypothesis of the study, variable of study, the scope and limitation of the study, the significances of the study, and definition of key terms.

A. Background of the study

The rapid development of technology has touched almost all aspects of life such as education. “It is almost impossible to think of education without also thinking about the many different kinds of technology used to support education” (Spector, 2012). Learner's acceptance as a receiver of knowledge which is assisted by technology can contribute to usage of specific technology as main or supplementary tool in educational. In contrast, absence of learner's adoption can present a barrier on motivation and engagement to technology (Ajjan & Hartshorne, 2008). (Maryam Farahmand Khanghah, 2015: 51).

Innovation and progress is evident in most fields of education, and the field of Second Language learning is no exception. Many changes and developments have taken place in the way second language is presented and learned. Today, technology and computer assisted methods are used to ease and enhance the language learning process. As the current research reveals podcasting has become a trend in many university lectures all over the world. In the field of second language learning, its use has been on the

rise since 2005 (Khedidja Kaouter, Amal Mechraoui, Shazmin Mechraoui, Rafeeq, 2015:7).

Podcasts are usually in the form of audio or video files, and considered of importance in improving learners' listening skills. According to Bolliger, Suparakorn and Boggs (2010), "Podcasts are recorded audio files that can be integrated in educational and training settings in order to deliver personalized content to learners in a specific course during a given semester." [1] They further added that "These audio files are made available online so that students may download and listen to them in order to review instructional materials (e.g., lectures) outside of class at a time and place convenient to them." [1] Therefore, podcasts give the learners the choice to listen to the lecturer or the recorded material as many times as they see fit. (Khedidja Kaouter, Amal Mechraoui, Shazmin Mechraoui, Rafeeq, 2015:7).

In recent years, Internet audio has greatly increased in popularity (McCarty, 2005). One recent example of Internet audio, a podcast, is an audio file that anyone can create using a computer, microphone, and a software program. Once posted to the web, podcasts can be accessed, downloaded and played to a computer or MP3 player (Lara Ducate and Lara Lumicka, 2009:68).

Podcasting is being used in a variety of ways in all levels and disciplines of education. More traditionally, it can be used to distribute lecture material. This material is available as a review (for those in class),

or, if students or teachers are absent, a podcast can serve to distribute the missed information (Tavales & Skevoulis, 2006). Podcasting can empower students by giving them opportunities to create and publish for a real audience (Stanley, 2006) and facilitate recording and distributing news broadcasts, developing brochures, creating or listening to teachers' notes, recording lectures distributed directly to students' MP3 players, recording meeting and conference notes, supporting student projects and interviews, and providing oral history archiving and on-demand distribution (Meng, 2005) (Lara Ducate and Lara Lumicka, 2009:68).

Vocabulary knowledge is essential when using a foreign language, since one is unable to communicate without words. Learners are usually aware of the importance of words in a language and they also usually realized the fact that learning strategies can help them in their vocabulary learning. Learner autonomy can be enhanced by introducing the learner to different vocabulary learning strategies which can be used in developing the learning process (Marika Marttinen, 2008:5).

Additionally Krashen states that "vocabulary is a basic in communication; it is also very important for the acquisition process of the target language proficiency (Stephen Krashen, D, and T. D Terrel, 199:232).

Schmitt states that vocabulary is a basis of a language. It is important to be mastered first. We cannot speak well and understand

written materials if we do not master vocabulary (Tri Haryati Aziza, Journal 2012).

Listening strategy is an important subject, which is playing an important part in improving academic listening skills (Hangyu Li and Shinobu Hasegawa, 2014:2). Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages (Babyta Tyagi, 2013:1).

The reason above motivated the researcher to take one of the media to be use as media in vocabulary acquisition of the students, namely Podcast. The researcher wants to know how the effect of listening to podcast in vocabulary size of the students. Thus, based on the assumptions above, it motivate the researcher to conduct the research entitled:

**“THE EFFECT OF 1 HOUR EXPOSURE TO LISTENING
PODCAST ON VOCABULARY SIZE IN SECOND SEMESTER OF
ENGLISH STUDY PROGRAM IAIN PALANGKA RAYA”**

B. Research Problem

Is there any significant effect of 1 hour exposure to listening podcast on vocabulary size in second semester of english study program IAIN Palangka Raya?

C. Objective of the Study

To find out whether or not there is significant effect of 1 hour exposure to listening podcast on vocabulary size in second semester of English study program IAIN Palangka Raya.

D. Scope and Limitations

The study focuses on investigating the vocabulary size through listening podcast and reading text. Specifically, to find out the significant effect of 1 hour exposure to listening podcast on vocabulary size in second semester of English study program IAIN Palangka Raya.

E. Significance of the Study

The study has two significances namely theoretical significance and practical significance. Theoretical significance of this study especially for the researcher is to provide more evidence and clarity of the effect of 1 hour exposure to listening podcast on vocabulary size.

Practical significance of this study is the result of this study can give contribution to the teachers or lecturers, students and future researchers in learning. In order to convince the lecturers and students which vocabulary can acquire by listening podcast. So, teachers or lecturers can apply in a listening classroom or outside particularly for

pupils as a medium for vocabulary size. The last, for the future researchers, this study can give profit to investigating vocabulary size in listening with different method or approach.

F. Definition of Key Terms

1. Effect

Effect refers to a measure of one variable effect (independent variable) on another variable (dependent variable) or simply it can be said that the cause variable produces a change in the effect variable (Jack Richard and Richard Schmidt, 2002:175).

2. 1 Hour

Hour is a period of about an hour. Having particular characteristics or set aside (A S Hornby, 1995:577).

3. Exposure

Exposure is the action of exposing sth or the state of being expose (A S Hornby, 1995:407).

4. Listening

Listening skill is the ability to identify and understand what others are saying this involves understanding a speakers' accent or pronunciation (Thomas Kral, 1993:189).

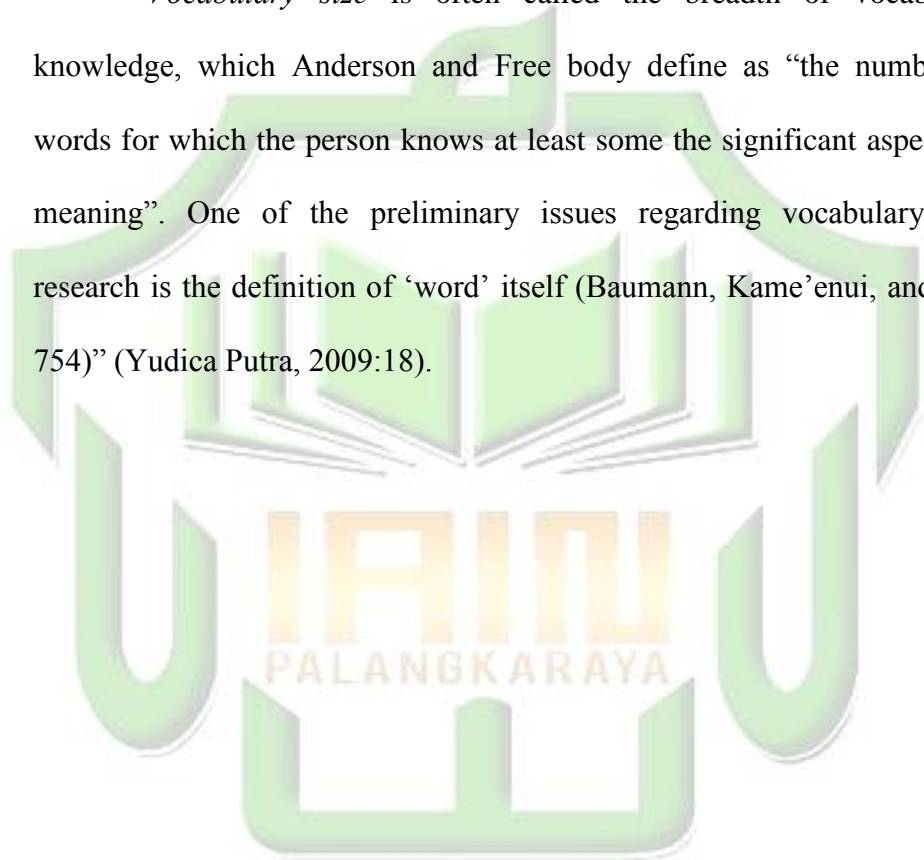
5. Podcasts

Podcasts are usually in the form of audio or video files, and considered of importance in improving learners' listening skills. According to Bolliger, Suparakorn and Boggs (2010), "Podcasts are

recoded audio files that can be integrated in educational and training settings in order to deliver personalized content to learners in a specific course during a given semester (Khedidja Kaouter, Amal Mechraoui, Shazmin Mechraoui, Rafeeq, 2015:7).

6. Vocabulary Size

“Vocabulary size is often called the breadth of vocabulary knowledge, which Anderson and Free body define as “the number of words for which the person knows at least some the significant aspects of meaning”. One of the preliminary issues regarding vocabulary size research is the definition of ‘word’ itself (Baumann, Kame’enui, and Ash 754)” (Yudica Putra, 2009:18).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides to review some related studies, listening (definition of listening, process of listening, and listening problem), podcast (definition of podcast, the benefit of podcast, podcast in education, advantages and disadvantages of using podcast, and principles in teaching listening using podcast), vocabulary (the nature of vocabulary and assessing vocabulary).

A. Related Study

In order to provide stronger foundation of the research, the related studies are presented as follows:

First of all, Khedidja Kaouter (2015) study entitled, "The Effect of Listening to Podcasts on Incidental Vocabulary Acquisition" The current study compared between listening to podcasts and the traditional classroom listening method and the effect these two modes have on incidental vocabulary acquisition. To this aim, a pretest and posttest experimental design was adopted. 34 Thai students from the Department of Nursing enrolled at the Centre of Foundation Studies Summer Program, at the International Islamic University Malaysia. The students were randomly assigned to two groups; 17 in the experimental group (listening to podcasts) and 17 in the control group (traditional classroom listening method). The data obtained was analyzed using SPSS package (T-test analysis), and it revealed that both the experimental

and control group showed significant incidental vocabulary gains. However, the experimental group demonstrated higher progress in comparison to the traditional classroom listening method group. Therefore, Learners should be given the opportunity to use technology to enhance their language learning as it has proved to give them better results.

Second, the study was done by Md. Masudul Hasan & Tan Bee Hoon (2013) with the title, "Podcast Application in Language Learning: A Review of Recent Studies" many dynamic approaches have emerged due to computer technology in facilitating language learning skills. Podcasting is one such novel tool being exploited by teachers to deliver educational content and to encourage learning outside the classroom. Research on podcasting pedagogy suggests that podcasting greatly helps learners develop various skills of English Language. The study reviewed twenty journal articles to determine the effect the podcast on ESL students' language skills and attitude levels. It was find that podcast greatly support learning not just in speaking and listening but also in other language skills and areas such as grammar, pronunciation, and vocabulary.

Third, the study from Zeynel Cebeci and Mehmet Tekdal (2006) with the title, "Using Podcasts as Audio Learning Objects" Podcasting is an audio content syndication through RSS feeds in the audio blogs. As a new application of audio blogging, podcasting uses the enclosures in RSS feeds for syndication and distribution of audio content to mobile music

players on the Web. Despite the advantages of podcasting, there is a need for research that focus on the use of podcasts as learning objects. Incorporating podcasts into e-learning systems require some design and translation work to achieve the pedagogical needs. This paper presents an introductory investigation on approaches to tailor and use audio podcasts as learning objects in learning management systems and learning object repositories.

Fourth, the study from Najmeh Farshi and Zainab Mohammadi (2013) with the title, "Use of Podcast in Effective Teaching Vocabulary: Learners' Attitudes, Motivations, and Limitations" Whether e-learning in the form of podcasting helps learners with their attitudes and motivations toward learning English vocabulary is investigated in this article. It also gives voice to them and investigates whether they address limitations in podcasts' access on the net. In our study, a group of 30 university students who were not very familiar with English vocabularies and were estimated as intermediate level English students received some video podcasts through e-mail. After a week a five-point Likert scale questionnaire also was sent to each or was given to them in paper, asking them some questions about their experience. The data were analyzed using SPSS. The findings suggested that learners had very positive attitude toward podcasts and had very high motivation to continue learning English vocabularies with the help of podcasts. Learners also pointed to difficult access, low internet speed and filtering as the limitations.

The last one, the study from Dr. Seema Zain and Farha Hashmi (2013) with the title, “Advantages of Podcast in English Language Classroom” The modern era has unleashed the new ways of learning. English a global language is no more learnt in traditional classroom but in a web-based environment that ensures feasible and fastest learning amongst the learners. The modern learning setting in the ELT classroom offers such opportunities and ensures the best level of listening skills, speaking skills and presentation skills among the learners. The practicability of new techniques boosts the idea to broaden the possibility of faster learning and provides the constructive and virtual material to the learners in a virtual environment. The present paper, in particular, touches these aspects of the modern approach of teaching English as a second language and discusses the multifarious advantages of the ELT podcasts, the audio programs on the web which are usually updated at regular intervals. It sheds light on how a group of English language learners, which was encouraged for listening and producing ELT podcasts in the language classroom. The paper brought forth the advantages of new methods to be adopted in teaching-learning a ‘Target language’. It also gives details of modern learning settings which conduce to feasible learning and captivates the mind towards addressing and focusing on revision of old teaching methods and unfolds the idea that students’ learning in Target Language should be viewed in a new perspective. Besides these, the paper also presents many undeniable reasons for using

podcasts along with related activities in a language classroom to learn English easily, quickly, and automatically.

In conclusion, the previous studies and current research alike are using podcasts as a medium in English learning. While the difference can be seen from this approach is used, object of research, data capture, the time and place of the ongoing research.

A. Listening

1. Definition of Listening

Listening is one of skills that is very important in learning English. Listening is not a passive skill. Rather, it places a demand on us because when we are participating in the face-to-face or the telephone exchange, we need to be receptive to others, which include pay attention to explanation, questions, and opinion. Therefore, we have to understand the nature of listening (Endang Fauziati (2002:3).

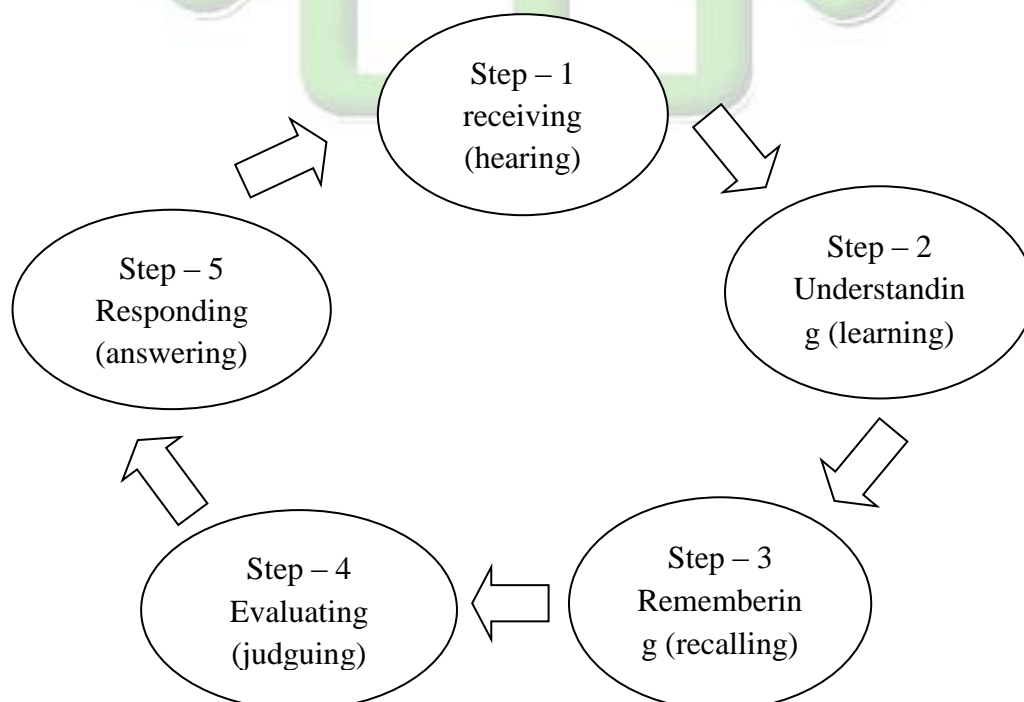
Listening is not one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that it is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms (Brown, H. Douglas (2001:149).

Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages (Babita Tiyagi (An International Journal in English:1) .

From several definations above, the writer concluded that listening is the ability to understand what others people are saying. Its aim is to receive the message from others in communication. This knowledge is emphasized on transfer information and it is useful for listener to comprehend the content of the speaker's message.

2. Process of listening

The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding (Babyta Tyagi, an international journal in English, ISSN 0976-8165).



a. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus these selective perception is known as attention, an important requirement for effective listening.

b. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbols as well; the meanings attached to these symbols are a function of past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Remembering

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also

added it to the mind's storage bank. In Listening our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

d. Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

e. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

3. Listening Problem

The problem that shows why listening is difficult to be learned by students come mainly from four sources, they are (Thomas Kral, 190) :

a. The message

The problems which came from the message are divided into two parts, such as:

1) Content

Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listener passage comes into the ear in the twinkling of an eye, where as reading material can be read as long the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situation unfamiliar to the students. Also, in a spontaneous conversation speakers frequently change topics.

The content is usually not well organized. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, and interviewer's questions, an everyday conversation, etc.

Message on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

2) Linguistic Features

Liaison (the linking of words in speech when the second word begins with a vowel, e. g., *an orange* / *ənæərind*/ and *elision* (leaving out of sound or sounds, e. g., *suppose* may be pronounced /*spəuz*/ in rapid speech) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as *stuff* for *material*, *guy* for *man*, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may make it difficult for the listener to understand the meaning.

b. The speaker

In the conversation, speakers actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts. Re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as “*I mean or you know*”. This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students’ level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to “tune in” to the speaker’s voice and speech style.

Learners tend to be used to their teacher’s accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents.

Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation.

Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

c. The Listener

Students cannot predict a missing word or phrase they listened. This is the major problem for students. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture.

Foreign – language learners usually devote more time to reading than to listening. It can be their lack because the students usually majoring in English have no more than four hours' regular training per week.

Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

d. Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

Listening materials on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the

speaker's meaning. Unclear sounds resulting from poor – quality equipment can interfere with the listener's comprehension.

B. Podcast

1. Definition of Podcast

Podcast is an audio or visual content that is automatically delivered over a network via free subscription. Once subscribed to, podcasts can be regularly distributed over the Internet or within your school's network and accessed with an iPod, or any portable MP3 player, laptop, or desktop computer. Podcasts were originally audio only but may now contain still images, video, and chapters identifying major sections or ideas (The Fourth International Conference on e-Learning (eLearning-2013: 90).

Podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a “feed” that allows listeners to subscribe to the series and receive new episodes automatically (Ashley Deal, 2007:2).

A podcast is simply an audio program that is usually distributed on the internet and can be downloaded from a website or a school server and listened to on a computer or a portable MP3 player. It can also be a recording created by a teacher to enhance the learning and teaching process within and beyond the classroom or a podcast or radio program created by pupils. Increasingly the term is also being applied to video (podcast) as well as audio recordings (Gillian Stewart, 2010:2).

In recent years, Internet audio has greatly increased in popularity (McCarty, 2005). One recent example of Internet audio, a podcast, is an audio file that anyone can create using a computer, microphone, and a software program. Once posted to the web, podcasts can be accessed, downloaded and played to a computer or MP3 player (Lara Ducate and Lara Lumicka, 2009:68).

Fernandez emphasizes that there are three different types of podcast (The Fourth International Conference on e-Learning (eLearning-2013:91):

- Firstly, a basic podcast contains only audio content and is the easiest to create and listen to.
- Secondly, an enhanced podcast has both audio and video slides. The enhanced podcast is similar to traditional podcasts; however, this kind of podcast contains multimedia information, such as slides, pictures, images, photographs, short videos, and chapters that help users to increase their perception about the topic.
- The last one is a podcast (or video podcast) podcast which contains the both video and audio files.

2. The Benefit of Podcast

The advantages of podcasting go beyond the technical affordances it provides. In the same way that the initial introduction of the World Wide Web into education led to an increase in learning materials online, the popularisation of podcasting has led to the proliferation of a wealth of

materials developed by individuals, institutions, or broadcasters that are of use to the language learner. This material includes both resources specifically designed to aid language learners and target language materials created for native speakers of those languages. Language learners and teachers can use these materials, much like radio and television programmes have been used in language teaching and learning for decades (for recent reviews of identified uses of podcasting for language learning and ideas for its use in the classroom see Lomicka and Lord (2011), and Shinagawa (2012). (Fernando Rosell-Aguilar, 2013:76).

3. Podcast in Education

Since 1990 with podcast innovation and public access to Internet and cheaper technical devices, podcast popularity statistically raised. Podcast features count as portability, interactivity, simple and easy to use so based on its characteristics. Podcast can provide a good educational condition for institutions and schools in K-12 and higher education to fulfilled students need such as reviewing the contents as much as they need or if students are not able to attend classes. According to Hew & Cheung (2013), the use of podcast does appear to have a general positive impact on student achievement (Maryam Farahmand Khanghah, 2015: 52).

Podcasting can offer an innovative way to support learning. Podcast can be used to provide introductory material before lectures, or, more commonly, to record lectures and allow students to listen to the

lectures again, either because they were unable to attend, or to reinforce their learning. Moreover podcast can be presentations of learning material by lecturers.

At a most basic level podcasting can be used as a substitute to the traditional lecture where students can access an entire recording of the lecture. While there is educational value in providing recordings of lectures for the purposes of revision and review, if used exclusively as a substitute for traditional lectures, such use may further reinforce students as passive recipients of information.

Podcasting can also be used to provide supplementary material to assist learning. Supplementary material can be in two very different forms. The first, and most common form, is their use in providing summaries or syntheses of course material. As well as providing revision and summary material, supplementary material can also be in the form of additional material which may broaden or deepen the student's understanding.

The final and least frequently mentioned use of podcasts in education, is what could be described as creative use, where students become more engaged in the learning through constructing knowledge rather than simply receiving it. Students can create their own podcast to share their learning experiences with each other and also with other students from other schools. The student is required to have a deep level of knowledge of the subject matter if they are to successfully construct a suitable podcast, and therefore this type of uses challenges the student to

critically examine the material they have been exposed to previously. This type of use can also develop students' ICT skills through the creation and manipulation of digital media. When provided as a group task, other important social skills, such as the student's ability to collaborate and participate effectively in a group, can be developed.

Podcasting is being used in a variety of ways in all levels and disciplines of education. More traditionally, it can be used to distribute lecture material. This material is available as a review (for those in class), or, if students or teachers are absent, a podcast can serve to distribute the missed information (Tavales & Skevoulis, 2006). Podcasting can empower students by giving them opportunities to create and publish for a real audience (Stanley, 2006) and facilitate recording and distributing news broadcasts, developing brochures, creating or listening to teachers' notes, recording lectures distributed directly to students' MP3 players, recording meeting and conference notes, supporting student projects and interviews, and providing oral history archiving and on-demand distribution (Meng, 2005) (Lara Ducate and Lara Lumicka, 2009:68).

More specific to language learning, podcasting has several theoretical underpinnings in second language acquisition (SLA) research. Swain and Lapkin (1995) recognize output as essential for second language learning. One strategy they suggest is having students listen to themselves as they edit their output, and then go back, listen again, and revise as necessary. They can also receive feedback from other students

and their instructor. This type of approach could be quite useful in podcasting as it is easy to record, re-record and listen to various segments of a podcast. After students record podcasts, they can listen multiple times, edit their podcasts and comment on their classmates' recordings (see also Lord, 2008; Meng, 2005) (Lara Ducate and Lara Lumicka, 2009:68).

Furthermore creating podcast allows students to develop skills such as researching, writing, speaking effectively, solving problems, managing time, grabbing attention and improving their vocabulary (The Fourth International Conference on e-Learning (eLearning-2013:92).

Podcasting in education may have many forms and purposes. Scott Huette (2006), offers several suggestions (Petr Bartos, 2008:35):

- Lectures online
- Presentations
- Supplemental Material
- Primary Sources
- Lectures
- for distance learning
- to facilitate self-paced learn
- for re-mediation of slower l
- to allow faculty to offer advanced and or highly motivated learners extra content
- for helping students with listening and/or other disabilities
- for multi-lingual education
- to provide the ability for educators to feature guest speakers from remote locations
- to allow educators to escape the tedium of lecturing
- to offer a richer learning environment

4. English Language Teaching Podcast

“English language teaching (ELT) podcasts can be used for both intensive and extensive listening activities. However, ELT podcasts are particularly suitable for extensive listening, for the purpose of motivating students’ interest in listening to English, and providing them with exposure to native speakers’ speech” (Rost, In: Man-Man SZE, 1991: 119).

Stanley (2006) further claims that at more advanced levels, students can be encouraged to download and listen to entire episodes of podcasts that we choose for them for homework. If we add listening activities, which can be as simple as a note-taking or/and summary writing task (both of which require minimal teacher preparation), then this becomes more focused and rewarding for the students (Petr Bartos, 2008:40-42).

“There are various types of podcasts teachers and educators might use with their students”. Stanley (2005) divides them into 3 sections:

- Authentic podcast
- Teacher created podcast
- Students created podcast

a. Authentic podcast

Such podcasts are often not aimed at ELT students but can be a rich source of listening. Many of these will only be suitable for use with advanced students, but others, such as *6 Minute English* (<http://www.bbc.co.uk/radio/podcasts/how2/>) from BBC World service or *Listen to English – Learn English* (<http://www.listen-to-english.com/>), are ideal for use with upper and lower level classes. Such podcast according to King & Gura (2007: 201) “can be played easily to the class in a whole group instruction activity, substituting the digital audio items for textbooks or supplementary hard copy items”.

b. Teacher podcasts

These podcasts, as the heading suggests, are created by teachers, and are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavour. *The Bob and Rob Show* (<http://www.thebobandrobshow.com>) and *The Word Nerds* (<http://thewordnerds.org/>) podcasts are two very different types of teacher produced podcast. King & Gura (2007: 201) state that such a podcast material is “not intended to take place of teaching but rather to extend the reach and availability of the teacher’s voice to times other than class time”

c. Student podcasts

These podcasts are produced by students, but often with teacher help. Students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. For example *English Conversations* (<http://englishconversations.org/>) is a podcast largely made by students for students. King & Gura (2007: 201) believe that “creating podcast in a form of a project can be highly motivating opportunities to produce an authentic product/performance to be presented to real audience”.

The range of ELT podcasts is growing, and many are supported by transcripts and various exercises. A brief survey of forms of ELT podcasts, adapted from Man-Man SZE (2007), reveals the following content types (Petr Bartos, 2

- **Comprehensive** (e.g., <http://www.thebobandrobshow.com>) - These are podcasts that cover a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary. A well-known “comprehensive” podcast is the one quoted above, created by Bob and Rob, teachers of English at Japanese universities.
- **Whole lessons** (e.g., <http://www.breakingnewsenglish.com>) - These are whole lessons based on a podcast. The podcast quoted above, for example, makes use of a news story in each episode. The text of the news story is provided, and is accompanied by the audio file. There is then a lesson plan accompanied with worksheet materials. In effect, these are ready-made

lessons based on podcasts which teachers can use in the classroom directly.

- **Vocabulary, idioms, etc.** (e.g., <http://premiumenglish.podbean.com>) - This is a popular type of podcast, probably because it is easy to produce. In this kind of podcast, the host chooses some vocabulary items and explains their usage.
- **Conversations with a script** (e.g., <http://englishconversations.org/>) - These podcasts contain conversations between native speakers. To help less proficient learners, each episode is accompanied by the script, for learners to refer to while listening to the conversation.
- **Jokes** (e.g., <http://www.manythings.org/jokes>) - These are podcasts containing jokes. Because they usually play on language, they encourage careful listening by the learner.
- **Stories** (e.g., <http://celticmythpodshow.com>) - These are usually story read aloud. They may or may not be followed by listening comprehension questions.
- **Poetry** (e.g., <http://classicpoetryaloud.com/>) – *These are podcast containing the great poems of the past. One can listen to the declamation and read the poem. Many non-native students of English find that listening to poetry gives an added dimension to their understanding and appreciation of the language.*

5. Principles in Teaching Listening Using Podcast

“It is difficult to define podcasting as a technology or a phenomenon.” (Hargis and Wilson, 2005). Rooted in emerging technologies which are often transparent to their users, podcasting in an academic setting has become an accepted one-way channel of communication between teacher and students, as faculty have seen the potential impact of creating podcasts of lectures and other course

materials. While first associated with Apple's iPod portable audio player, others have redefined the term "podcast" as an acronym meaning "personal on-demand," reflecting the immediate nature of this new form of communication which allows individualized content to be "broadcast" to one's device simply by downloading it. For students as well, the use of iPods or personal media players for learning is an attractive one, since many students already own them. "These devices have a tremendous consumer appeal that works to their advantage, particularly for younger students who may be impatient with other forms of teaching and learning." (Chan and Lee, 2005).

For students listening to podcasts of entire course lectures, many of which may be an hour or longer, one difficulty in their being a useful study tool is the inability to search the audio for a key term, in order to listen to only that section that a student wishes to review. One web site, podzinger.com, has developed a process that converts audio to text, and determines the location within the audio where each term occurs. Shorter podcasts with accurate descriptions may also simplify this process, although that puts an additional burden on the individual creating and posting the podcast to listen to, edit, and trim or splice the audio prior to posting it. This timely process detracts from the ability of being able to record and post multimedia almost immediately after a class has ended (Mark Frydenberg, 2008:3-4).

C. Vocabulary

1. Nature of Vocabulary

Vocabulary is knowledge of words and meaning. In Oxford dictionary, vocabulary is the total number of words in a language (A.S Hornby. *Oxford Advanced Learner's Dictionary of Current English. op. cit.* p. 1331).

Additionally Krashen states that “vocabulary is a basic in communication; it is also very important for the acquisition process of the target language proficiency (Stephen Krashen, D, and T. D Terrel, 199:232).

However, vocabulary has a complex definition. First, words come in two forms: spoken and written. Spoken is a vocabulary that recognize and use in listening and speaking. Written is a vocabulary that recognize and use in reading and writing. Vocabulary known as a word and Vygotsky states a word is a microcosm as a human consciousness. Vocabulary refers to the words should know to communicate effectively. Pieter stated that vocabulary is one of the components of language and there is no language without words. Words are signs or symbol for ideas. They are the means by which people exchange their thoughts. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively (Scott Thornbury. *loc. cit.* p. 1).

Learning vocabulary is remembering and it is common related to the brain capacity. First, the brain recognizes the sensor from seeing, hearing and visualizing evens the different domain. Then, sensory

response centers connect to the higher cortical function to the manipulation and furthermore these are stored to neuron network that connect new words to similar words in a patterning and categorization (Judy Willis, *Teaching the Brain Reading to Read: Strategy for Improving Fluency Vocabulary and Comprehension*, Alexandria, ASDC : 81).

According to Read, vocabulary size refers to the number of that a person knows. In the case of second language learners the goal is normally more modest: it is to estimate how many of the more common words they know based on a test of their knowledge of a sample of items from a word-frequency list (John Read, *Assessing Vocabulary*, Cambridge: Cambridge University Press : 31-32).

From the sentence above, vocabulary is important to be learnerd. It is a process of helping a learner to learn about words that have meaning for particular language. If the students does not have enough vocabulary, he or she will be difficult to understand the second language what he or she learns. Especially in developing four skills of English language

2. Types of Vocabulary

The learner"s vocabulary is divided into two main areas, active and passive (Raja T. Nasr, *Teaching and Learning English*, London: Longman group limited :75). In line with Aeborsold and Field classified vocabulary into two terms there are:

- a. Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although

in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

- b. Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people, when they read and listen (Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher*, New York: Cambridge University Pres : 139).

Furthermore, Hatch and Brown classify the vocabularies into two based on their functional categories, they are: major classes and closed classes (Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, Cambridge: Cambridge University Press, 1996 : 218):

- a. Major Classes

- 1) Noun: it refers to a person, place or thing, i.e. Maria, park, book, etc.
- 2) Adjective: it refers to the words that give information about a noun or pronoun, i.e. kind, smart, beautiful, bad, ugly, etc.

- 3) Verb: it refers to the words that denote action, i.e. walk, read, smile, eat, run, etc.
- 4) Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

b. Closed Classes

- 1) Pronoun: it refers to nouns that have already been mentioned, i.e. she, they, he, etc.
- 2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.
- 3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and, so, but, etc.
- 4) Determiner: it refers to the words that used before a noun to show which particular example of the noun which are referring to, i.e. the, a, an, my, your, that, this, those, etc.

According to Thornbury, the types of vocabulary fall into one of eight different word classes (Scott Thornbury, *How to Teach Vocabulary*, Person Education Limited 2002 : 3) :

- 1) Nouns
- 2) Pronouns
- 3) Verbs
- 4) Adjectives
- 5) Adverbs

- 6) Prepositions
- 7) Conjunction
- 8) Determiner

Based on the theories above, there are eight types of vocabulary as follows: noun, adjective, verb, adverb, pronoun, preposition, conjunction, and determiner. Considering the definition of each types of vocabulary, this study conducted focus on noun in order to make the students easier to learn vocabulary.

3. Teaching English Vocabulary

Vocabulary is basic for communication and crucial in developing competence in a second or foreign language. In teaching the teacher are hoped to have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques function is not only to help the students grasp the meaning of new word quite easily, but also to vary the teaching activity in order to avoid boredom (Aulia Rahmah, 2016 : 38).

4. The Principles of Teaching Vocabulary

Vocabulary is important in learning a language; it needs a serious intention in learning vocabulary from both student and teacher. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary that they give, or how many vocabularies that they should teach (Aulia Rahmah, 2016 : 38).

According to Schmitt, there are some key principles in teaching vocabulary:

- 1) Building a large sight of vocabulary.
- 2) Integrating new words with previous words.
- 3) Providing a number of encounters with a word.
- 4) Promoting deep level of processing.
- 5) Facilitating imaging.
- 6) Making new word “real” by connecting them to the student’s word in some way.
- 7) Using variety techniques.
- 8) Encouraging independent learning strategies.

5. Vocabulary Size

“Vocabulary size is often called the breadth of vocabulary knowledge, which Anderson and Free body define as “the number of words for which the person knows at least some the significant aspects of meaning”. One of the preliminary issues regarding vocabulary size research is the definition of ‘word’ itself (Baumann, Kame’enui, and Ash 754)” (Yudica Putra, 2009:18).

Vocabulary size was the number of words that an engine that recognize a large factor in its recognition accuracy. Vocabulary size also used to know students master in vocabulary and provide some indication of the size learning. The importance of having a large vocabulary large enough to provide coverage of 95% of the words is in the text.

6. Vocabulary of Foreign Language Learners

People use language to communicate, and so naturally one key issue in vocabulary studies is how much is necessary to enable this communication. Nation states that readers need at least 5.000 words to read texts. This is line with Laufer who had estimated that vocabulary size of 5.000 words indicates that a students knows a relativity high proportion (about 95%) of the running words in a text to read it independently.(Nation, 2012 : 1-2)

Luckily, second and foreign language leraners do not need to achieve native like vocabulary size in order to use English well. In indonesia the status of English is as foreign language. University students in Indonesia at less have 1.220 of vocabulary size. Schmitt clasify the size of vocabulary for second and foreign language leraners as follow :

Table 2.1

English vocabulary size of foreign learners

Country	Vocabulary Size	References
Japan (EFL Univeristy)	2.300	Shillaw, 1995
China (English Majors)	4.000	Barrow et al.,1999 Laufer, 2001
Indonesia (EFL Univeristy)	1.220	Nurwei and Read, 1999
Oman (EFL University)	2.000	Horst, Cobb, and Meara, 1998
Israel(High School Graduates)	3.500	Laufer,1998
France (High School)	1.000	Arnaud et al., 1985
Greece (Age 15, High School	1.680	Milton and Meara, 1998
Germany (Age 15, High School)	1.200	Milton and Meara, 1998

The vocabulary size of foreign learners (Thornbury, 2002 : 59) can be seen in the table below :

Table 2.2

Vocabulary Size of Foreign Learners

Easystars	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level Three Pre-Intermediate	1200 words
Level Four Intermediate	1700 words
Level Five Upper-Intermediate	2300 words
Level Six Advanced	3000 words

7. Vocabulary assessment

There are a number of reasons why vocabulary testing should be regarded as a useful in a well-run language-teaching program. Most obviously, if vocabulary is considered to be an important component of language knowledge, then it naturally needs to be assessed in some way (Norbert Schmitt, 2000: 163).

Besides that, without testing, there is no reliable means knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers (Scott Thornbury, 2007:129). Thus, vocabulary can be seen as a priority area in language teaching, requiring tests to monitor learners' progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs. Afterward, vocabulary assessment seems straightforward in the sense that words lists are readily

available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples (John Read, 2000:2):

a. Multiple choice (*choose the correct answer*)

The principal was irate when she heard what the students had done.

- a. surprised
- b. interested
- c. proud
- d. angry

b. Completion (*write in the missing word*)

At last the climbers reached the s_____ of the mountain.

c. Translation (*give the L1 equivalent of the underlined word*)

They worked at the mill.

Serious = _____

d. Matching (*match each word with its meaning*)

- | | | |
|----------------|-------|---------------------------------|
| 1) Accurate | _____ | a. Not changing |
| 2) Transparent | _____ | b. Not friendly |
| 3) Constant | _____ | c. Related to seeing things |
| 4) Visual | _____ | d. Greater in size |
| 5) Hostile | _____ | e. Careful and exact |
| | | f. Allowing light to go through |
| | | g. in the city |

“In addition, there are four vocabulary tests are: the vocabulary levels test (VLT); the Eurocentres vocabulary size test (EVST); the vocabulary knowledge scale (VKS), and the test of English as a Foreign Language (TOEFL). To investigate the effect of extensive reading on vocabulary acquisition, the researcher will use vocabulary levels test. The vocabulary levels test was devised by Paul Nation at Victoria University of Wellington in New Zealand in the early 1980s. He has distributed copies freely and made it available in two publications, and it has been widely used in New Zealand and many other countries. The vocabulary levels test is designed to represent five levels of word frequency in English: 2.000 words, 3.000 words, 5.000 words, the University words level (beyond 5000 words) and 10.000 words. As for the format, the test involves word-definition matching although, in a reversal of the standard practice, the test-takers are required to match the words to the definitions in groups of six and three respectively. Here for example” (John Read, 2000:118-119):

1 apply

2 elect _____ choose by voting

3 jump _____ become like water

4 manufacture _____ make

5 melt

6 threaten

CHAPTER III

RESEARCH METHOD

This study investigates the effect of 1 hour exposure to listening podcast on vocabulary size. The subjects are the second semester students at the English education study program of IAIN Palangka Raya. The purposes of the study are: To find out whether or not the significance effect of 1 hour exposure to listening podcast on vocabulary size better than who are not listening podcast in second semester of English study program IAIN Palangka Raya or not. This chapter discusses the method of the study related to research design, population and sample, research instruments, data collection procedure, and data analysis procedure.

A. Research Design

Scientific research is the application of the scientific approach to studying a problem. It is a way to acquire dependable and useful information. Its purpose is to discover answers to meaningful questions by applying scientific procedures. To be classified as scientific research, an investigation must involve the approach we described in the previous

section. Although it may take place in different settings and may use different methods, scientific research is universally a systematic and objective search for reliable knowledge (Donald Ary, Lucy Cheser Jacobs, Crish Sorensen, Asghar Razavieh, 19).

The type of the research is quantitative research. Quasi-experimental design is used in the present study. Experimental design is a plan for an experiment that specifies the applied independent variables, the number of levels of each, how subject are assigned to groups, and the dependent variable.

A typical experimental study usually uses comparison or control groups to investigate research questions. Many second language research studies involve a comparison between two or more groups. This is known as a between-groups design. This comparison can be made in one of two ways: two or more groups with different treatments; or two or more groups, one of which, the control group, receives no treatment (Alison Mackey and susan M.Gass,2005:146).

In the present study, there are two groups, the first group is control group (CP) and the second group is experiment group (EG) which listens to podcasts. Groups are given pre-test and post-test to measure the result of the students' listening scores.

The use of podcast is for experiment group only. The description of the design is in the table below:

Table 3.1.
The Description of Quasi-Experiment Design

Group	Pre-test	Treatment	Post-test
EG	Y_1	X	Y_2
CG	Y_1	-	Y_2

Where:

EG : Experiment Group

CG : Control Group

X : Treatment using podcasts

Y_1 : Pre-test

Y_2 : Post-test

B. Population and Sample

1. Population

According to Arikunto, population is the whole of research subject, if someone wants to research all of the elements in research area his

research is called population research on survey study (Suharsimi Arikunto, 2000:108).

The population of this study is all students of the second semester students. They are classify into three classes:

Table 3.2
Number of Populations

No	Classes	Number of Students
1.	A	24
2.	B	23
3.	C	20
Total		67

Where:

A : Control class
 B : Try out class
 C : Experiment class

2. Sample

Sample is a part of population. According to Ary, “ Sample is a group selected from population for obeservation in a study (Donald Ary, (et all), 2010:649).

For the sample, the researcher takes two classes to be the sample, the first class is experiment group use podcast and the second class is control group non-use podcast. Due to the fixed class, the writer cannot

use simple random sampling to select the sample. According to Ary, it is very difficult, if not impossible to list all the members of a target population and select the sample from among them. Therefore, the writer used cluster sampling. Because the unit chosen is not an individual but a group of individuals who are naturally together or grouped by the school ((Donald Ary, (et all), 2010:154).

Table 3.3
Number of Samples

Classes	Group	Number of Students
C	Experiment	20
A	Control	24
Total		44

C. Research Instrument

To get the data, the researcher used technique in this study. Here, the writer used a technique, namely: test.

1. Research Instruments

a) Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being

measured (Donald Ary, Lucy Cheser, Jacobs, Chris Sorensen, Asghar Razavieh, 201).

There are 7 audio podcasts along with the text used for test material in the class. The type of podcast was authentic podcast because the authentic podcast ideal for use with upper and lower level classes. Such podcast according to King and Gura (2007:201) “can be played easily to the class in a whole group instruction activity, substituting the digital audio items for textbook or supplementary hard copy items. The test material was adopted from BBC Learning English.

2. Research Instrument

The try out of instrument was conducted in class A on Monday, 17th September 2018 with the number of student was 24 students from 28 students because 4 students were absent. The researcher analyzed the test instruments to gain the information about the instruments quality that consists of instrument validity and instrument reliability. The procedures of the try out as follows:

- a. The researcher give try out to the students.
- b. The researcher give score to the students' answer, then the researcher interpreted the result of data to know the instruments validity, instruments reliability, index of difficulty and discrimination power.
- c. After that, the researcher tested the test for the real sample.

D. Data Collection Procedure

There are some procedures in collecting data of this study as in the following:

1. Determining the students to be sampled in the study.
2. Preparing materials to be used in implementing test.
3. Giving pre-test to students who have been divided into two groups: the experiment group and the control group.
4. Giving treatment to experiment group used podcast.
5. And the last, giving post-test to the experiment group and control group after treatment.

E. Data Analysis Procedure

The data of this study were the students' score of pre-test and post-test. Therefore, the data were quantitative. In this case, the researcher used t_{test} to solve the research problems of this study about 1 hour exposure to listening podcast and reading text on vocabulary size of 12 learners in second semester of English study program IAIN Palangka Raya. In order to analyzed the data, the researcher did some way procedures, as follows:

1. Tabulated the data into the distribution of frequency of score table, then found out the mean of students' score, standard deviation, and standard error of variable X1 (experimental class) and X2 (control class) by using the formulas below:

2. Mean of students' score : $\bar{X} = \frac{\sum FX_i}{n}$

Where:

$\sum FX_i$ = total of score

n = total of the students

3. Standard Deviation

$$S = \sqrt{\frac{n \sum F_{xi}^2 + (\sum F_{xi})^2}{n(n-1)}}$$

4. Standard Error

$$SE_{md} = \frac{S}{\sqrt{N-1}}$$

Where:

S= Standard deviation

n_1 = the number of the experimental group

n_2 = the number of the control group

SE_{md} = Standard error

N= Number of Case

5. Normality Test

It is used to know the normality of the data that is going to be analyze whether both groups have normal distribution or not. Chi square was used.

$$X^2_{\text{observed}} = \sum_{i=1}^k \frac{(f_o - f_e)^2}{f_e}$$

Where:

X^2_{observed} = Chi square

f_o = frequency from observation

f_e = expected frequency

Calculation result of X^2_{observed} was compared with X^2_{table} by 5% and 1% degree of significance. If X^2_{observed} was lower than X^2_{table} so the distribution list was normal.

Then, in this study, the researcher used **One-Sample Kolmogorov-Smirnov Test** to test the normality.

6. Homogeneity Test

It is used to know whether experimental group and control group, that were decided, come from population that has relatively same variant or not. The formula was:

$$X^2_{\text{observed}} = (\log 10) \times (B - \sum (dk) \log S^2_i)$$

Where:

$$B = (\log S^2_i) \times \sum (n_i - 1)$$

Notice:

$X^2_{\text{observed}} \leq X^2_{\text{table}}$, is homogeneity.

$X^2_{\text{observed}} \geq X^2_{\text{table}}$, is not homogeneity.

If calculation result of X^2_{observed} was lower than X^2_{table} by 5% degree of significance, it meat both groups had same variant.

In this study, the writer used **Levene Test Statistic** to test the homogeneity of variance.

7. Calculated the data by using t_{test} to test the hypothesis of the study, whether the using of online newspaper gave effect to the students' vocabulary acquisition scores or not. To examined the hypothesis, the researcher used t_{test} formula as follows:

$$t_{\text{observed}} = \frac{Mn_1 - Mn_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

Mn_1 = the mean score of experimental group

Mn_2 = the mean score of control group

S_1^2 = variance of experimental group

S_2^2 = variance of control group

n_1 = total of experimental group students

n_2 = total of control group students

To know the hypothesis was accepted or rejected using the criterion: **If t_{observed} (the value) $\geq t_{\text{table}}$, it means H_a is accepted and H_o is rejected. If t_{observed} (the value) $\leq t_{\text{table}}$, it means H_a is rejected and H_o is accepted.**

In this study, the researcher used **Paired Sample T Test** to test the hypothesis was accepted or not.

8. Interpreted the result of t_{test} . Previously, the researcher accounted the degrees of freedom (df) with the formula:

$$df = (N_1 + N_2 - 2)$$

Where:

df: degrees of freedom

N1: Number of subject group 1

N2: Number of subject group 2

2: Number of variable

After that, the value of t_{test} will be consulted on the t_{table} at the level of significance 1% and 5%. If the result of t_{test} was higher than t_{table} , it meant H_a was accepted. But if the result of t_{test} was lower than t_{table} , it means H_o was accepted.

9. The researcher made the conclusion of data analysis obtained.
10. In addition, the researcher used SPSS 22.00 program to compare the data.
11. Discussed and conclude the result of data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher explains about the result of the study and discussion.

A. Description of The Data

1. The Result of Pre-Test and Post-Test Scores

The comparison pre-test and post test score of students' vocabulary acquisition were presented in table 4.1 below:

Table 4.1
The Result of Pre-test and Post-test Scores

Experimental Class				Control Class			
No .	Students ' Code	Pre-Test	Post-Test	No.	Students' Code	Pre-Test	Post-Test
1.	E1	146	189	1.	C-1	145	151
2.	E2	117	183	2.	C-2	178	182
3.	E3	273	187	3.	C-3	185	188
4.	E4	142	167	4.	C-4	143	150
5.	E5	42	152	5.	C-5	153	164
6.	E6	146	186	6.	C-6	134	152
7.	E7	43	150	7.	C-7	133	165
8.	E8	103	177	8.	C-8	174	180
9.	E9	107	167	9.	C-9	189	194
10.	E10	110	178	10.	C-10	165	172
11.	E11	107	164	11.	C-11	182	194
12.	E12	42	151	12.	C-12	154	171
13.	E13	55	169	13.	C-13	134	150
14.	E14	117	176	14.	C-14	144	151
15.	E15	77	155	15.	C-15	163	175
16.	E16	135	189	16.	C-16	173	187
17.	E17	174	189	17.	C-17	124	149
18.	E18	55	156	18.	C-18	165	182
19.	E19	103	185	19.	C-19	158	175
20.	E20	54	170	20.	C-20	171	191

	Total	2148	3440	21.	C-21	124	157
	Mean	107.4	172	22.	C-22	135	164
	Lowest	42	150	23.	C-23	122	169
	Highest	273	189	24.	C-24	188	197
	STDEV	55.723 37693	13.864 00109		Total	3736	4110
					Mean	155.7	171.3
					Lowest	122	149
					Highest	189	197
					STDEV	21.622 59	16.008 83

From the table above the mean scores of pre-test and post-test of experimental class were 107.4 and 172 respectively. Meanwhile, the highest scores pre-test and post-test of the experimental class were 273 and 189 respectively, then the lowest scores pre-test and post-test of the experimental class were 42 and 150. In addition, the mean scores pre-test and post-test of control class were 155.7 and 171.3 respectively. Afterward, the highest scores pre-test and post-test of control class were 189 and 197. And the lowest scores pre-test and post-test of the control class were 122 and 149 respectively.

B. Result of Data Analysis

1. The Result of Pre-Test Score

The students' pre-test score were distributed in the following table in order to analyze the students' knowledge before conducting the treatment. The result of pre-test, as shown in table 4.2 below:

Table 4.2
Pre-Test Score of Experimental Class and Control Class

Experimental Class				Control Class			
No	Students' Code	Score	Predicate	No	Students' Code	Score	Predicate
		Pre-Test				Pre-Test	
1	E1	146	Good	1	C-1	145	Good
2	E2	117	Good	2	C-2	178	Good
3	E3	273	Very good	3	C-3	185	Good
4	E4	142	Good	4	C-4	143	Good
5	E5	42	Poor	5	C-5	153	Good
6	E6	146	Good	6	C-6	134	Good
7	E7	43	Poor	7	C-7	133	Good
8	E8	103	Good	8	C-8	174	Good
9	E9	107	Good	9	C-9	189	Good
10	E10	110	Good	10	C-10	165	Good
11	E11	107	Good	11	C-11	182	Good
12	E12	42	Poor	12	C-12	154	Good
13	E13	55	Poor	13	C-13	134	Good
14	E14	117	Good	14	C-14	144	Good
15	E15	77	Poor	15	C-15	163	Good
16	E16	135	Good	16	C-16	173	Good
17	E17	174	Good	17	C-17	124	Good
18	E18	55	Poor	18	C-18	165	Good
19	E19	103	Good	19	C-19	158	Good
20	E20	54	Poor	20	C-20	171	Good
Total		2148		21	C-21	124	Good
Mean		107.4		22	C-22	135	Good

Lowest	42		23	C-23	122	Good
Highest	273		24	C-24	188	Good
STDEV	55.72337693		Total		3736	
			Mean		155.7	
			Lowest		122	
			Highest		189	
			STDEV		21.62259	

The table above shows a comparison of pre-test score achieved by experimental and control students, both classes' achievement were at the different level. It can be seen that from students' score, the highest scores were 273 and the lowest score was 42 of experimental class compared with control class, the highest scores were 189 and the lowest score 122.

a. The Result of Pre-Test Score of Experimental Class

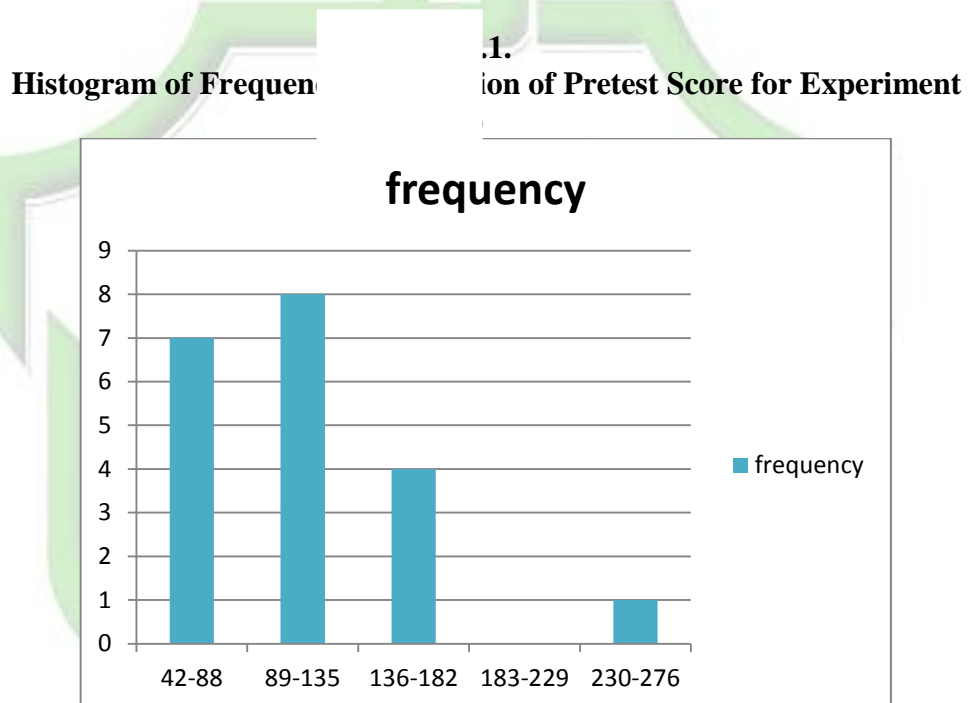
1) Frequency Distribution

Based on the data above, it was known the highest score was 273 and the lowest score was 42. Afterwards, it was presented using frequency distribution, as shown in table 4.3 below:

Table 4.3
The Frequency Distribution of Pre-Test score of the Experiment Class

No.	Score	Frequency
1	42 - 88	7
2	89 - 135	8
3	136 - 182	4
4	183 - 229	0
5	230 - 276	1
Jumlah		20

The distribution of students' pretest score can also be seen in the following figure.



The table and figure above showed the students' pre-test score of the experiment group. It could be seen that there were 7 students who got score 42-88. There were 8 students who got score 89-135. There were 4 student who got score 136-182. There was 0 student who got score 183-229. There was 1 students who got score 230-276.

b. The Result of Pre-Test Score of Control Class

1) Frequency Distribution

Based on the data above, it was known the highest score was 70 and the lowest score was 11. Afterwards, it was presented using frequency distribution, as shown in table 4.4 below:

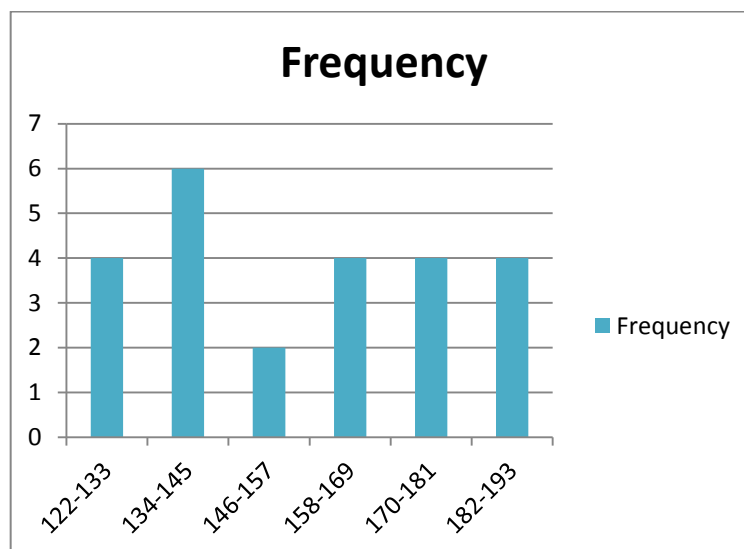
4

The Frequency Distribution of Pre-test score of the Control group

No.	Frequency
1	4
2	6
3	2
4	4
5	4
6	4
Jumlah	24

The frequency distribution of students' pre-test score can also be seen in the following figure:

Figure 4.2
Histogram of Frequency Distribution of Pre-test Score of the Control Group



It can be seen from the figure above about the students' pre -test score.

There were 4 students who got score among 122-133. There were 6 students who got score among 134-145. There were 2 students who got score among 146-157. There were 4 students who got score among 158-169, there were 4 students who got score among 170-181. And there were 4 students who got score among 182-193.

Post-Test Score

5

Experimental and Control Class

Experimental Class				Control Class			
No	Students' Code	Score		No	Students' Code	Score	
		Post-Test	Predicate			Post-Test	Predicate
1	E1	189	Good	1	C-1	151	Good
2	E2	183	Good	2	C-2	182	Good
3	E3	187	Good	3	C-3	188	Good
4	E4	167	Good	4	C-4	150	Good
5	E5	152	Good	5	C-5	164	Good
6	E6	186	Good	6	C-6	152	Good

7	E7	150	Good	7	C-7	165	Good
8	E8	177	Good	8	C-8	180	Good
9	E9	167	Good	9	C-9	194	Good
10	E10	178	Good	10	C-10	172	Good
11	E11	164	Good	11	C-11	194	Good
12	E12	151	Good	12	C-12	171	Good
13	E13	169	Good	13	C-13	150	Good
14	E14	176	Good	14	C-14	151	Good
15	E15	155	Good	15	C-15	175	Good
16	E16	189	Good	16	C-16	187	Good
17	E17	189	Good	17	C-17	149	Good
18	E18	156	Good	18	C-18	182	Good
19	E19	185	Good	19	C-19	175	Good
20	E20	170	Good	20	C-20	191	Good
Total		3440		21	C-21	157	Good
Mean		172		22	C-22	164	Good
Lowest		150		23	C-23	169	Good
Highest		189		24	C-24	197	Good
STDEV		13.86400109		Total		4110	
				Mean		171.3	
				Lowest		149	
				Highest		197	
				STDEV		16.00883	

The table above showed that comparison of post-test score achieved by experimental and control class students. Both classes showed the different score, the highest score for the experimental class was 189 and 197 for the control class. And about the lowest score, for the experimental class was 150 and for the control class was 149. It meant that

the experimental class and the control class have the different level in the term of word level after treatment.

a. The Result of Post Test Score of Experiment Class

1) Frequency Distribution

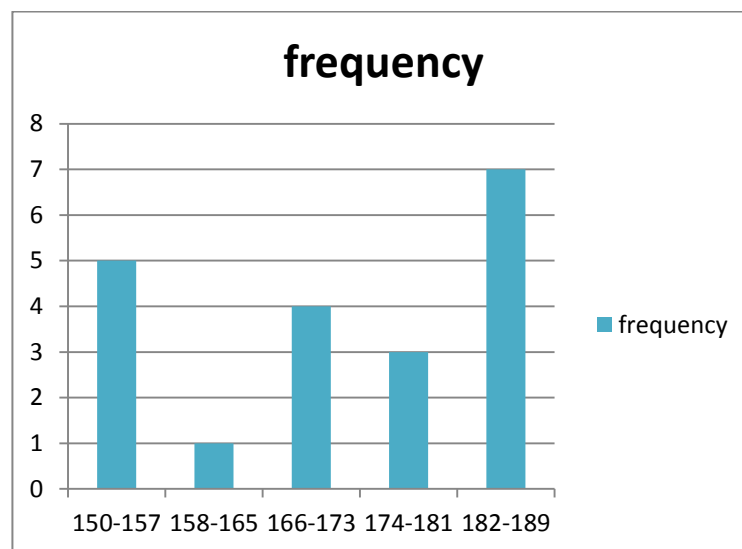
Based on the data above, it was known the highest score was 97.8 and the lowest score was 68.2 for experiment class. Afterwards, it was presented using frequency distribution, as shown in table 4.6 below:

Table 4.6
Frequency Distribution of the Post-test

No.	Score	Frequency
1	150 - 157	5
2	158 - 165	1
3	166 - 173	4
4	174 - 181	3
5	182 - 189	7
Jumlah		20

The frequency distribution of students' post-test score can also be seen in the following figure.

Figure 4.3
The Frequency Distribution of Experiment Class Post-Test Score



It can be seen from the figure above about the students' post-test score. There were 5 students who got score among 150-157. There was 1 student who got score among 158-165. There were 4 students who got score among 166-173. There were 3 students who got score among 174-181. There were 7 students who got score among 182-189.

b. The Result of Post Test Score of Control Class

1) Frequency Distribution

Based on the data above, it was known the highest score was 48 and the lowest score was 14. Afterwards, it was presented using frequency distribution, as shown in table 4.7 below:

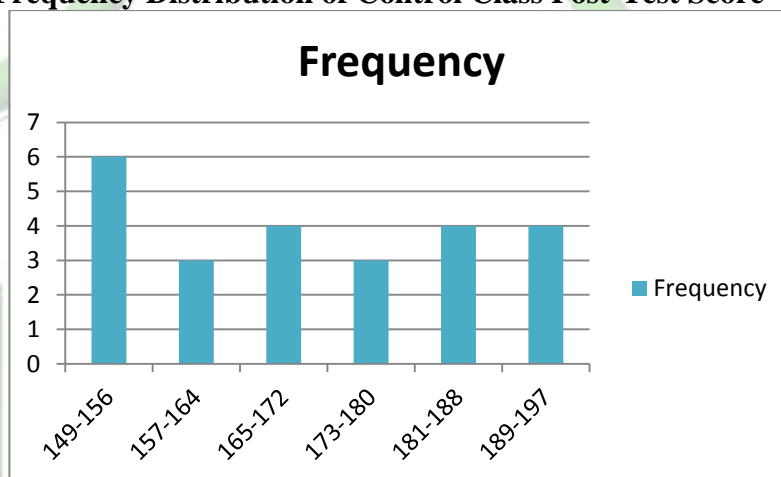
Frequency Distribution of the Post-test

No.	Score	Frequency
1	149 - 156	6

2	157 - 164	3
3	165 - 172	4
4	173 - 180	3
5	181 - 188	4
6	189 - 197	4
jumlah		24

The frequency distribution of students' post-test score can also be seen in the following figure.

Figure 4.4
The Frequency Distribution of Control Class Post-Test Score



It can be seen from the figure above about the students' post-test score. There were 6 students who got score among 149-156. There were 3 students who got score among 157-164. There were 4 students who got score among 165-172. There were 3 students who got score among 173-180. There were 4 students who got score among 181-188. There were 4 students who got score among 189-197.

B. Testing Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	9,27283918
Most Extreme Differences	Absolute	,193
	Positive	,153
	Negative	-,193
Test Statistic		,193
Asymp. Sig. (2-tailed)		,049 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class was 0.049. Then the normality of experiment class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ($\alpha=0.05$). Because asymptotic significance of experiment was $0.049 \geq 0.05$. It could be concluded that the data was normal distribution.

C. Testing Homogeneity And Linearity

The definition of Homogeneity of Variance is when all the variables in statistic data have the same finite or limited variance. When, homogeneity of variance is equal for a statistical model. A simple computation approach to analysing the data can be used due to a low level of uncertainty in the data. This equality is homogeneity or homoscedasticity (Agus Irianto 2004:62).

Because of that, the writer used SPSS to measure the normality of the data.

1) Testing Homogeneity of Experiment Group

The criteria of the homogeneity test pre-test and post-test was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined ($\alpha = 0.05$), it means that, the distribution was homogeneity.

Test of Homogeneity of Variances

Vocabulary size

Levene Statistic	df1	df2	Sig.
,501	1	42	,483

ANOVA

Vocabulary size

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,136	1	6,136	,027	,870
Within Groups	9546,500	42	227,298		
Total	9552,636	43			

Based on the calculation using SPSS 22.0 above, the value of (probably value/critical value) from pre-test and post-test of the experiment group on Homogeneity of Variance. The sig column is known that p-value was

0,483. The data in this study fulfilled homogeneity since the p value is higher 0,483 > 0.05.

2) Testing Linearity of Experiment Group

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Posttest * Pretest	20	100,0%	0	0,0%	20	100,0%

Report

Posttest

Pretest	Mean	N	Std. Deviation
42,00	151,5000	2	,70711
43,00	150,0000	1	.
54,00	170,0000	1	.
55,00	162,5000	2	9,19239
77,00	155,0000	1	.
103,00	181,0000	2	5,65685
107,00	165,5000	2	2,12132
110,00	178,0000	1	.
117,00	179,5000	2	4,94975
135,00	189,0000	1	.
142,00	167,0000	1	.
146,00	187,5000	2	2,12132
174,00	189,0000	1	.
273,00	187,0000	1	.
Total	172,0000	20	13,86400

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Posttest *	Between	(Combined)	3501,500	13	269,346	10,738	,004
Pretest	Groups	Lin	2018,275	1	2018,275	80,463	,000

Deviation from Linearity	1483,225	12	123,602	4,928	,031
Within Groups	150,500	6	25,083		
Total	3652,000	19			

Measures of Association

	R	R Squared	Eta	Eta Squared
Posttest * Pretest	,743	,553	,979	,959

Based on the result of linearity test above, It is known that the significance of deviation from linearity is $0.031 > 0.05$, it can be concluded that there is a linear relationship between listening podcasts and vocabulary size.

3) Testing Homogeneity of Control Group

Test of Homogeneity of Variances

Vocabulary size

Levene Statistic	df1	df2	Sig.
,361	1	42	,551

ANOVA

Vocabulary size

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	695,276	1	695,276	1,655	,205
Within Groups	17643,883	42	420,092		
Total	18339,159	43			

Based on the calculation using SPSS 22.0 above, the value of (probably value/critical value) from pre-test and post-test of the experiment group on Homogeneity of Variances in sig column is known that p-value was 0,551. The data in this study fulfilled homogeneity since the p value is higher $0,551 > 0.05$.

4) Testing Linearity of Control Group

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Posttest * Pretest	24	100,0%	0	0,0%	24	100,0%

Report

Posttest

Pretest	Mean	N	Std. Deviation
122,00	169,0000	1	.
124,00	153,0000	2	5,65685
133,00	165,0000	1	.
134,00	151,0000	2	1,41421
135,00	164,0000	1	.
143,00	150,0000	1	.
144,00	151,0000	1	.
145,00	151,0000	1	.
153,00	164,0000	1	.
154,00	171,0000	1	.
158,00	175,0000	1	.
163,00	175,0000	1	.
165,00	177,0000	2	7,07107
171,00	191,0000	1	.
173,00	187,0000	1	.
174,00	180,0000	1	.
178,00	182,0000	1	.

182,00	194,0000	1	.
185,00	188,0000	1	.
188,00	197,0000	1	.
189,00	194,0000	1	.
Total	171,2500	24	16,00883

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Posttest * Pretest	Between Groups	(Combined)	5810,500	20	290,525	10,376	,039
		Linearity	4482,819	1	4482,819	160,101	,001
		Deviation from Linearity	1327,681	19	69,878	2,496	,246
	Within Groups		84,000	3	28,000		
	Total		5894,500	23			

Measures of Association

	R	R Squared	Eta	Eta Squared
Posttest * Pretest	,872	,761	,993	,986

Based on the result of linearity test above, It is known that the significance of deviation from linearity is $0.246 > 0.05$, it can be concluded that there is a linear relationship between reading text and vocabulary size.

D. Testing Hypothesis using T test

Paired sample t test was used to determine whether there were differences in the average of two samples in pairs. The two samples in question are the same sample but have two data. Paired sample t test is part of parametric statistics, therefore, as the rules in parametric statistics research data must be normally distributed.

On the basis of decision making, if the value is Sig. (2-tailed) <0.05 , then there is a significant difference between the learning outcomes in the pretest and posttest data and if the Sig. (2-tailed) > 0.05 , there was no significant difference between learning outcomes in the pretest and posttest data.

To measure the effect of 1 hour exposure to listening podcast and reading text on vocabulary size of 12 learners, SPSS 22.0 statistic program was conducted in this study.

Based on the SPSS 22.0, the result shown below:

1) Paired Sample T Test of Experiment Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	107,4000	20	55,72338	12,46013
	Posttest	172,0000	20	13,86400	3,10008

from the output above, the results of summary descriptive statistics are shown from both the sample or pretest and posttest data.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	,743	,000

The second part of the output is the result of a correlation or relationship between the two data or variables namely pretest and posttest. It is known that the significance value is 0,000. As the basis for decision making in the correlation test, because of the value of Sig. $0,000 < 0,05$, so

the indication is that there is a significant relationship between pretest and posttest.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-64,6000	46,35379	10,36502	-86,29424	-42,90576	-6,232	19	,000

It is known that the value of Sig. (2-tailed) of 0,000 < 0,05, it can be concluded that there are significant differences between the results of the pretest and posttest.

2) Paired Sample T Test of Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	155,6667	24	21,62259	4,41369
	Posttest	171,2500	24	16,00883	3,26779

from the output above, the results of summary descriptive statistics are shown from both the sample or pretest and posttest data.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	24	,872	,000

The second part of the output is the result of a correlation or relationship between the two data or variables namely pretest and posttest. It is known that the significance value is 0,000. As the basis for decision making in the correlation test, because of the value of Sig. 0,000 < 0,05, so the indication is that there is a significant relationship between pretest and posttest.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-15,58333	10,95809	2,23681	-20,21053	-10,95614	-6,967	23	,000

It is known that the value of Sig. (2-tailed) of 0,000 < 0,05, it can be concluded that there are significant differences between the results of the pretest and posttest.

1. Discussion

The result of analysis of experiment group showed that the value of Sig. (2-tailed) of 0,000 < 0,05, it can be concluded that there are significant differences between the results of the pretest and posttest. And the result of analysis of control group showed that the value of Sig. (2-tailed) of 0,000 < 0,05 also, it can be concluded that there are significant differences between the results of the pretest and posttest. It was shown that 1 hour

exposure to listening podcast gave significant effect to students' vocabulary size.

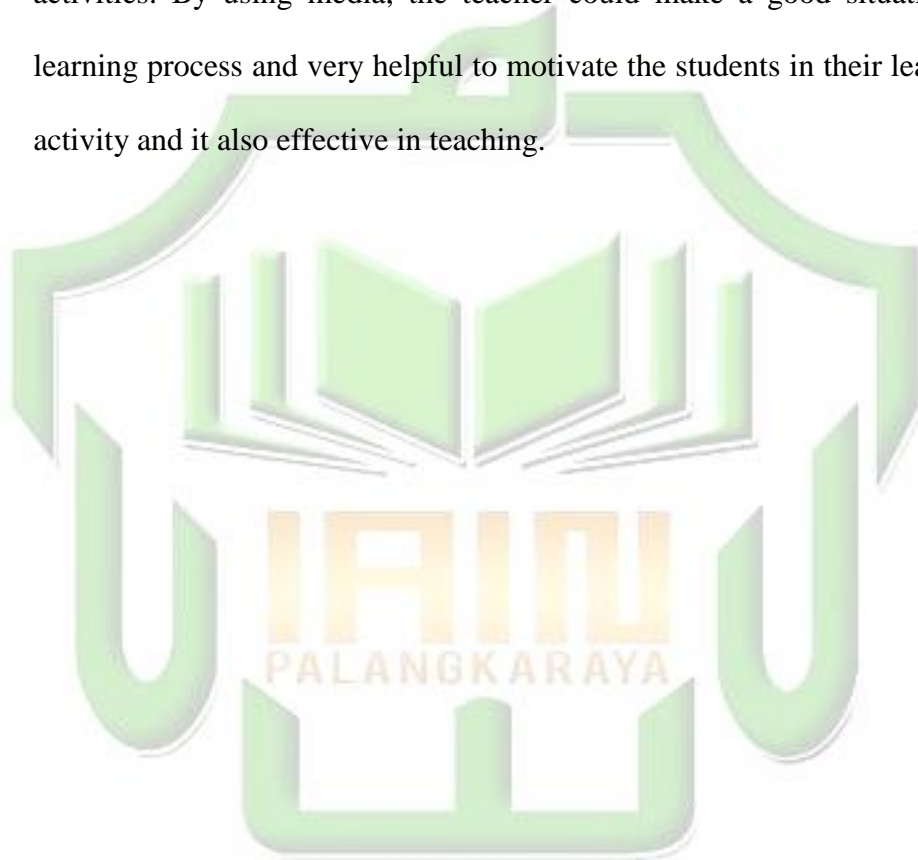
In teaching learning process, taught vocabulary by using podcast media was a tool used by the researcher to teach the students. Podcast media could make a good interaction between teacher and students. From the result of analysis, it could be seen from the score of students how the used of media gave positive effects for students vocabulary size. It meant media has important role in teaching learning process. It was answered the Problem of the study which "Is there any significant effect of 1 hour exposure to listening podcast on vocabulary size in second semester of english study program IAIN Palangka Raya?".

The results supported by theory (Chapter II Lara Ducate and Lara Lumicka) about the reasons why teaching media could increase students' learning process.

The first reason was about the advantage of media in learning process, such as: teaching process will be more interesting; the materials clearly in meaning; the teaching method will be more variety, not only verbal communication by the teacher; students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc. From the data above, it can be known that taught by podcast media have better vocabulary size. The students more interested to receive vocabulary using podcast media. So, the researcher taught vocabulary size by using podcast

media was balanced with the theory in chapter II. The theory was support the use of podcast media in learning process and suitable with the condition of the second semester students.

The second reason was in teaching learning process, media was tool to help the teacher and the students to increase their learning activities. By using media, the teacher could make a good situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.



CHAPTER V

CLOSING

In this part, the researcher gave the conclusion and suggestion about the result of study. The conclusion of the study was to answer the problems of the research. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related with 1 hour exposure to listening podcast.

A. Conclusion

Based on the calculation using Paired Sample T Test and mean formula the result showed there was significant differences of the effect of 1 hour exposure to listening podcast on vocabulary size in second semester of English study program IAIN Palangka Raya. The result showed that t_{value} was lower than t_{table} ($(0,000 < 0,05)$). It meant that with 1 hour exposure to listening podcast is effective toward the students' vocabulary size 12 learners of the second semester students at the English Education Study Program at IAIN Palangka Raya.

B. Suggestion

According to the conclusion of the study result, the researcher would like to propose some suggestions for the students, teachers or lecturers and the future researchers as follow:

1. Students

The students should listen more audio podcast, not only non authentic audio but also authentic audio to improve their knowledge or

ability. And they have to aware with unknown word not only focus on important information, thus, they can look up the meaning which used strategy of listening to guess it.

2. Teacher or Lecturers

The researcher recommended that lecturers can be able to use audio podcast become additional listening material to support their material. Considering of the study result, listening podcast showed significant effect toward students' vocabulary size by the students.

3. Future Researchers

In this study, the researcher realized that design of the study was very simple. There are still many weaknesses that could be seen. Therefore, for further researchers; it is expected that the other researchers can improve this study with better design and different object in order to support the result finding. In other word, the other researcher can use this study as the reference for conducting their research.

In addition, the researcher suggest to future researcher to make deeper analysis about students' vocabulary size because in this study the researcher only describe about the frequency of students' vocabulary size.

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