

THE INFLUENCE OF PODCASTS IN LEARNING ENGLISH VOCABULARY OF TWELVE-GRADE STUDENTS OF SMA NEGERI 2 BURU

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Received: September 22, 2020 Revised: October 25, 2020 Accepted: November 10, 2020

ABSTRACT

The Presence of Podcasts is such an interesting technology to facilitate language learner development. The online or offline accessibility through a smartphone or laptop offer convenience, learning anytime and everywhere. The Audios and videos enable students for their learning accelerations. This study aimed to study the influence of podcasts as technology for Students' English Vocabulary mastery, and to investigate the students' responses towards podcasts. This research employed quantitative research with a quasi-experimental design. The Participants were 60 Students of SMA Negeri 2 Buru grade XII IIS, Namlea, Buru, Maluku Province. Data related to student's vocabulary mastery were collected by implementing pre-test, post-test, and distributing questionnaires to find out students' responses towards the use of Podcast Technology. Pre-test and post-test were conducted for .The 60 participants were then classified into 30 Students of Experimental Group. Moreover, 30 Students of Control Group. The data collected were then analyzed using IBM SPSS. The mean score resulted from the experimental group were 52.83 in the pretest and reached 63.83 in the Post Test, while the mean score resulted from Control Group were 50.5 in the Pre-Test and 55.33 in Post Test. The results indicated that the vocabulary mastery of the students in both groups was developed, however the experimental group, which implemented podcast, showed the higher improvement than non-podcast. The difference score between both groups was 8.5. The students also showed the positive responses toward the utility of podcast in teaching and learning processes.

Keyword: Podcasts, Vocabulary, Learning, Online, Technology

INTRODUCTION

The fundamental aspect to pay more attention among Indonesian society nowadays is the implementation of education system. Education certainly aims to gain competitive advantages. Therefore, the teaching and learning processes should adjust to the digital era, In addition, Asian Free Trade Area (AFTA) that has been rolling out to a multi-sector cooperation as the agreement between ASEAN countries require the international communication skills.

Communication is certainly much related to language. Knowing a language is as having a soul and understanding more languages is an additional soul. Hence, understanding more than one language means having the additional power might help to do more than someone who only has one language. As the result of the global advancement, English is a language that has been used by many people in various countries as their second language. Ironically, in Indonesia, English, which

has been involved in the curriculum at various levels of education, is still a scourge and cannot yet be a solution to the development of students' English vocabulary knowledge at several schools.

Vocabulary is an element of language skills that helps people to express ideas or a key determinant for linking the four skills in English such as; listening, speaking, writing or reading (receptive and productive skills), having less vocabulary will effect on missing the pieces of information . (Zhang & Annual, 2008) Students with low vocabulary in certain languages will lose information that can affect their understanding and ability when using the language as a means of gaining new knowledge.

In learning languages, vocabulary is the main foundation for the creation of understanding, fluency, and achievement (Howard et al., 2014). In addition to having good vocabulary mastery students also need to understand their use accurately and contextually through listening or applying it in various ways, (Sardi et al., 2015). This will be difficult to achieve if we only rely on school environment, they need guidance or direction to continue learning everywhere. For this reason, a media that is able to make students actively to study wherever and whenever is needed. Besides being able to be accessed anytime and anywhere, of course the media must be fun, can be used while relaxing, lying down, in a bus or train.

The traditional approach is no longer effective because it is bound by a certain place and time, Approaches in learning are required for awareness adjustments to the modern information and communication technologies, such as multimedia, cross media and telecommunications, (Huda et al., 2017). The teachers cannot always provide an appropriate context for learning, for that the use of technology to overcome students' needs is an innovative step.

Podcast as one of the effects of technological progress is an information-rich software that it is one of the most supportive media to use in education. The files in the form of audio, video that can be enjoyed by students online or offline are very attractive to be a solution for the case of the lack of vocabulary among English students, thus (Lewin, 2009) emphasized the potential of podcasting as an educational medium is clear and many advocate its application in foreign language learning . The use of Podcast media is also one of the responses in preparing participants to face the challenges of the Digital Age.

MATERIALS

Defining Podcasts

Initially the podcast was developed as a media to provide access to recorded music then download, for a fee, from the Internet. Podcasting is now widely used by radio and television stations to conduct interviews or other interesting material that is for listeners (Bull, 2005). (Rose & Rosin, 2006) Added that podcasts are technological innovations that originally came from traditional audio broadcasts and turned them into portable digital media that are similar to radio shows.

Podcasts have been now the innovative technology. Podcast is a portmanteau word produced by the use of a combination of "iPod" and "broadcast" that can be accessed via the internet and is a broadcast that contains a series of digital media files in the form of audio and video which are published at any time in series (series) and can be downloaded from the website. According to (Bottomley, 2015), the emergence of the term podcast began in 2000, when software developer, Dave Winer, published RSS 0.92. Then between 2005 and 2013, podcasts began to be tried in various media and due to their availability and popularity as a tool to convey information, podcasts became increasingly famous along with the progress of the internet and gadget communication technology.

Podcasts in Language Learning

Podcasts are popular and have been used in education for many years. Language learning has become one of the fields that can get help from its rapid development. Various researches about podcasting have found and revealed the potential and documented it.

The Evidences that podcasts can be very helpful for the development of language skills of students can be viewed in many researches such as, a research conducted by (Rahman et al., 2018) in their research entitled "Podcast effect on EFL learners' Listening Comprehension" found that students were helped and had a broader insight by learning through Podcasts.

In another study by (Bamanger & Alhassan, 2015) with the title, "Exploring Podcasting in English as a Foreign Language Learners' Writing Performance" found that the majority of students were very happy with the learning process and helped in language development.

The results of a similar study entitled "Use of Podcasts in Effective Teaching of Vocabulary: Learners' Attitudes, Motivations and Limitations" were stated by (Farshi & Mohammadi, 2013) that of the 30 students, all agreed with the usefulness, effectiveness and appeal provided by the podcast and believe that learning with podcasts can be anywhere. (Chan et al., 2011) with his research titled "Students' Perception of and Attitudes towards Podcast-Based Learning" adds students who listen and learn the target language while traveling are also more motivated.

Other research results confirmed that the potentiality of Podcasts to develop student's skills and none of these researches described the negative responses of students towards Podcast use. (Ashraf et al., 2011; Chan et al., 2011; Kennedy et al., 2011; Masudul Hasan & Bee Hoon, 2013).

Strengths and advantages from the Podcasts

a. The Accessibility and Possibility for Learning Any Time & Place

The increasing use of Smartphones as previously mentioned has made learning using Podcasts easier than any other media. Basaran & Cabaroglu (2014) states that podcasts are as part of a mobile learning application (M-learning). Cellular learning (M-learning) shows learning can be centered on students and encourage paradigm that demands learning anytime and anywhere can become true. Moura & Carvalho (2012) added learning with Smartphones is a type of language learning supported by mobile devices that happens anywhere and anytime. This kind of learning process is also called hybrid learning, (Syam et al., 2019)

b. Cheap and Rich of Information

Podcast as an application that can be accessed cheaply and even free is rich of information, consequently the students can acquire various vocabulary and use them contextually. Nozari & Siamian (2015) educating using software is able to provide rich resources as well as can be an opportunity for growth in learning, and creating a collaborative environment that allows students and teachers to find relevant resources, and to learn various things. Similarly, there was a significant increase in learning performance integrated with podcasting (Gholami & Mohammadi, 2015)

c. Combination of Audio and Visual

An important advantage of podcasts that has not been discussed is that any audio or video content that is available also running text or scripts from this content that can be downloaded. In addition, students can also read text from Podcast files while listening or watching that make learning easier.

d. Smartphones with Smart Users

Based on the data recorded to (cyberthreat & cyberthread.id, 2020) Internet users reach 175.4 million and the number of connected smartphones reached 338.2 million units. Compared to the January 2019 period, in January 2020, the number of internet users increased 17 percent (an increase of 25 million people) from last year. Connected smartphones also increased by 15 million units or 4.6 percent. The number of social media users also increased by 12 million, or an increase of 8.1 percent.

This increasing number can lead the users (students) to be better in English if the educators can lead the students use their time learning independently at home or it become worse in if the students waste their time accessing social media or playing games. Therefore using podcasts will make students not only focus on social media and online games, but students can also use their time to listen to information and acquire more vocabulary from podcast broadcasts (Smart Smartphone users).

1. Podcast Sources for Students

- a) VOA Learning English
- b) BBC Learning English
- c) TEDS talk
- d) Podbean,

2. Through a Website Using a Smartphone or Laptop:

- a) <https://learningenglish.voanews.com/>,
- b) <https://www.earwolf.com/show/comedy-bang-bang/>,
- c) <http://www.effortlessenglish.libsyn.com/>,
- d) <https://www.podcastsinenglish.com/>,
- e) <https://learnenglish.britishcouncil.org/> (Focused podcast)

This research has some similarities with previous researches. Nevertheless, Podcasts with running texts in this research led the students actively to use their vocabulary unconsciously in more than one English elements or skills. It also allowed students to pronounce the texts and use the vocabulary contextually. Therefore the researchers believe this study bring significance impacts in the future.

METHOD

This present study employed a quantitative method with a Quasi-Experimental design was to explore the influence of Podcasts on s students' vocabulary mastery. Besides, the researchers also investigated the students' responses towards podcast. The research was conducted by obeying the Covid-19 Protocols.

This Study Was Conducted at SMA Negeri 2 Buru, Namlea, Buru, Maluku Province. The participants of this research were sixty twelve-grade students of SMA Negeri 2 Buru, which consisted of 30 Students in experimental class and 30-control class.

Instruments and Procedures

To measure the students' Vocabulary Mastery and the effect of podcasts on the students, the researchers conducted Pre-test and post-test. Pre-test was a test given to experimental and the control students at the beginning of the meeting (before any treatment given). The next, post-test was given to both experimental class and the control class students. This test was conducted after the special treatments given to experimental class. The purpose of this test was to assess their progress ,(Sugiyono, 2016). To know the students' responses towards podcast, several questions using Likert scale were distributed to students in the experimental group.

Data analysis

To know the first question "The influence of Podcasts in Learning English Vocabulary". The data collected were calculated and analyzed using IBM SPSS Statistics. The results of the data analysis of the Pre-Test and Post-test were compared to know the progress of both experimental and control group then displayed and interpreted carefully. Concerning the students' responses, the students answers were calculated using SPSS and interpreted as well.

FINDINGS AND DISCUSSION

The students' Vocabulary Mastery

Based on the data analyses, no one of the students' vocabulary mastery reached very good and excellent category before the treatments. The pre-test results can be reviewed in figure below;

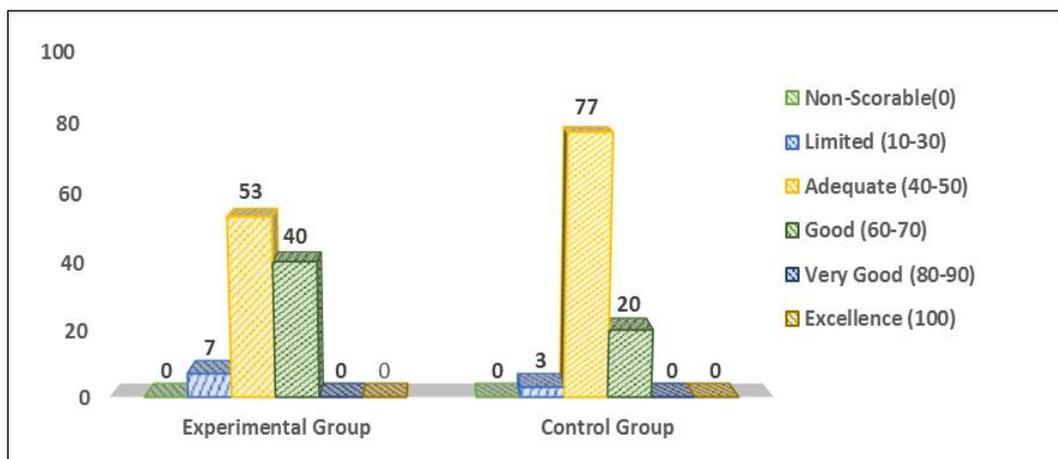


Figure 1. The students' Vocabulary Scores in The Pre-Test.

CONCLUSION

The first figure shows that (0%) non-score able of each group in the limited description scale classification. The scores varied in the limited, adequate and good description scale classification. In the experimental group showed that there were 2 students (7%) in limited, 16 students (53%) in adequate, and 12 (40%) in good category, While control group showed that there were 1 (3%) in limited, 23 (77 %) in adequate, and 6 (20%) in good category. These frequency and percentage described that most of the students only achieved adequate and good description scale classification and none of them was classified in the very good as well as in excellent description scale, therefore these findings confirmed that both of the group still needed to develop their vocabulary mastery.

After several meetings were conducted, the students' vocabulary mastery of experimental and control group improved. The results can be viewed below.

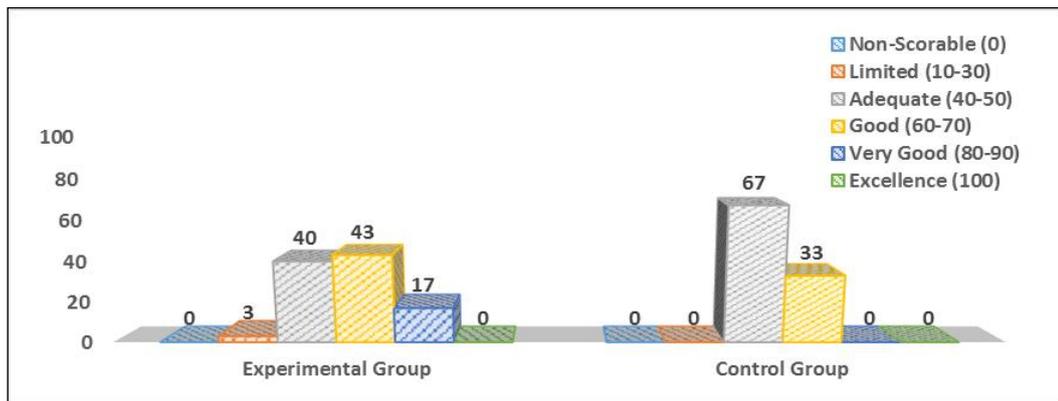


Figure 2. The students' Vocabulary Scores in the Post-Test.

The second figure explained that in the experimental group, no one (0%) of the students was categorized into the non-scorable and limited score, 12 students (40%) were in the adequate classification, 13 students (43%) were categorized into good, 5 students (17%) were categorized into very good and no one student was categorized into the excellence classification. Beside that. In the control group, no one of the students (0%) was categorized into the non-scorable and limited, 20 students (67%) were in the adequate classification, 10 students (33%) were categorized into the good classification, and no one (0%) were in the very good and excellent.

These results indicated that the vocabulary mastery of the students in both groups was developed, however the experimental group, which was learning using podcast, showed the higher improvement than non-podcast. The mean score and standard deviation of the students score in pre-test compared with their post-test score were also calculated as viewed in the following table:

Table 1. The Mean Score and Standard Deviation Vocabulary Mastery

Session	Group	N	Mean Score	Std Deviation
Pre-test	Experimental	30	53.83	11.72
	Control	30	50.50	8.74
Post-test	Experimental	30	63.83	12.29
	Control	30	55.33	8.19

The mean score of the students' pre-test of the experimental group was 52.83 and its standard deviation was 11.72, while in the control group, the mean score was 50.5 and its standard deviation was 8.74. The distinct mean score between

the groups was 2.67. Furthermore, the mean score of both groups was distinct after the experiment was conducted. The mean score of the students' experimental group in post-test in reached 63.83 with the standard deviation was 12.29, in contrast, the mean score the control group in the post-test was 55.33 with the standard deviation 8.19.

The difference score between both groups was 8.5, it explains that the mean score of the experimental group is higher than the control group ($63.83 > 55.33$). Therefore, it clearly emphasizes that the students' mean score in the experimental group was greater than the students mean score in the control group. As a result, podcasts influence students' vocabulary mastery.

Test of significances

The paired sample test utilized to identify how significance the impact of the treatment in each group. The result of the t-test is presented in the following table:

Table 2. The Paired Sample Test of the Students Vocabulary Mastery

Session	N	T	P-Value	Df	Remarks
Pre-test and Post-test of Experimental Group	30	24.884	.000	29	Significantly Improved
Pre-test and Post-test of Control Group	30	7.918	.000	29	Improved

Table 3. The Probability Value of the T-Test of the Students' Vocabulary Mastery

Session	N	T	P-Value	Df	Remarks
Pre-test of Experimental and the Control Group	30	.874	.386	58	There is no significance differences
Post-test of Experimental and the Control Group	30	3.151	.003	58	There is significance Differences

Tables above present the p-value of the experimental group is α ($0.000 < 0.005$). It indicates that there were a significant difference results between pre-test and post-test in the experimental group. The hypothesis testing results was found that t-value = 3.151 was higher than t-table = 2.000 ($p = .000$, $df = 29$). The comparison between the values indicated that the t-value was greater than the t-

table. So, the null hypothesis (H_0), "Podcasts did not develop the Students' vocabulary mastery at the twelve-grade students of SMA Negeri 2 Buru" was wrong. Contrary, the alternative hypothesis (H_a) *podcasts developed the twelve-grade students of SMA Negeri 2 Buru* was accepted.

In the other side, it is also shown that the p-value in the control group is lesser than α ($0.003 < 0.005$). It indicates that there were also distinctions between pre-test and post-test in the control group. It confirms that using non-podcast in the teaching and learning process also improved students' vocabulary mastery. However, using podcasts affected higher results than non-podcasts.

Students Responses towards Podcasts

After the post-test conducted the questionnaires were given to students to examine their responses towards podcasts.

Table 4. Items of Liker Scale

NO	Statements /Questions	SD	D	N	A	SA
1	Podcasts help me learn English Vocabulary					
2	Podcasts make me possible to learn any time and at any place					
3	I am excited to learn with podcast media					
4	Podcasts help me use my English vocabulary better and more contextually					
5	Learning with Podcasts helps me understand English conversation better					
6	Learning using podcast media is fun.					
7	I often watch video podcasts with English subtitles					
8	With the Podcast I get used to with English vocabulary					
9	Watching and listening to podcasts often makes me easier Remember English vocabulary					
10	I find it suitable to learn Vocabulary using Podcasts					

SD : Strongly disagree

DS : Disagree

NT : Neutral

A : Agree

SA : Strongly Agree

Score of Each Answer

SD : 1

DS : 2

NT : 3

A : 4

SA : 5

(Sugiyono, 2016).

Table 5. The Results of the Students' Responses towards Podcasts.

No	SA	A	N	DS	SD	Mean	Stad DevIation	Range	Max	Min
1.	9	12	9	0	0	4.00	.788	2	5	3
2.	10	11	8	1	0	4.00	.871	3	5	2
3.	4	19	6	1	0	3.86	.681	3	5	2
4.	6	19	5	0	0	4.03	.615	2	5	3
5.	5	19	6	0	0	3.97	.615	2	5	3
6.	3	20	7	0	0	3.87	.571	2	5	3
7.	4	19	6	1	0	3.87	.681	3	5	2
8.	0	23	6	1	0	3.73	.521	2	4	2
9.	3	22	4	1	0	3.90	.607	3	5	2
10.	3	21	5	1	0	3.87	.629	3	5	2

Table 5 Explains that the mean score from responses is in the range of 3.73 – 4.03, standard deviation 521-871. The greatest mean score is 4.03-viewed in statement 4. In the statement 4, five (16.7%) participants chose *neutral*, 19 (63, 3%) participants *agree*. Furthermore, 6 (20, 0%) *strongly agree*. Therefore, *Podcats help students to apply their vocabulary better and contextually*.

The students' responses in statements 1 and 2 show the mean score 4.00 with the different standard deviation of each. 9 (30%) responded the statement 1 *neutral*, 12 (40%) *agree* and 9 (30%) *strongly agree*. While 1 (3.3%) responded to the second statement *disagree*, 8 (26.7%) stated *neutral*, 11 (36.7) *agree*, and 10 (33.3%) *strongly agree*. These conclude that learning using podcast can be any time, any place, and easy.

The students' responses towards statement 5 showed a mean score 3.97, with the standard deviation 615. Six (20%) of students responded the statement *neutral*, 19 (63.3%) responded *agree*, 5 (16.7%) responded *Strongly agree*. It results that learning with Podcast helped the students understand English conversations more.

The students' responses towards statement 9 showed a mean score 3.90 with the standard deviation .607. One (3.3%) of students stated *disagree*, 4 (33.3%) responded *neutral*, 22 (73.3%) responded *agree* and 3 (10.0%) responded *Strongly*

agree. It can be drawn that listening and watching video podcasts helped the students to maintain their English vocabulary.

The students' responses towards statement 6, 7 and 10 show the same mean score (3.87) but differ from standard deviation. In the statement 6, seven (23, 3%) of students responded the statement neutral, 20 (66.7%) responded agree, 3 (10 %) responded Strongly agree. Then in the statement 7, one (3, 3%) of students responded the statement disagree, 6 (20 %) responded neutral, 19 (63.3 %) responded agree, and 4 responded *strongly agree*.

While for the statement 10, 1 (3.3%) students responded disagree, 5 (16.7%) students responded *neutral*, 21 (70 %) students responded *agree* and 3 (10%) students responded *strongly agree*. It can be conclude for this statement, Podcasts as resources students is enjoyable and get the students adjusted with English vocabulary.

The students' responses towards statement 8 showed mean score 3.73 with the standard deviation .571. One (3.3%) of students stated *disagree*, 6 (20 %) responded *neutral*, 23 (76.7%) responded agree and 3 (10.0%). It can be drawn that Podcasts gradually did get students used to English vocabulary.

The students' responses towards statement 3 showed mean score 3.86 with the standard deviation. 681. One (3.3%) of students stated *disagree*, 6 (20 %) responded *neutral*, 19 (63.3%) responded agree, and 4 (13.3%) responded strongly agree. It conclude that podcasts encourage students to learn English.

CONCLUSION

The pieces of evidence in this study have been the reasons to utilize podcasts as resources in learning and teaching processes. Podcasting in this study is as a media used rather than a method. Not being bound by the environment and time support opportunities for students to learn at their own time and at any places.

The analysis results using SPSS, confirmed that experimental group in the pre-test 53.83% and 63.83% the post-test. Meanwhile, in the control group, the pre-test was 50-50 and 55.50 in the post-test. This describes the possibility improvement of students' vocabulary understanding using podcasts is faster than only relying on the class learning processes. These results also emphasized that

podcasts can be an alternative to maintain the students' learning activities during the corona virus to or adjust with the new normal.

Concerning students' responses towards the advantages of the technology podcast use into learning processes were positive, they believed that the podcasts are attractive, amusing and helpful. Some pointed to comfortable, better and faster learning. Since the podcasts were short and exciting, learners were encouraged to learn English through podcasts in future too. This results were supported by the students' responses towards 10 items (statements) of Likert scale distributed to experimental groups after series treatments.

Some argued that the term of podcasts could have a broad definition. It can be audio recorded and any material that can be listened to or videos with explanation that are possible to be accessed and repeated any time (Scutter et al., 2010) .

A number of websites have provided podcasts in their features, some websites offer the elements of the language skills and some websites offer the free course material with various exercises, which allow the students to train themselves by working the exercises. The materials and practices are possible to easy access and download, (Lee et al., 2008)

The optimum output from using podcasts in teaching students for any goals of language learning can be resulted with the proper adaptation of material designs instructed to the students. activities to get student adjusted to a new thing (podcast) lead to maximal output ,(Ng'ambi & Lombe, 2012)

Possible consideration suggested before conducting the teaching processes using podcasts, such as; the level of focused podcast (beginner, pre-intermediate intermediate or upper), the appropriate websites recommended to students. Due to variety of the websites, the teachers should be aware of the student's needs.

The language learners can experience the limitation of podcasts if they do not have a laptop or professional smartphone devices; however, this is not a great challenge, since the global progress allow the teachers or students to quickly overcome this case.

ACKNOWLEDGMENTS

The authors would like to express the most generous gratitude goes to the Indonesian Ministry of Education and Culture/the Ministry of Research and Technology/National Agency for Research and Innovation for having fully funded to all activities this novice lecturer research including authorship, and the article publication (088/SP2H/LT/DPRM/2020 and 335/LL12/KM/2020). Thanks are also extended to Head Master, Teachers, students of SMA Negeri II and whole people who took part and helped the authors in this research.

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How to Cite (APA style):

Hajar, Ibnu. (2020, November). The Influence of Podcast In Learning English Vocabulary of Twelve-Grade Students Of SMA Negeri 2 Buru. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 9(2), <https://journal.unismuh.ac.id/index.php/exposure/article/view/4118>