

**FOSTERING STUDENTS' VOCABULARY THROUGH PODCAST OF
SPOTIFY APPLICATION AS A MEDIA FOR UPT SPF
SMP NEGERI 17 MAKASSAR**

SKRIPSI

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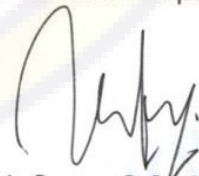
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ABSTRACT

Siska Annisa. 2022. *Fostering Students' Vocabulary Through Podcast Of Spotify Application As A Media For UPT SPF SMP Negeri 17 Makassar* (Supervised by Hj.Restu January Hamid, S.Pd.I., M.Pd. dan Rampeng, S.Pd.,M.Pd.)

This research aims to foster the vocabulary of students from UPT SPF SMP Negeri 17 Makassar through Podcast in Spotify application.

This research focused on pre-experimental research, one group pretest, and posttest. The Population in this study was seventh grade students of UPT SPF SMP Negeri 17 Makassar in the 2021/2022 academic year. The purposive sampling technique was used to take one class as the research sample consisting of 22 students. Data obtained from vocabulary test.

The results of the study using t-test inferential analysis with SPSS v.16, showed that there was a significant increase in vocabulary mastery of the students' mean scores between the pretest and post-test. The average value of students' vocabulary increased by 38.80% from 67 in the pre-test to 92 in the post-test. The calculate results of the study using t-test inferential analysis with the help of SPSS v.16, shod significance value was 0.000 less than 0.05 (P-value = 0.000 < 0.05). Thus the research hypothesis is accepted. This means that learning strategies involving podcasts have a significant effect on the vocabulary mastery level of UPT SPF SMP Negeri 17 Makassar students. In addition, the students' motivation after using this strategy also increased. The writer concludes that the effect of the Podcast strategy in teaching English can Foster students' vocabulary mastery well.

Keywords: Podcast, Vocabulary, Foster.

ABSTRAK

Siska Annisa. 2022. *Fostering Students' Vocabulary Through Podcast Of Spotify Application As A Media For UPT SPF SMP Negeri 17 Makassar* (Supervised by Hj.Restu Januarty Hamid, S.Pd.I., M.Pd. dan Rampeng, S.Pd.,M.Pd.)

Penelitian ini bertujuan untuk meningkatkan kosakata siswa dari UPT SPF SMP Negeri 17 Makassar melalui Podcast di aplikasi Spotify.

Penelitian ini difokuskan pada penelitian pra-eksperimen, one group pretest, dan posttest. Populasi dalam penelitian ini adalah siswa kelas VII UPT SPF SMP Negeri 17 Makassar Tahun Pelajaran 2021/2022. Teknik purposive sampling digunakan untuk mengambil satu kelas sebagai sampel penelitian yang terdiri dari 22 siswa. Data diperoleh dari tes kosakata.

Hasil penelitian menggunakan analisis inferensial uji-t dengan SPSS v.16, menunjukkan bahwa ada peningkatan yang signifikan dalam penguasaan kosakata dari nilai rata-rata siswa antara pretest dan post-test. Nilai rata-rata kosakata siswa meningkat sebesar 38,80% dari 67 pada pre-test menjadi 92 pada post-test. Nilai signifikansi yang dihitung adalah 0,000 kurang dari 0,05 ($P\text{-value} = 0,000 < 0,05$). Dengan demikian hipotesis penelitian diterima. Artinya strategi pembelajaran yang melibatkan podcast berpengaruh signifikan terhadap tingkat penguasaan kosakata siswa UPT SPF SMP Negeri 17 Makassar. Selain itu, motivasi siswa setelah menggunakan strategi ini juga meningkat. Peneliti menyimpulkan bahwa pengaruh strategi Podcast dalam pengajaran bahasa Inggris dapat mengembangkan penguasaan kosakata siswa dengan baik.

Kata kunci : Podcast, kosa kata, meningkatkan.

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At last, the writer realized that this Skripsi was far from being perfect, but it was expected that this research will be useful. Therefore, the constructive criticism and suggestion were highly appreciated.

Makassar, 2 September 2021

(Siska Annisa)

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CHAPTER I

INTRODUCTION

This chapter presents background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

In terms of increasing understanding of English, especially vocabulary development, students majored in English education. According to David Wilkins, quoted by Thornbury (2002: 13), concludes about the importance of learning vocabulary by saying "Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed." He explained that without (knowing) grammar, we have very little to say. But without (knowing) vocabulary, there was nothing we can express. It was true what Wilkins said. Even though we have good grammar (grammar) skills, these abilities will be useless if we do not have enough vocabulary mastery because vocabulary is the core of every language used in life.

The same thing is also expressed by Stahl (2013: 5) Both explain the importance of vocabulary by comparing the difference between people who understand vocabulary and those who don't understand vocabulary. In this case, Stahl and Nagy say:

“A person who knows more words can speak, and even think, more precisely about the world. A person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue. A person who can label someone as

pusillanimous or a recreant can better describe a person's cowardly behavior. Words divide the world; the more words we have, the more complex ways we can think about die world."

If only we didn't know or understand vocabulary, there would be a lot that we could not understand in the field of linguistics. Just look at what McCarty and O'Dell have to say: "You already know hundreds of English words, but to speak and write in normal situations you need at least 1-2,000 words."

Based on the test results when the writer carried out a practical action at UPT SPF SMPN 17 Makassar, the data on the low average score of students might be caused by methods and techniques or strategies that did not match the needs or level of interest of students. Of course, this can be a serious problem for students. As a result, they are less enthusiastic in learning English and this can affect the level of vocabulary mastery of students.

What's more, when the 2013 curriculum has been used, where English learning for the elementary school level is abolished, the researcher found that only a few well-known schools still insert learning English as one of the compulsory subjects.

This made the teaching team at the junior high school level overwhelmed to face students who were very deficient and could even be said to be incapable of learning English. And the first thing to do is to provide learning about mastery of English vocabulary so that learning English at the

next level can be easily taught because students have been able to know some vocabulary in the form of English that was used in everyday life.

With several ways, it is done to increase the level of understanding of students' vocabulary, but the methods that are done still very inefficient, because of the lack of creativity in teaching techniques so that students tend to be indifferent to the learning process that has taken place so that it affects the level of students' knowledge of the number of vocabulary words that need to be known in learning English.

Ghazal said that although learning vocabulary was a challenge for foreign language learners, students can use a variety of vocabulary learning strategies to overcome these challenges. English is a global language, so for those who want to be one step ahead of people in general, it is necessary to even master English (Pattymahu 2012 : 1).

From the problems mentioned above, the writer will provide new strategies in learning to increase the vocabulary of students, especially at the junior high school level. It cannot be denied that currently, students tend to be interested in things that are digital or related to handheld cell phones. Therefore, writer will use an application that will be integrated with the game in the future, to make students interested in learning. The application that the writer will use the Spotify application, where in this application there is a podcast that provides learning about mastering vocabulary in English easily. The Spotify application is a music streaming application that not many people

know that it contains a podcast that teaches English vocabulary that is easily understood by students, especially junior high school level students.

The Industrial Revolution Era 4.0 provides an interesting challenge for writers to find new innovations. This study aims to see the benefits of podcast learning tools in the era of the industrial revolution 4.0 (millennial era).

Sallan (2015) revealed that some literature has identified the use and features of podcasts, but there is still limited research on podcasts in the field of higher education.

The learning strategy that will be carried out by this writer was expected to be able to provide significant changes for students in mastering vocabulary which is classified as lacking. Based on the background of the problem above, the writer interest to conduct the research under the title of: **“Fostering Students’ Vocabulary Through Podcast of Spotify Application as a Media For UPT SPF SMP Negeri 17 Makassar”**.

B. Identification of the problem

Based on the background of the problem above, the problem identification in this study was follow:

1. The lack of students' mastery in vocabulary.
2. The minimal use of media that can attract students' attention in learning English.

C. Limitation of the problem

For the discussion of research problems to be more focused, the writer limit the problem as follows:

1. The learning media used to improve students' ability to master vocabulary is Podcast learning media in Spotify.
2. Use of creative and active learning strategies.
3. The research subjects are students of class VII UPT SPF SMP Negeri 17 Makassar.
4. The research will be carried out in 2021.

D. Problem Statement

Based on the background above, the problems in this study can be formulated:

Can the implementation of podcast media in Spotify foster the vocabulary learning outcomes of UPT SPF students at SMP Negeri 17 Makassar?

E. Objectives of the Research

This research aims to:

To know whether the implementation of podcast media in Spotify is able to foster the vocabulary learning outcomes of UPT SPF students' at SMP Negeri 17 Makassar.

F. Benefits of the Research

1. Theoretical Benefits

- a. This research can be used as a material for consideration and reference material for future research.
- b. This research can contribute knowledge about the implementation of podcast media to foster vocabulary mastery in learning English.

2. Practical Benefits

a. For students

Through the implementation of the podcast in Spotify media, it can foster or improve students' abilities in the management of vocabulary of students in class VII English learning UPT SPF SMPN 17 Makassar.

b. For Teachers

As input for teachers to implement podcast in Spotify media which can foster or improve students' abilities in vocabulary mastery and vocabulary in learning English.

c. For School

Providing general knowledge about the implementation of the podcast in Spotify media to foster students' abilities in vocabulary mastery and vocabulary in learning English.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns with theoretical review, previous related findings, conceptual framework, and hypothesis.

A. Theoretical Review

1. Vocabulary

It cannot be denied that one of the most needed skills in the current era is the ability to speak English, because it has become an international language and is one of the skills that are needed in the future, especially for students to face competition in the world of work. That is why learning Vocabulary is indispensable for mastering English because besides being easy to understand, vocabulary also does not have rules or formulas that need to be known as in Grammar learning. And also vocabulary is use as a support for the four skills.

Hendra Wisesa's (2014) vocabulary is the main foundation in mastering English. Increasing your vocabulary doesn't have to mean memorizing a long list of difficult words. It also doesn't mean you have to memorize all the words in the dictionary.

In mastery of reading, writing, and listening, of course, students must master vocabulary. One of the components of language learning is understanding the vocabulary of English. Vocabulary is a set of words or parts of a particular language. A person's vocabulary is defined as the set of all the words understood by another person or all the words that are likely to

constitute a new sentence. The richness of students' vocabulary is generally considered a description of intelligence. Understanding vocabulary is generally considered an important part of the process of learning a language or developing the ability of a person or student in learning English, which is a foreign language for all Indonesian students and society.

The term vocabulary is a collection of several words that are combined so that they have a meaning or meaning. This vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking (Hornby 2013; 262-275).

Furthermore, Charles D. Fries (2013; 262-275) that vocabulary is an essential part of learning a foreign language, where students are required to master word for word to allow the student's vocabulary to increase. Thus it can be said that the student's mastery of intensive vocabulary would certainly make it easier for these students to speak fluently, especially English.

Language skills require adequate vocabulary mastery. Mastery of adequate vocabulary determines the quality of a person's speaking, without sufficient knowledge of English vocabulary, students will not be able to convey or receive messages effectively. This statement is reinforced by the National Institute Literacy (2013: 2) that, learning vocabulary must be carried out effectively, namely learning vocabulary contextually, learning by communication objectives, learning that is meaningful in everyday life, and carried out in an active, creative, and fun way.

Based on the theories listed above, it can be concluded that vocabulary is the most important thing and can be said to be the root of language mastery and good vocabulary mastery can make students ready for competition in the global era and students can easily master the four skills that are needed in English, such as writing, speaking, listening, and reading.

2. Strategies for Mastering Vocabulary

There are so many ways that have been done by the teacher to improve the request to learn English, especially the mastery of English vocabulary, but there are still so many obstacles and it cannot be denied that there are many ways that are irrelevant or even not interesting at all, especially students now are millennial students who cannot be separated from a gadget or cell phone.

Creating an environment for their learning is largely influenced to promote their language knowledge through practice with friends or coworkers (Kameli : 2012). Creating an English language environment is a practical way to help students get more language input. The teacher's factor as a language model is an important part to consider in student language learning. As stated by Kacani (2015), there are three factors that influence vocabulary acquisition; teacher skills, learner skills, and language features. Therefore, from these three factors, teachers are prioritized as student assistants for language development.

And to attract students who are now more attached to technology, the author will provide one of the learning innovations by using one of the features in the Play Store in the form of a Podcast in the Spotify application.

3. Podcast in Spotify

In today's technology, we cannot understand so many applications created from various parts of the world, one of which is the Spotify application. In the Spotify application, a Podcast can be found which is so taboo for students who only recognize the application as a music streaming application. This time, writer will use Podcasts contained in Spotify as a learning medium among millennial students. But before going deeper into discussing Podcasts, writer will discuss a little about the history of the spotify application, which includes the podcast. And writer cite the history of Spotify from an article released on 22 April 2019 by AXA Direct.

a. History of Spotify

Spotify as an entertainment platform that legally presents music and podcasts online is certainly not something strange anymore. The reason is Spotify has now become one of the applications that must be installed on a Smartphone.

1. Early Launch

At first, the Spotify company is built by Daniel Ek, Martin Lorentzon, and Maria Giovani in Stockholm, Sweden in 2006. The use of the name Spotify is a combination of two words, Spot and Identify.

After two years, to be exact, October 7, 2008, Spotify began to be inaugurated by providing a free account first. In the same year, they began to collaborate with major music labels for licensing cooperation.

From Sweden, Spotify started its service in the UK in February 2009. The first thing that was done was to open a free registration and this situation immediately made Spotify jump even more, especially after the release of the mobile service.

2. Development Process

Unfortunately, in March 2009 Spotify experienced a protest due to a potential security flaw. The reason is this streaming music service includes members to provide personal information in the form of bank accounts, email addresses, and security codes.

Luckily, in January 2010 Spotify received funding from the Founder Fund to grow its business and collaborate with the biggest music labels from around the world. After that, in May 2010 the company with the green and black logo announced that there were two available accounts.

Both accounts are specifically for users where Spotify is free with limited features and Spotify Premium for unlimited access. As it grew, Spotify announced that it had one million subscribers across Europe in 2010.

3. Monetization Experiments

To limit access for free Spotify users, Spotify reduced the amount of music that can be listened to in April 2011. This is done to encourage free Spotify users to switch to a paid premium account. In the same year, they also removed advertisements that appeared from externals. The reason is the risk of hacking cannot be avoided if these ads always appear on Spotify.

With the many benefits that have been obtained during its journey, Spotify then started negotiations in September 2011 to enter the United States market. Unfortunately, this has met with resistance from the four largest record companies. It is only then in November 2011 that Spotify received approval from various parties in the United States to work together including Rolling Stone, The Guardian, Sound drop, and Last. FM. Still, in the same year, the Spotify application allows third parties to take part in this service.

4. Income and Development

Spotify's ever-growing history has earned him huge revenue. In August 2012, Time reported that there are four million paid subscribers with a monthly profit of up to 20 million Euros.

In this way, Spotify then develops various additional features such as messaging and explore services that allow a user to search for other songs he wants according to genre, mood, and activity. The

message feature itself is made so that users can send messages to other users.

In April 2013, Spotify is also present on the Apple App Store, Google Play Store, and Windows Phone Store. After that, various companies were acquired by Spotify to strengthen its existence as an online music streaming service that we enjoy today.

4. Podcast

1. Definition of Podcast

As explained in the history of Spotify, there is a Podcast in the app besides music.

The Podcast comes from two syllables, namely "iPod" and "broadcasting" (Ho, Chou and Fang, 2016) which is an audio medium such as the radio that can increase the creative and imaginative power of the listeners. At first glance, podcasts look the same as radio, but both have differences (Putri and Irwansyah, 2020). Radio is an analog audio media that has a broadcast schedule and special broadcast material on each schedule, the use of radio does not even need to use internet access. While podcasts are digital audio media that can be downloaded on certain online platforms using internet access, a person can download what discussion material they want to hear and can listen to when they want (Phillips, 2017).

In research (Thomas 2015), Podcasts have been shown to improve students' listening comprehension better than traditional classroom instruction. Podcasts provide exciting opportunities to expose students, especially advanced language learners, to authentic conversations that can help improve listening, comprehension, and vocabulary acquisition. In addition, students gain confidence in their ability to understand the language as a whole. Currently, the use of podcast learning media is still widely used for lessons in the field of language (Rosell-aguilar, 2015), seeing the many uses of Podcast in one's research such as listening to German (Suparno, 2020), storytelling in English lessons (Jainul Dedi Abidin and Widodo, 2018), podcast on English and Mathematics lessons (Rahmawan and Dwipa, 2019), and digital storytelling in English learning (Asri, Indrianti and Perdanasari, 2017).

In the 21st century, digital technology has developed rapidly people generally have their own devices, laptops, or computers in their homes (Muller 2014). Likewise, internet access is commonly used because there are already many sectors that carry out their activities online, such as business, social, and education (Mayangsar 2019). The development of this technology, especially information and communication technology, offers many conveniences in learning, especially the availability of learning media (Arthur, 2017). Learning media itself is a tool that functions to convey planned learning messages

so that a conducive, efficient, and effective learning environment occurs (Arthur: 2019).

During the Covid-19 pandemic, where students and students had to undergo Distance Learning (PJJ), the use of podcasts should have started to be used. Based on research (Koppelman, 2013) (Selwood, 2016), podcasts that can be accessed anytime and anywhere can help students in PJJ to manage their time efficiently. Therefore, educators, today should pay more attention to the use of Podcast as a learning medium during this PJJ and can be used other than in the field of language.

However, apart from being a distance learning strategy, Podcast is also very well done in a close or offline learning system or learning within the scope of the classroom. There were various kinds of Podcast deep in the Spotify application, including Podcast which discusses a novel, dissects a book, and there was also Podcast which aims to make it easier for students to learn English, especially to enrich vocabulary. One of the Podcast channels that provide education about the ease of learning English is the Wied Ummu Amar channel with the channel title "English is easy". In this Podcast, Wied Ummu Amar provides education about English that is easily understood by students, because it was a light, relaxed way of delivering and topics that are interesting and specific. Examples were material about objects, a few short sentences that can be used so people can wait a few sentences to support each other, parts of

speech, and greetings. The discussion contained in the podcast Wied Ummu Amar includes a simple but contains discussion.

2. Procedure of Podcast Strategy

It should be noted again that students need to adjust first to the application to be used students will be given learning first before entering the core of the research which will be carried out a while before actually entering into learning using Podcast.

Students will be given instructions to focus on one topic that will be discussed in the Podcast that they will listen to. Students were given time to remember each word they already know before using or listening to Podcast and then students will write down the words they remember and pronounce them individually, but this will be done by combining games that involve songs contained in the Spotify application as well. So that it is not so stressful when learning takes place. After they went through the steps above, it is time for the students to listen the Podcast, which contained a specific topic like Great expression and Support expression. After they listened to Podcast then they will be directed to do the same thing as before they heard Podcast.

It is from this process that we can see whether their vocabulary will increase or decrease after listening to the Podcast being played.

B. Previous Related Research Finding

There are several studies relevant to the Podcast strategy. This study can be supported by an extensive literature review on teaching with the Podcast strategy.

- a. Podcasts as Learning Media in the Millennial Era (Dewi Mayangsari and Dinda Rizki Tiara) (2019). Using Podcasts as a creative strategy in the learning of today's students, especially it is very useful in learning English. This study aims to see the effectiveness of the Ice cast podcast learning media based on audio information technology.
- b. Podcast As A Teaching Media In Indonesian (Content Analysis of Practical Indonesian Language Teaching on the Survivalphrases.com Podcast for Strangers Episode Restaurant) (2011). The conceptual basis used in this study is the concept of learning, audio media is used for learning, the data collection method is carried out by analyzing podcast content based on the analysis unit of methods, strategies, and teaching approaches as well as the function of podcasts as mass media in society and individuals.
- c. Innovation of Learning Devices Using The Podcast Application (Dahratul Laila) (2020). And again, this time the researcher raised about Podcast as the latest learning media because of the Covid-19 pandemic. The researcher also explained that Podcast is an effective and efficient learning media. Podcasts are called effective because podcasts can be used as a variety of learning and learning media, the player is simple and easy to

find and can be listened to anywhere at any time even for those who are accustomed to multitasking, can listen while doing other activities or homework. Through podcasts, the internet data quota is not used up much, so it will make it easier for students' parents. Based on this background, the formulation of the problem in this study is how the benefits of podcast learning devices in the 4.0 Revolution era.

- d. Students' Strategies in English Vocabulary Learning by Rupina Holidazia *, and Rojab Siti Rodliyah 2020. In their research, they explain the importance of increasing vocabulary. In this study, researcher focused on students living in boarding schools who implemented language programs through daily conversation and several other extracurricular activities to improve vocabulary mastery.

C. Conceptual Framework

The conceptual framework of this research will be illustrated as follow:

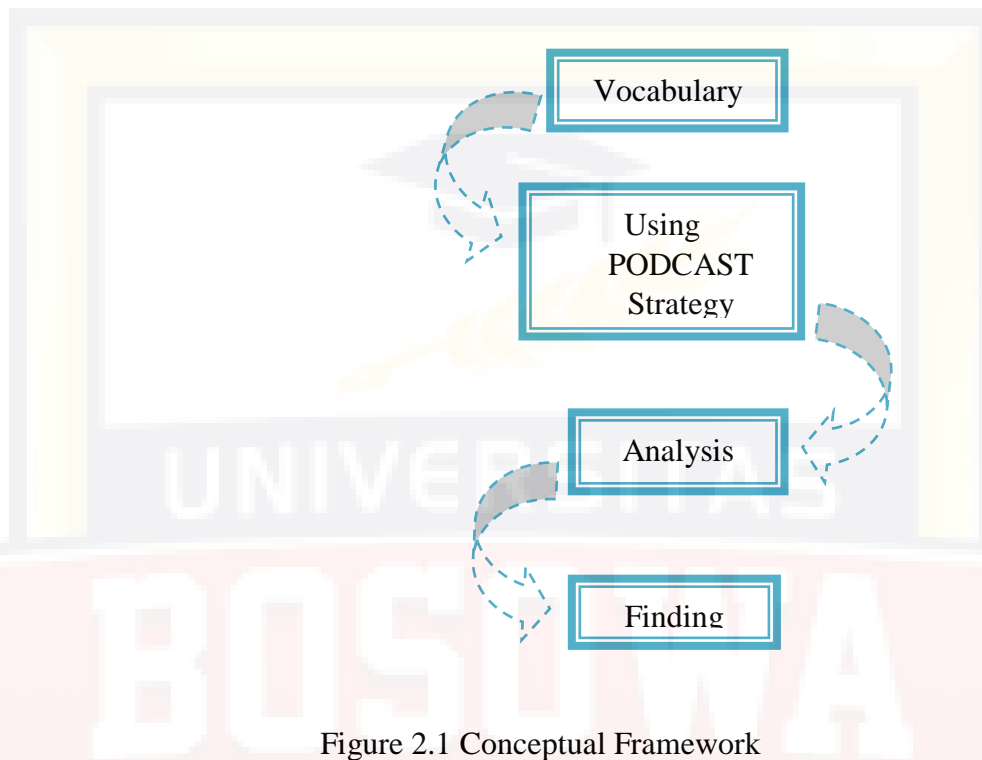


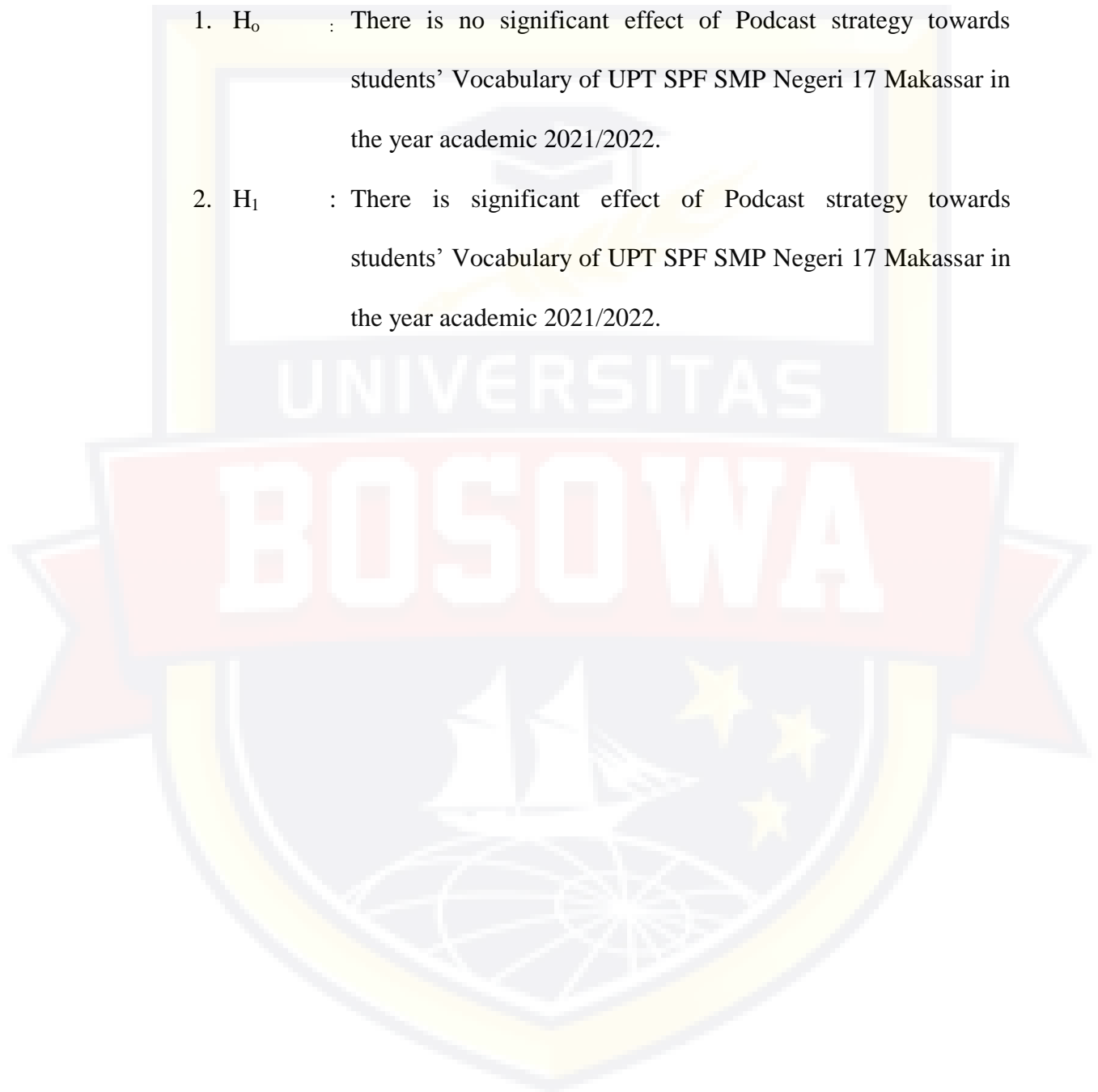
Figure 2.1 Conceptual Framework

The diagram above illustrates how the method in carrying out the teaching and learning process. In this section, the research uses the method because there are student problems, especially in mastering vocabulary. This method aims to increase students' vocabulary. Writer will use the Podcast Strategy by using Audio Learning as an exercise to increase students' vocabulary. The first step the writer will give a pre-test to class VII students to measure the level of students' vocabulary mastery. Furthermore, the writer provided a teaching method using Podcast media. After carrying out teaching using Podcast, the writer will give a post-test. After the results of the pre-test and post-test are known, the writer will analyze whether the learning method using Podcast can help students in terms of vocabulary master.

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_0 : There is no significant effect of Podcast strategy towards students' Vocabulary of UPT SPF SMP Negeri 17 Makassar in the year academic 2021/2022.
2. H_1 : There is significant effect of Podcast strategy towards students' Vocabulary of UPT SPF SMP Negeri 17 Makassar in the year academic 2021/2022.



CHAPTER III

METODOLOGY OF THE RESEARCH

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, techniques of data collection, procedure of data collecting and techniques of data analysis.

A. Research Design

In this study, the writer was applied experimental research methods. The design that was used a pre-experimental one-group pre-test-post-test. This design involved one group given a pre-test (O), given treatment (X), and given a post-test. Treatment success was determined by comparing pre-test scores and post-test scores.

In pre-experimental research one group pre-test-post-test, the first step was to determine the sample to be the research sample and group it into one research class. The next step was to provide a pre-test to measure student motivation before being given treatment using the Podcast strategy contained in the Spotify application. In the next stage, the sample was given treatment using the Podcast strategy in which there was learned

In form of audio, then the final stage of the sample was gave a post-test to measure the condition of the motivation to write after being given the Podcast treatment strategy used audio learning from the Podcast.

The design can be presented as follow:

Table 3.1 Research Design

Pre-Test	Treatment	Post-Test
O1	X	O2

Where:

- O1 =Pre-Test
 X = Treatment
 O2 =Post-Test

(Gay: 2017)

B. Time and Location of the Research

This research was carried out at UPT SPF SMPN 17 Makassar for the 2021/2022 academic year. The writer was took four meetings for research. The research time was took place in August 2021.

C. Population and Sample of the Research

1. Population

The population of this study was students' of class VII UPT SPF SMPN 17 Makassar for the 2021/2022 school year, totaling 32 students in one class.

2. Sample

In this research, the writer was applied a purposive sampling technique. The researcher was took one of the classes that have been formed at the school to be observed, totaling approximately 22 students. The sample of this research was the students of class VII.1 UPT SPF SMPN 17 Makassar.

D. Research Variables and Operational Definitions

1. Variable of the Research

This study has two kinds of variables, namely the independent variable and the dependent variable. In this study, the independent variable was the Podcast strategy, while the dependent variable was vocabulary mastery.

2. Operational Definition of Variables

To prevent the occurrence of interpretation bias, especially regarding the terms used in this study, the operational definitions of the variables involved are formulated as follows:

a. Vocabulary

Vocabulary was the most basic thing that must be known, developed, and developed because it was the mother of every language. In learning English, vocabulary was the most important of all branches of English language learning because it can include the four frequently used skills such as writing, reading, listening, and speaking. In learning English, when we listen, read, write or speak in English, it was easy to understand with a collection of vocabulary that we already know.

Most people when visited abroad carry a dictionary to help them communicate with other people compared to grammar books. This proves that the large amount of vocabulary we have can help us communicate with other people. In the end, with vocabulary mastery, children can master English easily. Vocabulary was the begin to make it

easier for us to understand and apply English in the world of education and communication

b. Podcast

A Podcast was an effective and efficient learning media. Podcasts were called effective because podcasts can be used as a variety of learning and learning media, the player was simple and easy to find and can be listened to anywhere at any time even for those who were accustomed to multitasking, can listen while doing other activities or homework.

Goldman (2018: 8) also emphasizes that the presence of podcasts was not a substitute for textbooks, quizzes, and other materials. But it was presence also significant as a supplement in learning.

E. Instruments of the Research

The material to give was based on authentic material learned by junior high school students in the form of expressions. The test was given twice, before and after the treatment of teaching and learning process. Students were given a pre-test to determine the amount of vocabulary at the beginning of the sample and the post-test was measured whether the Podcast strategy can foster or not on students' vocabulary. And to see whether the use of the Podcast strategy had a significant effect compared to conventional strategies, the writer compared the results of the class post-test.

F. Procedure of Collecting Data

In data collection, writer collected data using the following procedure:

1. Pre-test

At the first meeting, students were given a pre-test to find out or measure the level of students' vocabulary knowledge. In testing the level of knowledge or vocabulary of students, the writer was asked students to mention what words students know about "supporting and greeting expression". Writer was collected the results to identify the vocabulary limits that students have on a predetermined topic.

2. Treatment

Writer was carried out treatment at the second and third meetings. The writer was introduced and explained the Podcast strategy by using audio learning to students. Then, students were given material on "words related to supporting and greeting" and the researcher was guide students in listening to the audio and write down words related to supporting and greeting expression. If they don't understand, they can ask questions.

3. Post-test

At the last meeting, the writer was given students a post-test to find out whether or not there was an increase in students' vocabulary mastery after learning to use Podcast in the Spotify application. Writer was again asked students to say words related to the topic that has been determined since the beginning of the meeting. After the writer listened and identified the results of

the post-test and pre-test, the writer was compared the results to find out whether there were significant changes.

G. Technique of Analysis Data

Data collection was used to determine whether the treatment gave good results or not on the vocabulary knowledge of students in UPT SPF SMP NEGRI 17 MAKASSAR. This research was supported by quantitative data analysis. The quantitative data in this research was in the form of numerical data and can be formulated using statistical methods.

In this Research, the writer was applied the t-test. This method was used to determine whether two means were significantly different at the chosen probability level. The method used to determine the significant difference in vocabulary learning was related to the first pre-test score and the last post-test score using the Podcast strategy using audio learning.

$$\text{Score} : \frac{\text{The Correct number}}{\text{Total number of item}} \times 100$$

According to Burns (2010: 124) the formula for the mean of the test can be calculated as follows:

$$x = \frac{\sum x}{N} \text{ and } y = \frac{\sum y}{N}$$

Where: x = Pre-test and y = Post-test

$\sum x$ = Total score of pre-test

$\sum y$ = Total score of pre-test

N = Total number of student

Then, classifying the students score based on the following class classification:

Table 3.2
Scoring Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

(Depdiknas, 2017:13)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identified the difference between pre-test and post-test the researcher was used inferential analysis in SPSS (Statistic Product and Statistic Solution) version 16 program. It means that the writer was not used manual computation. All the data collected were accounted by using SPSS (Statistic Product and Statistic Solution) version 16.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter, the writer presents the research findings and discussion. Research findings include the results of data collection through vocabulary tests given by researchers to students and discuss the details of the findings.

A. Findings

In this section, the writer was present the results of data analysis based on the formulations in the pre-test and post-test. Based on the test results, it can be seen that the vocabulary teaching strategy through Podcasts in English that was easily understood by students can be seen in the following table.

Table 4.1
The Students' Score and Classification in Pre-test.

NO	NAME	PRE-TEST	CATEGORY
1	ANSS	75	Average
2	AAR	70	Average
3	ARS	60	Poor
4	AAP	75	Average
5	ANSS	70	Average
6	BA	65	Average
7	IAA	60	Poor
8	IW	60	Poor
9	MLM	75	Average
10	MAAA	65	Average

11	MAPP	75	Average
12	MF	70	Average
13	MR	60	Poor
14	NB	80	Good
15	NA	75	Average
16	NU	60	Poor
17	RJS	70	Average
18	RLK	60	Poor
19	RRR	80	Good
20	RA	35	Very poor
21	RAP	70	Average
22	SSA	60	Poor
Total		1475	
Mean Score		67,04	

In the table above, the writer shows the results of the pre-test of class VII.1 students. Based on table 1 there are 22 students with a total score of 1475. Based on the table above, 2 students got 80 scores, and there were 6 students with a score of 75, 4 students with a score of 70, 2 students got 65 scores, 7 students with a score of 60, and 1 student got 35 scores.

After concluding the data taken from the pre-test, table 1 showed that the number of students was 22, the total score of the pre-test was 1470. Where the maximum score was 80 and the minimum score was 35.

Table 4.2
The Students' Score and Classification in Post-test

NO	NAME	POST-TEST	CATEGORY
1	ANSS	90	Good
2	AAR	90	Good
3	ARS	95	Excellent
4	AAP	100	Excellent
5	ANSS	95	Excellent
6	BA	95	Excellent
7	IAA	95	Excellent
8	IW	100	Excellent
9	MLM	95	Excellent
10	MAAA	90	Good
11	MAPP	100	Excellent
12	MF	100	Excellent
13	MR	80	Good
14	NB	100	Excellent
15	NA	90	Good
16	NU	90	Good
17	RJS	95	Excellent

18	RLK	100	Excellent
19	RRR	100	Excellent
20	RA	70	Average
21	RAP	70	Average
22	SSA	100	Excellent
Total		2040	
Mean Score		92,72	

Based on table 2 above in the post-test, there were 8 students who got a score of 100, 6 students got a score of 95, and a score of 90 was obtained by 5 students, while there was 1 student with a score of 80, and 2 students got a score of 70. Based on the table 1 and 2, the writer found there was 1 student had the same score from pre-test and post-test.

After the writer concludes that the data from post-test scores, table 2 Show that the number of students were 22 and the total score of post test was 2,040. The lowest score was 70 while the highest score was 100.

Table 4.3
The Students' Mean Score in Pre-test and Post-test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test	22	35.00	80.00	1475.00	67.0455	10.07816
post-test	22	70.00	100.00	2040.00	92.7273	8.96120
Valid N (listwise)	22					

Based on the table above, it showed that there was a significant increase in the post test scores from the pre-test scores. Where, the average value in the post-

test reached 99, 727 and it was greater than the pre-test which was only 67. Based on the result of the average score shows that students' vocabulary test developed by used Podcast provides a significant change.

Table 4.4
The rate percentage and frequency of students' score in pre-test

No	Category	Range	pre-test	
			Frequency	Percentage
1	Excellent	91-100	-	-
2	Good	76-90	2	9%
3	Average	61-75	12	55%
4	Poor	51-60	7	32%
5	Very Poor	< 50	1	5%
Total			22	100%

Based on the table above, it can be seen that there were no students who have grades in the excellent category, but there were 2 students (9%) who got good grades, while there were 12 students or about 55% of students who got an average score, 7 (32%) students scored poor and 1 (5%) students scored very poor.

Table 4.5
The rate percentage and frequency of students' score in post-test

No	Category	Range	Post-test	
			Frequency	Percentage
1	Excellent	91-100	14	64%
2	Good	76-90	6	27%
3	Average	61-75	2	9%
4	Poor	51-60		
5	Very Poor	< 50		
Total			22	100%

It can be seen from the table above, there was a significant increase in the level of students' vocabulary mastery through the Podcast learning strategy. There were 14 students who have grades that fall into the excellent category or about 64% of the total students, there were 6 students who score in the good category or about 27% of the total number of students, and finally the writer found 2 students with grades that fall into the average category.

Based on the percentage results from the pre-test and post-test, the writer can conclude that the learning strategy by using Podcasts that were suitable for the material can foster or improve vocabulary mastery of students, especially class VII.

After conducting pre-test and post-test to the students in the experimental class, the writer used the t-test to test the hypothesis that the writer wrote down in the previous chapter. T-test was a test to measure whether or not there was a significant difference between the results of the students' mean scores on the

pretest and posttest. By using the t-test inferential analysis or the significance test run by SPSS Version 16, significant differences can be more easily analyzed.

In this study, the Null Hypothesis (H_0) has no significant effect on the Podcast strategy on the Vocabulary of UPT SPF SMP Negeri 17 Makassar Students in the 2021/2022 Academic Year. While the Alternative Hypothesis (H_1) states that there is a significant effect of the Podcast strategy on the Vocabulary of UPT SPF SMP Negeri 17 Makassar Students in the 2021/2022 Academic Year.

If the significance value was 2 or signature (2-tailed) was less than 0.05, H_1 was accepted and H_0 was rejected.

Table 4.6
The Result t-test

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 pre-test post-test	-2.56818E1	10.38491	2.21407	-30.28623	-21.07741	-11.599	21	.000

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the effect of the Podcast strategy can enhance students' Vocabulary in English at the VII grade of UPT SPF SMP Negeri 17 Makassar in the academic year 2021/2022.

B. Discussion

Based on the data found from the results of the pre-test and post-test, it shows that the vocabulary of students from UPT SPF SMP Negeri 17 Makassar, especially class VII.1 has a very good increase, it can be seen from the frequency and percentage of students' scores from the pre-test and post-test. Student tests after being given the treatment of teaching vocabulary mastery through a Podcast were very good when compared to before being given treatment.

The first table (4.1) shows the results of the student's pre-test taken at the first meeting before the author gives learning using Podcasts. Based on table 4.1 there were 22 students' with a total score of 1475. Where the maximum score was 80 and the minimum score was 35.

The second table (4.2) was the result of the post-test. Where, the results were found after giving treatment using Podcasts that were in accordance with the material already in the learning syllabus. Table 2 showed that the numbers of students' were 22 and the total score of post test was 2,040. The lowest score was 70 while the highest score was 100.

Based on the table 4.4, it can be seen that there were no students who have grades in the excellent category, but there were 2 students (9%) who got good grades, while there were 12 students or about 55% of students who got an average score, 7 (32%) students scored poor and 1 (5%) students scored very poor.

Based on the table 4.5, there was a significant increase in the level of students' vocabulary mastery through the Podcast learning strategy. There were 14 students who have grades that fall into the excellent category or about 64% of the total students, there were 6 students who score in the good category or about 27% of the total number of students, and finally the writer found 2 students with grades that fall into the average category.

The mean Score of pre-test and post-test, it showed that there was a significant increase in the post test scores from the pre-test scores. Where, the average value in the post-test reached 99, 727 and it was greater than the pre-test which was only 67.

T-test was a test to measure whether or not there was a significant difference between the results of the students' mean scores on the pretest and posttest. By using the t-test inferential analysis or the significance test run by SPSS Version 16, significant differences can be more easily analyzed

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. It means that the effect of the Podcast strategy can enhance students' Vocabulary in English at the VII grade of UPT SPF SMP Negeri 17 Makassar in the academic year 2021/2022. Based on the results of several pre-teas and post-test tables, the writer can conclude that the level of students' vocabulary knowledge can be increased through learning by using a Podcast.

There were several reasons why the writer can foster or increase the vocabulary of students', the first was because students are easily able to learn the material provided by the writer, the second was the effect of used Podcasts which was planned by the writer from the start to build students' vocabulary easily and easily. Finally, students' feel interested in the media and learning techniques used because they feel new to them.

In addition to the several reasons above, the writer found the advantages and disadvantages contained in the learning method using podcasts. As for the advantage, the first was to foster students' ability to speak English, second besides learning about various kinds of supporting vocabulary and greetings, podcasts can also be used as indirect examples of public speaking by students, third providing a type of podcast that was light (easy to understand) can trigger students' enthusiasm for learning, fourth Podcasts that refer more to learning audio can train students' hearing, fifth to help students learn the correct pronunciation and contextual meaning, especially if they can take notes, next to improve relationships with students. With the increasing use of technology, there was a kind of distance that separates the learner from the teacher. Students felt the teacher does not understand the world. However, by using podcasts in learning activities, teachers can 'enter' the world of students who like technology, the last was flexible and can be listened to anywhere, Podcast can be listened to without limitation of time and place.

When there was an advantage in each learning method, there were also be disadvantages in it, including Podcasts generally only used audio without visual, in the world of learning, podcasts were new for students' because of the lack of knowledge about podcast itself, and not so many applications have podcasts in them, because podcasts are still new, especially in the world of learning.

Based on the results of the pre-test and post-test in using podcasts as learning media in research, the writer conclude that learning through podcasts can be used to grow students' vocabulary, especially at UPT SPF SMP Negeri 17 Makassar



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research, and suggestions for English language learners and teachers from the research as follows:

A. Conclusion

Based on the results of data analysis and discussion of the previous chapter, the writer concludes that:

Using Podcasts that were in accordance with the learning materials at UPT SPF SMP Negeri 17 Makassar can foster or improve student learning outcomes, especially in terms of vocabulary mastery. The application of Podcasts in an effort to develop students' vocabulary can provide new strategies for students to be more active in learning to increase vocabulary mastery. Light learning strategies make students not feel bored and students' enthusiasm for learning increases.

B. Suggestion

Based on the results of the study and some of the conclusions contained above, the writer presents several suggestions:

1. English teacher must be more creative in terms of presenting teaching
2. Give motivation to students' every time they teach was very important to bring up students' self-confidence.

3. Does not create a tense atmosphere in the learning process but remains focused.
4. In learning vocabulary mastery, teachers must have different and interesting teaching techniques so that they can become a special attraction for students', so that they were more interested in learning English.



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APPENDICES

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan : UPT SPF SMPN 17 MAKASSAR
 Mata Pelajaran/Tema : BAHASA INGGRIS
 Kelas/Semester : VII
 Materi Pokok : Memperkaya perbendaharaan kosa kata Greeting and Supporting
 Alokasi Waktu : 2 x 40 menit (1x Pertemuan)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Mengidentifikasi fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan ungkapan Greeting dan tindakan Mendukung (Supporting)	<p>3.2.1 Mengidentifikasi unsur kebahasaan audio terkait greeting and supporting.</p> <p>3.2.2 Mengidentifikasi kosa kata teks lisan dan ditulis untuk mempermudah pembinaan kosa kata peserta didik.</p>

1. Tujuan Pembelajaran

Memahami Isi dari Audio PODCAST yang berisi suatu ungkapan “greeting and supporting” untuk memperkaya/membina perbendaharaan kosa kata tentang ungkapan-ungkapan Greeting and Supporting.

2. Langkah-Langkah Kegiatan Pembelajaran

2.1. Kegiatan Pendahuluan

- Memperkenalkan diri kepada peserta didik
- Mengkondisikan suasana pembelajaran yang menyenangkan dan mengecek kebersihan lingkungan belajar peserta didik.
- Memberi motivasi kepada peserta didik.
- Menyampaikan tujuan pembelajaran yang akan dicapai.

2.2. Kegiatan Inti

- Peserta didik memperhatikan tayangan audio tentang perkenalan greeting and supporting
- Peserta didik distimulasi untuk memperkenalkan diri secara individu
- Secara individu peserta didik diarahkan mencatat kata perkata yang terdapat dalam podacst oleh peserta didik lainnya yang mereka anggap sebagai ungkapan greeting and supporting.
- Secara berkelompok peserta didik diarahkan untuk mencari sebuah kata baru untuk saling mendukung

2.3. Kegiatan akhir

- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan yang telah mereka lakukan
- Guru menanyakan perasaan dan kesan peserta didik pada pembelajaran yang baru saja dilaksanakan

3. Menyimpulkan dan Penilaian Pembelajaran

3.1. Kesimpulan Pembelajaran

Guru menyimpulkan materi yang dibawakan secara singkat dan jelas agar peserta didik dapat lebih memahami inti dari proses pembelajaran tersebut.

3.2 Penilaian

a. Sikap Keterampilan

1. Mengerjakan tugas dengan tuntas
2. Mandiri dalam mengerjakan tugas.
3. Bertanggung jawab atas hasil pembelajaran.

b. Pengetahuan

1. Mencari kata ungkapan greeting dan supporting dalam bahasa Inggris.
2. Memahami arti kata

..... 20....

Mengetahui

Kepala UPT SPF SMPN 17 Makassar

Mahasiswa

S U K A R D I S.Pd.,
NIP. 19661017 198903 1 013

SISKA ANNISA
NIK. 4517101030

Appendix 2. Instrument of Research

INSTRUMENT FOR TESTING THE STUDENTS' VOCABULARY

Students' Worksheet

Name :

Class :

A. Choose the correct answer!

1. Handy : It's 9 o'clock. It's time to go to bed.

Mum : Good night darling.

Handy : . . . Mum.

- | | |
|--------------------|------------------|
| A. I love you too. | C. Good evening. |
| B. I'm very well. | D. Good night. |

2. Sena : "Good morning, Via."

Via : " ... "

- | | |
|-----------------|-------------------|
| A. Good night | C. Good morning |
| B. Good evening | D. Good afternoon |

3. Alda : "How are you?"

Ghea : " ... "

- | | |
|------------|--------------|
| A. I am. | C. Fine |
| B. My name | D. I am fine |

4. Gina : "Good bye, Radit."

Radit : " ... "

- | | |
|-----------------|-----------------|
| A. Good bye | C. Good night |
| B. Good morning | D. Good evening |

5. Mary : “Nice to meet you”

Anggi : “ ... “

A. Good morning

C. How are you

B. How do you do

D. Nice to meet you, too

6. Tina : “Bye-bye, Dea”

Rifa : “ ... “

A. Good morning

C. See you later

B. I am fine

D. Thank you

7. Fani : “ ... ?”

Ira : “I am very well, thanks.”

A. How are you

C. Good morning

B. Nice to meet you

D. What is your name

8. Heni : . . . , And you?

Handy : I’m OK.

A. How do you do?

C. Fine, thanks.

B. Goodbye

D. Yes, I am.

9. Ghania : Thanks for coming.

Aisyah : . . .

A. Coming soon.

C. My pleasure.

B. Let’s do it.

D. Thanks.

10. Father : Can you get me the newspaper?

Ghania : . . .

Father : Thanks.

A. It’s not here.

C. No thanks.

B. Here it is.

D. I’m busy.

B. Match the supporting sentences below correctly!

Hang in there.	•	•	Jangan menyerah.
Don't give up.	•	•	Tetap bertahan.
Keep pushing.	•	•	Tetaplah kuat.
Keep fighting!	•	•	Jangan menyerah.
Stay strong.	•	•	Ayolah! Kamu bisa melakukannya!
Never give up.	•	•	Terus dorong.
Never say 'die'.	•	•	Terus berjuang!
Come on! You can do it!	•	•	Jangan berputus asa'.
I support you!	•	•	Saya mendukung mu!
Keep spirit	•	•	Tetap semangat

1. Treatment

Students learn how to use the Podcast strategy to increase or build vocabulary and also indirectly learn to sharpen their hearing and build their memory.

In teaching Material the Audio about Podcast strategy which is including example below will be showing by the researcher

Topic : Expression of Giving Support and Greeting

Task : what is your expression to support your friends??

The researcher will guide the students to improving the vocabulary about the topic above based on the procedure of Podcast strategy:

1. Researcher will guide students to download the Spotify application which contains Podcast.
2. Researcher will select a discussion topic contained in the Podcast so that learning can be more focused.

An example is choosing topics about supporting and greeting expressions

a. Supporting expression

1. You Can : Kamu bisa
2. Keep Fighting :
3. Keep Strong :

b. Greeting expression

Mar : Good Morning dad.

Dad : Mar! Can you get me the Pen?

Mar : yes Dad,.....

Dad : Thank you honey

Mar :Dad.

A. Good Morning, Here it is, and you are welcome

B. You are welcome, Good morning, and here it is

C. Yes, thank you, you are welcome

D. Thank you, you are welcome, and OK

3. Students are asked to listen to PODCAST which has been associated with support.
4. Games: games will be played after students have listened to the predetermined Podcast related to supportive expressions.
5. Ending: students will correct or complement each other's deficiencies. Up to this point, the cooperation between them will be very visible.

Appendix 3. Students' Score Classification in pre-test and post-test

No	Name	Pre-Test	Category	Post-Test	Category
1	A. Nur Syamsidar S	75	Average	90	Good
2	A. Arkimi Rayhan	70	Average	90	Good
3	Ahmad Rizki Ali Syam	60	Poor	95	Excellent
4	Ananta Aufa Parlan	75	Average	100	Excellent
5	Andhita Nurul Aisyah	70	Average	95	Excellent
6	Bintang Andriani	65	Average	95	Excellent
7	Ibnu Al Ansyari Anwar	60	Poor	95	Excellent
8	Isma Wardani	60	Poor	100	Excellent
9	Mahira Laila Mirza	75	Average	95	Excellent
10	Muh. Alif Athalah Assami	65	Average	90	Good
11	Muh. Adil Pratama Putra A	75	Average	100	Excellent
12	Muhammad Fadlan	70	Average	100	Excellent
13	Muhammad Rafi	60	Poor	80	Good
14	Nabila Bachar	80	Good	100	Excellent
15	Nur Aisyah	75	Average	90	Good
16	Nur Izzah Ulfiyyah	60	Poor	90	Good
17	Rachel Julia Sitohang	70	Average	95	Excellent
18	Ratu Lovely Keiko	60	Poor	100	Excellent
19	Raya Rambu Retari	80	Good	100	Excellent
20	Resky Aditya	35	Very Poor	70	Average
21	Riska Amriani Putri	70	Average	70	Average
22	Salwa Salsabila Ako	60	Poor	100	Excellent

Appendix 4. Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test	22	35.00	80.00	1475.00	67.0455	10.07816
post-test	22	70.00	100.00	2040.00	92.7273	8.96120
Valid N (listwise)	22					

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
hasilbelajarsiswa pre-test	.197	22	.026	.841	22	.002
post-test	.244	22	.001	.758	22	.000

a. Lilliefors Significance Correction

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 pre-test - post-test	-2.56818E1	10.38491	2.21407	-30.28623	-21.07741	-11.599	21	.000	

Frequency pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	4.5	4.5	4.5
	60	7	31.8	31.8	36.4
	65	2	9.1	9.1	45.5
	70	4	18.2	18.2	63.6
	75	6	27.3	27.3	90.9
	80	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Frequency post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	9.1	9.1	9.1
	80	1	4.5	4.5	13.6
	90	5	22.7	22.7	36.4
	95	6	27.3	27.3	63.6
	100	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

Appendix 5. Documentation.

Pre-test

The screenshot displays a Google Meet interface during a pre-test session. The main content is a presentation slide titled "STUDENTS' WORKSHEET" with the following text:

1. Pre-test

STUDENTS' WORKSHEET

Name :
Class :
Date :

A. Choose the correct answer!

1. Handy: "It's 9 o'clock. It's time to go to bed!"
Mia: "Good night darling."
Handy: "... Mia."
A. I love you too. C. Good evening.
B. I'm very well. D. Good night.

2. Mia: "Good morning, Via."
Via: "..."
A. Good night C. Good morning
B. Good evening D. Good afternoon

3. Aida: "How are you?"

The meeting interface shows a grid of participants: dewi rabbana, Muh Adil, Muhammad Ru..., Bintang Andri..., Anahita Nurul..., NABILA BACHAR, Ananta Aufa, 13 lainnya, and Anda. The time is 05:36 and the meeting ID is keo-gong-fco.

Picture 1 : The writer was giving the pre-test part A

The screenshot shows a Google Meet interface. On the left, a Microsoft Word window displays a pre-test document with the following content:

4. **Gita:** "Good bye, Radit"
Radit: "..."
 A. Good bye C. Good night
 B. Good morning D. Good evening

5. **Mary:** "Nice to meet you"
Anggi: "..."
 A. Good morning C. How are you
 B. How do you do D. Nice to meet you, too

6. **Ima:** "Bye-bye, Des"
Rifa: "..."
 A. Good morning C. See you later
 B. I am fine D. Thank you

7. **Fani:** "...?"
Ira: "I am very well, thanks"
 A. How are you C. Good morning
 B. Nice to meet you D. What is your name

8. **Heni:** "... And you?"
Handy: "I'm OK."
 A. How do you do? C. Fine, thanks
 B. Goodbye D. Yes, I am

9. **Chania:** "Thanks for coming."
Aisyah: "..."

On the right side of the Meet window, there is a grid of participant avatars with the following names:

- dewi rabbana
- Rafi Luken
- A. Arkimi Rayhan
- Muh Adil
- Andhita Nurul Aisyah
- Muhammad Rusdy01
- 15 lainnya
- Anda

At the bottom of the Meet window, the time is 05.21 and the name keo-gong-fco is visible. There are also icons for mute, video off, chat, and a red phone icon.

Picture 2: The writer was giving the pre-test part A

The screenshot shows a Google Meet session with a pre-test part B displayed in a Microsoft Word document. The document content is as follows:

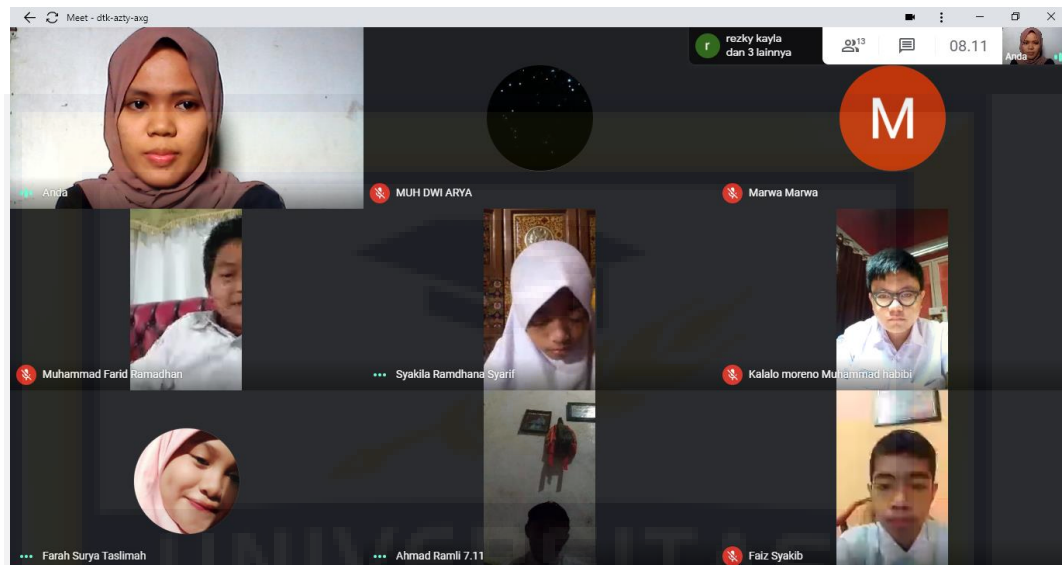
B. Match the supporting sentences below correctly!

Hang in there.	• Jangan menyerah
Don't give up.	• Tetap bertahan
Keep pushing.	• Tetaplah kuat
Keep fighting!	• Jangan menyerah
Stay strong.	• Ayolah! Kamu bisa melakukannya!
Never give up.	• Terus doang
Never say die!	• Terus berjuang!
Come on! You can do it!	• Jangan berhenti asi!
I support you!	• Saya mendukungmu!
Keep spirit	• Tetap semangat

The meeting interface on the right shows participants: dewi rabbana, Salwa Salsabila Ako, Muhammad Rusdy01, Bintang Andriani, Andhita Nurul Aisyah, Ananta Aufa, 15 lainnya, and Anda. The bottom control bar shows the time 05:22, the meeting ID keo-gong-fco, and various meeting controls.

Picture 3 : The writer was giving the pre-test part B

Material



Picture 4: The writer was giving podcast



Picture 5: The writer was explaining material about greeting and supporting by using Podcast

The result after giving the material

No. Selasa
Date: 31.08.2021

Bhs. Inggris Nabila Bachar / F.I

kata-kata support (untuk mendukung seseorang)

1. I am your side ~ saya selalu drsisimu
2. I am stay by you /
I am here for you ~ selalu di dekat Dia
3. I am Ruting for you ~ aku hadir buat kamu
4. I am Never leave you ~ tidak akan pernah meninggalkan mu
6. I will always be with
you we ~ aku akan selalu bersama mu
7. I am know you can /
You can do it ~ aku tau kamu bisa
8. I am ever so Happy to ~ jalan apa kamu ambil kamu happy

No. Selasa.
Date: 31.08.2021

Greeting (menyapa atau Mengucapkan salam).

• Mengucapkan salam Berdasarkan waktu

1). good Morning ~ waktu pagi

2) good afternoon ~ waktu siang hari

3). good evening ~ waktu siang ke sore hari

4). good night ~ selamat Malam atau
selamat Istimat

• Ungkapan kata berpisah

1) good night mam ~ selamat Istimat mam

• Menanyakan Kabar

1) How are you Doing ~ apa kabarmu

BHS. Inggris

Date: _____

 Kata-kata Support "untuk mendukung ~~Seseorang~~ Seseorang"

 1. I am Your Side ~ Saya selalu ada disisimu

 2. I am stay bye you / ~ ~~Seta~~ aku akan selalu didatarmu
 I am Here For You

 3. I am Ruting For You ~ Aku hadir buat kamu

 4. I am never never leave you ~ aku tidak akan pernah ~~pernah~~
 Meninggalkan mu

 5. I will always be with ~ Aku akan akan selalu
 You me Bersama mu

 6. I am know you can / ~ Aku tau kamu bisa
 You can do it

 7. I am ever so happy to ~ Jalan ka APC kamu ambic,
 kamu happy

 Greeting <menyapa dan mengucapkan Salam>

 • "mengucapkan Salam berdasarkan waktu"

 1. good morning ~ Selamat Pagi

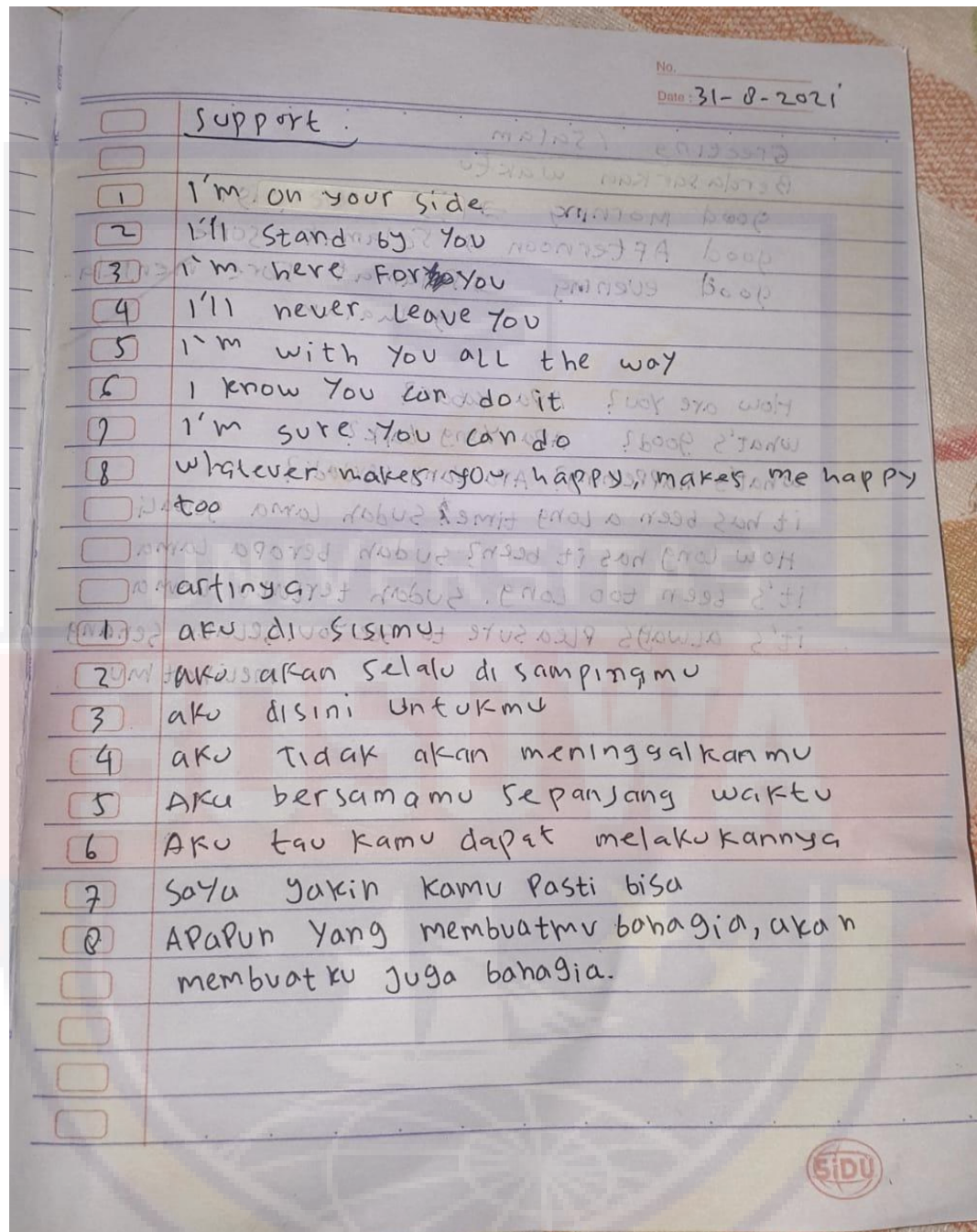
 2. good evening ~ waktu siang ke Sore Hari

 3. good afternoon ~ waktu siang hari

 4. good night ~ Selamat malam / Selamat Istirahat

 • ungkapan kata berpisah

 1) good night mom ~ selamat malam mama



31-8-2021

No.

Date:

Greeting / Salam

Berdasarkan waktu

good morning => Selamat pagi

good Afternoon => Selamat sore

good evening => Selamat sore menjelang

malam

How are you? Apa kabar?

what's good? Apa yang baik?

what's happening? Apa yang terjadi?

it has been a long time? Sudah lama sekali

How long has it been? sudah berapa lama

it's been too long. sudah terlalu lama

it's always pleasure to see you. selalu senang



Post test

The screenshot shows a Google Meet session with a presentation slide titled "STUDENTS' WORKSHEET". The slide content is as follows:

1. Post-test

STUDENTS' WORKSHEET

Name :
Class :
Date :

A. Choose the correct answer!

1. Handy: "It's 9 o'clock. It's time to go to bed."
Mum: "Good night darling."
Handy: "Mum."
A. I love you too. C. Good evening.
B. I'm very well. D. Good night.

2. Sma: "Good morning, Via."
Via: "..."
A. Good night C. Good morning
B. Good evening D. Good afternoon

3. Aida: "How are you?"

The meeting interface shows a grid of participants on the right, including dewi rabbana, Muhammad F..., Amanta Aafa, Bintang Andri..., Muhammad R..., Syahrudin Sy..., NABILA BACHAR, 14 lainnya, and Anda. The bottom control bar shows the time 05.44 and the meeting ID keo-gong-fco.

Picture 6: The writer was giving the Post-Test part A

meet.google.com/keo-gong-fco

dewi rabbana sedang melakukan presentasi

pretest (Compatibility Mode) - Microsoft Word Product Activation Failed

File Home Insert Page Layout References Mailings Review View

Times New Roman 12

1 Normal 1 No Spacing 1 Heading 1 Heading 2 Title Subtitle

B. Match the supporting sentences below correctly!

Hang in there.	Jangan menyerah.
Don't give up.	Tetap bertahan.
Keep pushing.	Tetaplah kuat.
Keep fighting!	Jangan menyerah!
Stay strong.	Ayolah! Kamu bisa melakukannya!
Never give up.	Tetap dorong.
Never say die!	Tetap berjanji!
Come on! You can do it!	Jangan menyerah!
I support you!	Saya mendukungmu!
Keep going!	Tetap semangat.

Page 2 of 3 | Words: 348 | English (U.S.)

05.44 keo-gong-fco

23

dewi rabbana, Muhammad F..., Ananta Aulia, Bintang Andri..., Muhammad Ru..., Syahrudin Sy..., NABILA BACH..., 14 lainnya, Anda

Picture 7: The writer was giving the post-test part B



Picture 8: The Students were doing the post-test in offline form

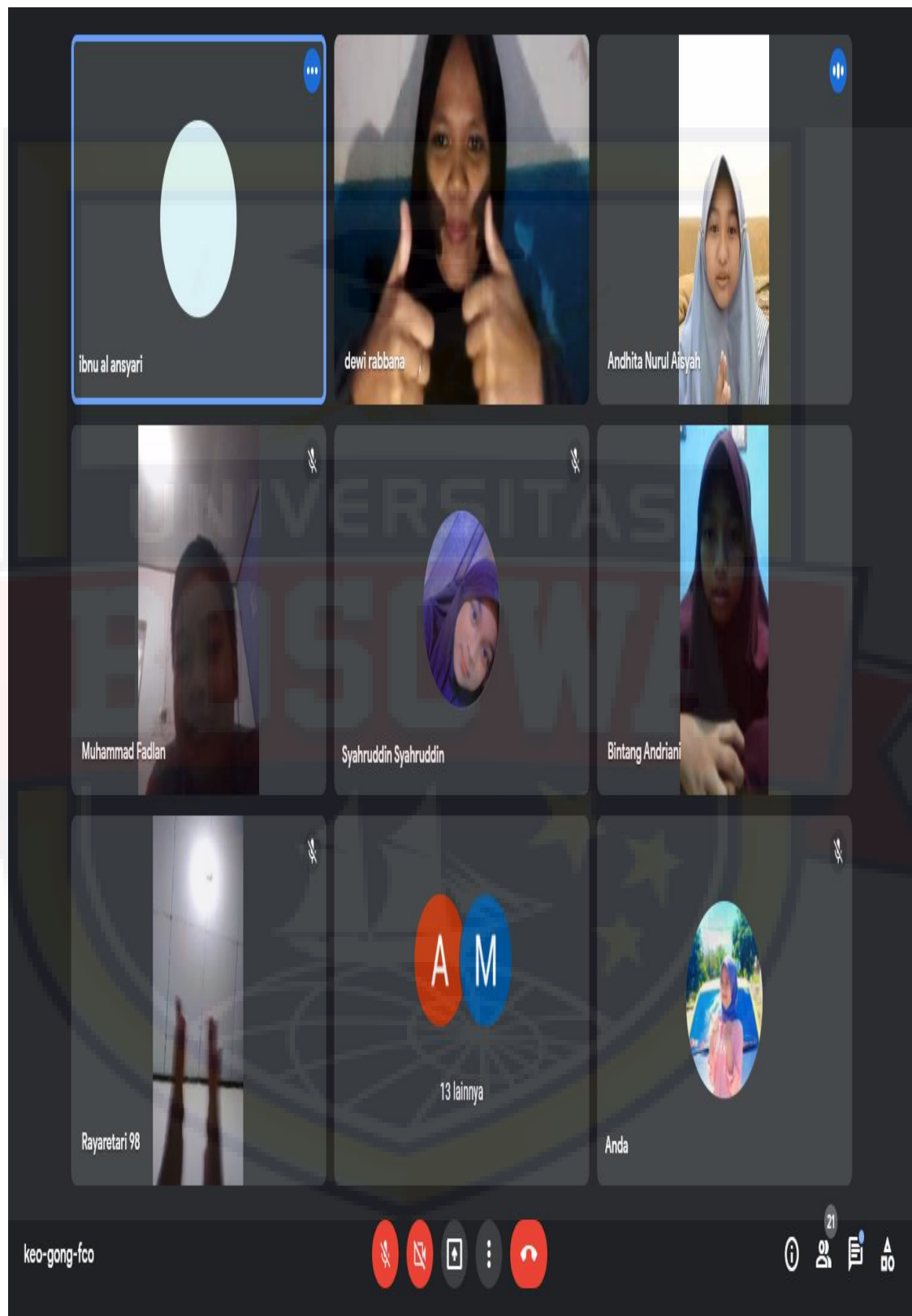


Picture 9: The Students were doing the post-test in offline form

Games and sharing section



Picture 10: The writer was giving motivation for students'



Picture 11: The writer was playing games with students'



Picture 12: The writer was ended the meeting with the students'

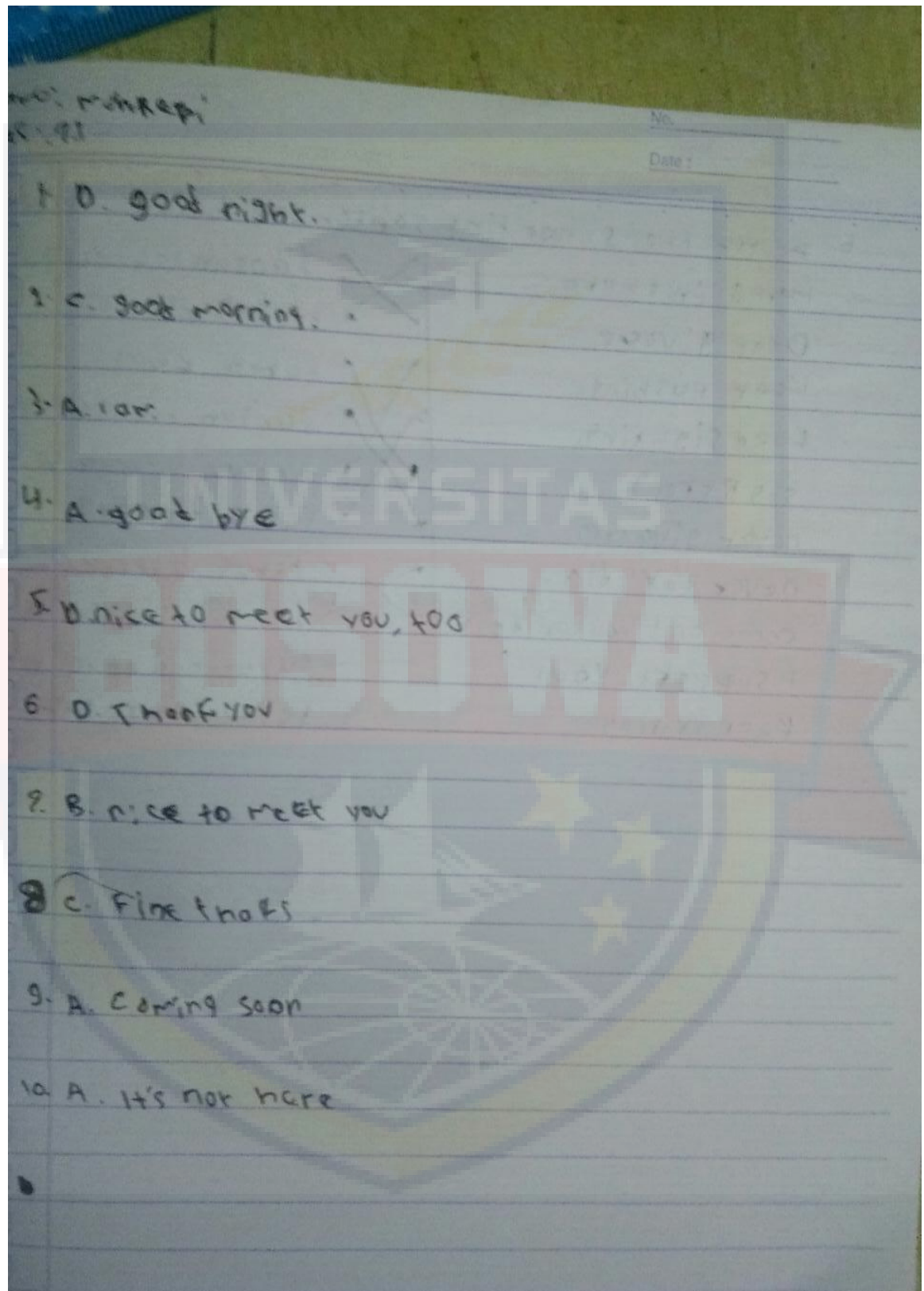
Appendix 6. Students' worksheet

Pre-test

Nama : Zesky aditya
 Kelas : 7.3

1. B 6. A
 2. A 7. B
 3. A 8. A
 4. A 9. B
 5. B 10. A

Hang In there • jangan menyerah
 Don't give up • tetap bertahan
 Keep pushing • tetapan kuat
 Keep fighting! • jangan menyerah
 Stay Strong • ayolah kamu bisa anak
 Never give up • terus dorong
 Never say 'die' • terus dorong
 come on you can do it • terus berjuang



b. Match the supporting sentences below correctly!

Hang in there

Don't give up.

Keep pushing.

Keep fighting.

Stay strong.

Never give up.

Never say 'die'.

Come on! you can do it.

I support you!

Keep striving

~~Jangan menyerah~~
~~tepat bertuhan~~

~~tepat kuat~~

~~Jangan menyerah~~

~~Yakin kamu bisa melakukan~~

~~terus dorong~~

~~terus berjuang~~

~~Jangan berpatah-patah~~

— support mendukungmu

— tetap semangat

Jawab . .

D. Hang in there.

Don't give up

Keep pushing

Keep fighting!

Stay strong

Never give up

Never say 'die'

Come on! You can do it!

I support you!

Keep spirit

Jangan menyerah

Tetap bertahan.

Tetap kuat

Jangan menyerah.

Ayolah! Kamu bisa bertahan

Tenang berang.

Tenang berjuang

Jangan berpatah-patah.

Saya mendukungmu!

Tetap semangat!

Match the English phrases with their Indonesian equivalents.

Jawab . .

1. D. good night

2. D. Good afternoon

3. B. my name

4. A. Good bye.

5. D. Nice to meet you too

6. B. I am fine

7. C. Good morning.

8. B. Good bye.

9. A. Let's do it.

10. B. Here it is

Post-Test

Date: _____

NAME: NUR IZZAH ULFIYYAH

CLASS: 7.1

A. choose the correct

1. D. good night
2. C. good morning
3. C. Baik
4. A good bye
5. D. nice to meet you, too
6. C. See you later
7. A. How are you
8. ~~A. c.~~ Baik, terima kasih
9. D. Terima kasih
10. B. Here, it is.

B. match the supporting sentences below correctly

Hang in there	→	Jangan menyerah
Don't give up	→	Tetap bertahan
Keep pushing	→	Tetap tetaplah kuat
Keep fighting	→	Jangan menyerah
Stay stay strong	→	Awat! Kamu bisa
never give up	→	melakukannya!
never say 'die'	→	Terus dorong
come on! You can do it!	→	Terus berjuang
I Support You!	→	Jangan putus asa
Keep spirit	→	Saya mendukungmu
	→	Tetap semangat

(1)

"Name: Doctel Julia S"
 1. D.
 2. C.
 3. D.
 4. A.
 5. D.
 6. C.
 7. A.
 8. C.
 9. D.
 10. B.

"Bagian B"

<input type="checkbox"/> Hang in there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Don't give up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Keep pushing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Keep fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Stay strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Never give up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Never say "die"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Come on! You can do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I support you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Keep spirit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

jangan menyerah
 tetap bertahan
 tetaplah kuat
 jangan menyerah
 ayolah! Kamu bisa melaku
 terus dorong
 terus berjuang
 jangan berputus asa
 saya mendukungmu
 tetap semangat

1. Post-test

STUDENTS' WORKSHEET

Name : Reski Aditya

Class : 7.1

Date : 2 / 09 / 2021

A. Choose the correct answer!

1. Handy : It's 9 o'clock. It's time to go to bed.

Mum : Good night darling.

Handy : ... Mum.

A. I love you too.

C. Good evening.

B. I'm very well.

 D. Good night.

2. Sena : "Good morning, Via."

Via : "..."

A. Good night

 C. Good morning

B. Good evening

D. Good afternoon

3. Alda : "How are you?"

Ghea : "..."

A. I am.

C. Fine

B. My name

 D. I am fine

4. Gina : "Good bye, Radit."

Radit : "..."

A. Good bye

C. Good night

B. Good morning

D. Good evening

5. Mary : "Nice to meet you"

Anggi : " ... "

- A. Good morning C. How are you
 B. How do you do D. Nice to meet you, too

6. Tina : "Bye-bye, Dea"

Rifa : " ... "

- A. Good morning C. See you later
 B. I am fine D. Thank you

7. Fani : " ... ?"

Ira : "I am very well, thanks."

- A. How are you C. Good morning
 B. Nice to meet you D. What is your name

8. Heni : , And you?

Handy : I'm OK.

- A. How do you do? C. Fine, thanks.
 B. Goodbye D. Yes, I am.

9. Ghania : Thanks for coming.

Aisyah :

- A. Coming soon. C. My pleasure.
 B. Let's do it. D. Thanks.

10. Father : Can you get me the newspaper?

Ghania :

Father : Thanks.

- A. It's not here. C. No thanks
 B. Here it is. D. I'm busy.

B. Match the supporting sentences below correctly!

Hang in there.		Jangan menyerah. ✓
Don't give up.		Tetap bertahan. ✓
Keep pushing.		Tetaplah kuat. ✓
Keep fighting!		Jangan menyerah. ✓
Stay strong.		Ayolah! Kamu bisa melakukannya! ✓
Never give up.		Terus dorong. ✓
Never say 'die'.		Terus berjuang! ✗
Come on! You can do it!		Jangan berputus asa. ✓
I support you!		Saya mendukung mu! ✓
Keep spirit		Tetap semangat ✓



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.289/FKIP/Unibos/VIII/2021

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah UPT SPF SMP Negeri 17 Makassar
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Siska Annisa
NIM : 4517101030
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

Fostering Students' Vocabulary Through Podcast Of Spotify Application As A Media For UPT SPF SMP Negeri 17 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 20 Agustus 2021



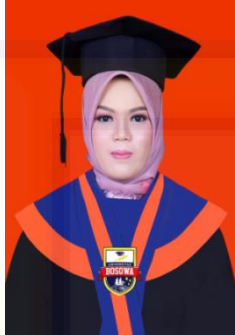
Dr. Asdar, S.Pd., M.Pd.

NIDN : 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.

BIOGRAPHY



Siska Annisa was born in Tarere, on January 22st 1998, from the marriage of her parents, Zainal and Ani Satria. She is the third of five children. She has three brothers and one sister. She started her first education at SDN 353 Patalabunga from 2004 to 2010. After graduating in 2010, she studied at Madrasah Tsanawiyah Keppe and completed her education in 2013. In 2013, she studied high school at SMA Negeri 1 Larompong and graduated in 2016. After that in 2017 she decided to continue her studies at the Department of English Education, Faculty of Teacher Training and Education, Bosowa University, Makassar University, Undergraduate Program and finished in 2021.