

**THE EFFECT OF BBC PODCAST “THE ENGLISH WE SPEAK” ON  
SPOTIFY TO THE STUDENTS VOCABULARY MASTERY AT  
SMA NEGERI 10 MEDAN**

**SKRIPSI**

*Submitted in partial fulfillment of the Requirements  
For Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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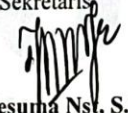
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect of BBC Podcast "The English We Speak" on Spotify to the Students Vocabulary Mastery at SMA Negeri 10 Medan" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, November 2024  
Hormat Saya  
Yang membuat pernyataan,



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## Abstract

**Paini Syahputri. 2024.** *The Effect Of BBC Podcast “The English We Speak” On Spotify To The Students Vocabulary Mastery At SMA Negeri 10 Medan* (Supervised by Fatimah Sari Siregar. S.Pd., M.Hum.)

The purpose of this study is to promote the vocabulary of students of SMA Negeri 10 Medan through Podcast in the Spotify application. This study focused on pre-test research, a group pretest and post-test. The population of this study was twelve students of SMA Negeri 10 Medan in the 2024/2025 academic year. The purposive sampling method was used as a class-based research sample consisting of 31 students. The data obtained from the language test using t-test inferential analysis with the 2012 model shows that the content of students with average scores in the exam and post-test has improved. The average value of students' vocabulary increased from 69 in the pre-test to 92 in the post-test. The results include a significant value of 0.089 less than 0.035 ( $P\text{-value} = 0.035 < 0.089$ ). Thus, the research hypothesis is accepted. This means that the learning strategy associated with podcasts has a significant impact on the learning level of students at SMA Negeri 10 Medan. In addition, students' motivation also increases after using this strategy. The researcher concluded that the benefits of the podcast concept in English education can increase students' language knowledge.

**Keywords** : Effect, Teaching Learning Media, Vocabulary



## Abstrak

**Paini Syahputri. 2024.** *The Effect Of BBC Podcast “The English We Speak” On Spotify To The Students Vocabulary Mastery At SMA Negeri 10 Medan* (Supervised by Fatimah Sari Siregar. S.Pd.,M.Hum.)

Tujuan dari penelitian ini adalah untuk meningkatkan kosakata siswa SMA Negeri 10 Medan melalui podcast di aplikasi Spotify. Penelitian ini terfokus pada pre-test, pre-test kelompok dan post-test. Populasi dalam penelitian ini adalah siswa Kelas XII MIA III SMA Negeri 10 Medan tahun pelajaran 2024/2025. Purposive sampling digunakan untuk melakukan penelitian berbasis kelas yang melibatkan 31 siswa. Informasi diperoleh dengan menebak kata-kata. Hasil penelitian menggunakan uji-t dengan model Gay 2012 menunjukkan bahwa rata-rata skor pre-test dan post-test siswa meningkat secara signifikan. Nilai rata-rata siswa meningkat dari 69 pada pre-test menjadi 92 pada post-test. Hasil perhitungan menunjukkan signifikansi 0,035 kurang dari 0,089 ( $P\text{-value} = 0,035 < 0,089$ ). Dengan demikian hipotesis penelitian diterima. Artinya strategi pembelajaran yang dikaitkan dengan podcast berpengaruh signifikan terhadap tingkat kemahiran berbahasa siswa di SMA Negeri 10 Medan. Selain itu motivasi siswa juga meningkat setelah menggunakan strategi ini. Para peneliti telah menyimpulkan bahwa pengaruh teknik podcast dalam pengajaran bahasa Inggris dapat meningkatkan pengetahuan kosakata siswa.

**Kata Kunci** : Pengaruh, Media Pembelajaran, Kosa Kata

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Medan, 8 November 2024

**Paini Syahputri**

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# CHAPTER 1

## INTRODUCTION

### **A. Background of The Study**

Vocabulary is an essential element of linguistic proficiency in all areas. An individual's linguistic repertoire significantly impacts their aptitude for acquiring a language, particularly in the domain of reading. Indonesian students, particularly those in senior high school, encounter challenges when it comes to reading English literature as a second language. The reason for the failure to attain reading comprehension is a result of insufficient proficiency, fundamental understanding, and unfamiliar vocabulary. When students come across challenging vocabulary in their reading, they either seek direct assistance from the teacher or consult a dictionary. Therefore, the students' comprehension of words is limited to merely grasping the interpretation, rather than fully comprehending the actual meaning of the words.

The more a student's vocabulary skills, the higher their chances of success. Proficiency in academic vocabulary is crucial for achieving success in an academic profession, hence necessitating its instruction and examination (Nushi, M. 2016). In addition, Nation (2010) asserts that acquiring knowledge of vocabulary, particularly academic vocabulary, is a crucial undertaking for English learners. Harmon, Hedrick, and Wood (2005) have highlighted that lacking familiarity with professional jargon prevents students from achieving mastery in their respective fields. Students need to enhance their performance. Moreover, vocabulary has long

been considered as secondary to the primary objective of language instruction, which is the acquisition of grammatical understanding of the language. Vocabulary deemed essential in providing students with a foundation for acquiring knowledge of structures, but it was often not the primary emphasis in the learning process.

Words are fundamental units of language. Communication can still be understood at a basic level when people connect words together without following grammatical rules, as long as they are focused on being able to communicate. A significant number of students encounter difficulties in effectively articulating their ideas, thoughts, emotions, and learning experiences in the English language due to occasional word loss in both spoken and written communication. Additionally, individuals may experience gaps in their comprehension when reading or listening to content because to their need for assistance in comprehending the semantic significance of certain words. Mastering vocabulary is crucial. Once individuals have achieved proficiency in vocabulary, they will find it effortless to acquire proficiency in the aggregate quantity of words. Vocabulary refers to a compilation of terms along with their definitions, particularly when it is provided along side a foreign language textbook. Vocabulary refers to the contextual and functional aspects of words in a language that are acquired to such an extent that they become integral to comprehension, oral expression, and subsequently, reading and writing. The grammatical role is less useful and less urgent. Sullivan and Alba (2010) asserted that grammar is essential for conveying information, but vocabulary is necessary for conveying any information at all. A study conducted by Staehr (2008) demonstrates that vocabulary size is a significant predictor of language proficiency in listening, speaking, reading, and writing, regardless of the varying degrees of

contribution. Our ability to convey thoughts in English is limited to our knowledge of English language. Thus, vocabulary should be ideally placed as important aspect of language learning that should be given much attention to improve students' vocabulary mastery.

In assessing students' vocabulary mastery, Schmitt and McCharty (1997, in Setiawan, 2010) state that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge. The importance of vocabulary and vocabulary mastery, however, is not sufficient to give a greater emphasis on vocabulary teaching and vocabulary learning since it was found that the vocabulary teaching and learning seems to be neglected in learning English in Indonesian context (Cahyono and Widiati, 2008).

According to pre observations at SMAN 10 Medan, the students' below average scores could perhaps be attributed to the utilization of methods, approaches, or tactics that were not tailored to their individual needs or degree of interest. Undoubtedly, this might pose a significant issue for kids. Consequently, their lack of enthusiasm towards studying English can have an impact on their ability to master vocabulary.

This is corroborated by study on students' struggles in acquiring vocabulary, which indicates that one of the factors contributing to students' hesitancy in using a dictionary. Furthermore, the students exhibit a decreased level of enthusiasm in acquiring knowledge of the English language. One contributing factor to this issue is the utilization of less engaging educational resources, such as dictionaries, which hinders students from achieving proficiency in English. The initial step is to furnish captivating educational resources to assist kids in acquiring proficiency in language.

Various ways are employed to enhance students' comprehension of vocabulary, although these methods remain very ineffective due to the absence of innovative teaching approaches. Students often display apathy towards the learning process, which consequently impacts their acquisition of a sufficient vocabulary in English.

While foreign language learners may find acquiring vocabulary to be difficult, Ghazal suggests that students can employ a range of learning strategies to overcome these obstacles. English is a widely spoken language worldwide, therefore, in order to have an advantage over others, it is essential to have a high level of proficiency in English.

Hence, the researcher intends to utilize a forthcoming application that will be seamlessly incorporated into the game to engender student's enthusiasm for studying. The researcher utilized the Spotify application, which features a podcast dedicated to facilitating the acquisition of English vocabulary mastery in a user-friendly manner. The Spotify application is a digital platform for streaming music. It serves as a communication tool between teachers and students, facilitating the delivery of messages and enhancing the effectiveness of teaching, ultimately helping students achieve their educational goals (Sulistyo, 2011).

## **B. The Identification of the Study**

Based on the background previously the researcher identified the problems which related to the research. The identification of problems are:

1. The students have low ability in vocabulary
2. The students have less motivation and uninterested in vocabulary

3. Using irrelevant learning media so students do not master the material delivered by the teacher.

### **C. The Scope and Limitation**

This study was focused on the effect of utilizing the Spotify streaming application of the BBC podcast "The English We Speak" to the students' vocabulary.

### **D. The Formulation of the problem**

The problems of this study are formulated as the following:

1. Is there any significant effect utilizing the BBC podcast "The English We Speak" on the Spotify streaming service to the student's vocabulary?
2. Is there any the percentation the effect utilizing the BBC podcast "The English We Speak" on the Spotify streaming service to the student's vocabulary?

### **E. The Object of the study**

The objectives of the research are follows;

1. To find out the effect of utilizing the Spotify streaming application of the BBC podcast "The English We Speak" to students' vocabulary.
2. To find out the percentation effect utilizing the Spotify streaming application of the BBC podcast "The English We Speak" to students' vocabulary.

### **F. The Significance of Research**

The research finding was expected to be useful for:

1. Theoretically, the finding contributed knowledge about implementing Podcast as a media to improve vocabulary mastery in students.

2. Practically, the finding be useful and relevant to:
  - a. To the English educators. The findings of this study are expected to be beneficial for Senior High School English teachers seeking insights on incorporating vocabulary instruction through streaming the BBC podcast "We Can Speak English" on Spotify. Additionally, teachers may discover that it is simpler to create engaging resources for student's, therefore fostering greater creativity in their learning media.
  - b. To the student's, hopefully, the student's will increase their vocabulary during the learning process and on other times.
  - c. To the researcher, by conducting this research will enhance her creativity in research and enhance the quality of English instruction in Indonesia.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretically Framework**

The chapter is concerned with theoretical, conceptual framework and hypothesis.

#### **1. Vocabulary**

##### **1.1. Definition of Vocabulary**

English is essential as it has evolved into a global language and is a crucial skill for future success, particularly for students who need to navigate the competitive world of employment. Acquisition vocabulary is essential for acquiring English since it is both comprehensible and devoid of the rules and formulas associated with grammar acquisition. In addition, terminology is employed to bolster the four essential talents. A strong command of vocabulary is essential for individuals learning English as a second language (ESL). Prior studies have demonstrated that vocabulary has a significant predictive role in writing (Asaad & Shabdin, 2021; Lee, 2003; Olinghouse & Wilson, 2013; Stuart et al., 2020), reading (Carlisle, 2003; Crosson et al., 2021), listening (Chang, 2007; Matthews, 2018; Staehr, 2009; Wang & Treffers-Daller, 2017), and overall English proficiency (Paribakht & Webb, 2016; Qian&Lin).

Vocabulary refers to the collection of words that an individual comprehends or is capable of using to form new sentences. The level of students' vocabulary is commonly regarded as an indicator of intellect. Comprehending



vocabulary is a crucial aspect of language acquisition or the development of English proficiency among Indonesian students and society, for whom English is a foreign language. Acquiring a strong command of vocabulary is essential for comprehending and effectively utilizing a range of words to convey one's thoughts and ideas.

According to Richards' vocabulary, is the fundamental element of language proficiency and serves as the foundation for students' ability to read, write, talk, and listen. It has been reaffirmed that a significant portion of language learning, vocabulary, has been the focus of multiple studies, all of which advance the discipline. The foundation of language learning and usage is the acquisition of vocabulary. Actually, it is what constitutes a language's essence. Learning vocabulary is an essential component of teaching languages. Many experts concur that more study needs to be done on vocabulary learning (Folse, 2004; Hunt & Beglar, 2005) and that it is still unclear what strategies are the most successful (de Groot, 2006).

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According to By Jody B. Miller MA A child's success is heavily dependent on their:

- 1) The expansion of one's vocabulary is directly correlated with academic success.
- 2) The magnitude of a child's lexicon in kindergarten serves as a prognosticator for their aptitude to acquire literacy skills.
- 3) Developing a strong vocabulary enables children to enhance their cognitive abilities and acquire knowledge about the world.
- 4) Increasing a child's vocabulary provides them boundless opportunities to acquire fresh knowledge.

## **1.2.Vocabulary An Individual**

### 1) Productive vocabulary

Typically, an individual's receptive vocabulary is larger than their expressive vocabulary. For instance, even if a young infant may lack the ability to verbally communicate, write, or use sign language, they may nevertheless be capable of comprehending and obeying basic instructions, indicating a substantial grasp of the language they are exposed to. In this scenario, it is probable that the infant possesses a receptive vocabulary of tens, if not hundreds, of words, while their active vocabulary is nonexistent. Once the infant acquires the ability to speak or sign, their active vocabulary starts to expand. In certain cases, the productive vocabulary of an individual can exceed their receptive vocabulary. This can occur, for instance, in second language learners who have acquired words through deliberate learning rather than natural exposure. These learners are capable of using the words they have learned, but struggle to comprehend them when used in conversation.

### 2) Receptive vocabulary

Productive vocabulary often refers to words that can be generated in a suitable context and accurately convey the intended meaning of the speaker or signer. Similarly to receptive vocabulary, the inclusion of a specific term in an active vocabulary might vary across different levels or degrees. Having the ability to correctly pronounce, sign, or write a word does not guarantee that the word has been utilized appropriately or accurately conveys the intended message. However, it does indicate a basic level of productive knowledge.

### **1.3.Types of Vocabulary**

Vocabulary can be categorized into multiple segments. As per the analysis of specialists. Categorizes vocabulary into two types: Active Vocabulary and Passive Vocabulary. Engaged Harmer refers to the language that students have acquired and been instructed on, with the intention that they can effectively utilize it. The second type is passive vocabulary, referring to terms that pupils can understand when encountered, but may not be able to actively use.

The viewpoint that vocabulary can be categorized into four distinct divisions. The four categories of vocabulary are oral vocabulary, written vocabulary, listening vocabulary, and reading vocabulary. Oral vocabulary pertains to the words individuals employ to effectively communicate their thoughts. Secondly, writing vocabulary refers to the specific words employed in the act of composing a written work. Thirdly, the hearing vocabulary refers to the words used by the speaker that can be comprehended by the listener. It can be inferred that the speaker's message is effectively communicated to the listener since the words said can be interpreted.

The latter refers to words that are comprehensible when read by someone. Harmer's classification of vocabulary encompasses all aspects of linguistic communication.

### **1.4.Aspect of Vocabulary**

Harmer (1991, p.158) states that a comprehensive vocabulary encompasses comprehension of meaning, word usage, word construction, and word grammar. This aligns with Lado's perspective (1957) that there are certain components that

must be understood in vocabulary, such as word meaning, word spelling, word pronunciation, word classes, and word usage.

### **1.5.Strategies for Mastering Vocabulary**

Vocabulary refers to all the words or sets of words and phrases in a particular language, usually arranged alphabetically and with explanations or definitions (Merriam, 2003). Fluency in a language is considered essential for effective communication in any language. Cameron (2001:74) states that learning vocabulary is not something that can be done. Low content knowledge can negatively affect the learning process of a language. Therefore, good vocabulary knowledge is essential for language learners. Vocabulary mastery is a gradual process. One has to follow the process to reach great knowledge. Knowing the words of a language can translate it. Their ability shows that learners know the words well in making and understanding the language in their daily lives, which language the learner should be related to. According to Nation (2008:7), the most important language group is the phonological language of the language. These words appear frequently in all types of language. They are required for the use of the language and are irregular.

Despite receiving instruction in the classroom, pupils continue to encounter difficulties in acquiring English vocabulary. They still need to enhance their proficiency in English language. These elements can be categorized as internal and external, including motivation to learn, student intellect, preferred learning styles, and environmental influences. Furthermore, the teacher has implemented numerous strategies to enhance the English learning experience, particularly in the area of mastering English vocabulary. Nevertheless, numerous hurdles persist. There is no

denying that several methods are inconsequential or uninteresting, particularly given that students nowadays are millennial students who are inseparable from their gadgets or cell phones.

Utilizing engaging educational resources can facilitate students' receptiveness to learning. According to Munir (2013), interactive learning multimedia utilizes technology by combining various types of media, such as texts, images, graphics, sound, video animations, and interactions, into one digital format. This digital format is used to convey information and attract students who are increasingly reliant on technology.

A child's success is heavily dependent on their vocabulary for the following reasons: The expansion of one's vocabulary is directly correlated with academic success. The magnitude of a child's lexicon in kindergarten serves as a prognosticator for their aptitude to acquire literacy skills. Developing a strong vocabulary enables children to enhance their cognitive abilities and acquire knowledge about the world. Increasing a child's vocabulary provides them boundless opportunities to acquire fresh knowledge.

## **2. Spotify**

### **2.1. Spotify in Learning**

Spotify's potential in the realm of education extends far beyond its role as a music streaming platform. Through its extensive library of educational podcasts, concentration-enhancing playlists, and collaborative features, Spotify has become a tool that supports a wide range of learning activities. Whether users are looking to acquire new skills, deepen their knowledge in a particular field, or simply create

a productive study environment, Spotify offers an array of resources to enhance the learning experience. As Spotify continues to evolve, its role in education will likely expand, offering even more tools for learners of all ages to access knowledge in innovative and engaging ways.

Moreover, Spotify's personalized playlists and algorithm-driven recommendations create opportunities for tailored learning experiences. Educators can curate specific playlists that align with their curriculum, allowing students to explore topics in a more engaging manner. For example, teachers can compile playlists that focus on specific themes, such as environmental issues or cultural diversity, thereby fostering deeper discussions and critical thinking among students. This customization not only enhances the learning experience but also encourages students to take ownership of their education by exploring music and podcasts that interest them. The platform's ability to provide a wide range of genres and styles means that learners can find content that suits their preferences, making the learning process more enjoyable and effective.

Additionally, this exposure to different musical styles and languages enhances their listening skills and cultural awareness, which are essential components of language learning. By allowing students to engage with diverse content, Spotify promotes a more inclusive educational experience. Furthermore, the platform's collaborative features enable students to share playlists and discover music together, fostering a sense of community and collaboration in the learning process.



In language classes, the use of Spotify can also extend beyond music to include podcasts, which can provide valuable listening practice in various contexts. Educational podcasts on topics ranging from science to literature can supplement classroom learning, allowing students to hear expert discussions and diverse perspectives. This not only reinforces content learned in class but also encourages students to engage with real-world topics, thereby enhancing their critical thinking skills. Additionally, listening to podcasts in the target language can help students acclimate to different accents and dialects, further improving their overall language proficiency.

Moreover, Spotify can be particularly beneficial for students with different learning styles. Auditory learners, for example, can thrive in an environment that incorporates music and spoken word, while visual learners might benefit from engaging with lyric videos or accompanying visuals. By addressing varied learning preferences, Spotify helps create a more inclusive classroom environment where all students have the opportunity to succeed.

Spotify serves as a powerful educational tool that enhances language learning through its vast resources, personalized content, and engaging features. By leveraging the platform's capabilities, educators can create enriching experiences that not only improve listening skills but also cultivate a love for music and learning among students. As education continues to evolve in the digital age, integrating platforms like Spotify into the curriculum can provide unique opportunities for engagement and creativity, ultimately preparing students for a more interconnected and multicultural world.

Unfortunately, many students face problems after listening to teaching and learning. They become scared when listening to the words of the speakers and get frustrated when trying to get information about what the speakers are talking about. Due to the lack of language and loud classes, it will be difficult for students to listen and get information from the speakers. Therefore, students need something that can enable them to listen without any problems or not be distracted by anything and can find joy while listening, thus students will improve their listening skills. (Al-Rawasheda and Al-Zayed, 2017)

There is an application called Spotify that can improve the listening skills of students. Spotify is a popular application worldwide for listening to music or podcasts. Spotify is a digital music, podcast, and video service that allows users to access millions of songs, podcasts, and other content from artists around the world. Spotify is a Swedish audio streaming and media services company founded by Daniel Ek and Martin Lorentzson on April 23, 2006 (Fleischer & Snickars, 2017). The app includes virtual music, podcasts, and streaming video. Users can play their favorite music on digital devices. There are many English stories to listen to in the podcast genre, and video ads can be used to host advertisements on Spotify (Bona, 2017). The researcher chose to use it to see if it could improve students' listening skills because Spotify is free, easy to use, and can be used on phones.

## **2.2.Development of Spotify**

In the early 1990s, the MP3 format was first introduced to the public. Its file size eleven times smaller than previous formats, and it possible to send via email and download quickly. After the MP3 format spread worldwide, cloud-based music streaming services emerged and became increasingly popular.

In short, streaming media sends audio, video, or text continuously over the Internet.

In 2005, Spotify was first proposed by its founders, Daniel Ek and Martin Lorentzson. The two came up with the idea for the Spotify service while sharing music in their living room in Sweden and launched a beta version to the public in 2007 (Krok and Tepper, 2015). The application was first released on October 7, 2008. Spotify has continued to grow and has since expanded to over 56 countries, including the United States and the Philippines. In subsequent developments, Spotify has signed agreements with Universal Music Group, Warner Music, EMI Group, Sony Music Entertainment, and Merlin. (Kiendl, 2014).

### **3. Podcast**

#### **3.1. Definition of Podcast**

The proliferation of new media is a clear indication of the advancements in technology and information dissemination. This emerging form of media serves as a conduit for communication in a novel manner, distinct from previous methods. Podcasts, short for iPod broadcasting, are a form of new media that is gaining popular attention. The inception of podcasts commenced in 2005 when Apple incorporated a podcast directory into iTunes software version 4.9. Podcasts are digital audio files created and disseminated online through several platforms for public consumption, as stated by Phillips (2017) and Susilowati (2020). The audio file is in a digital format and can be easily accessed from a mobile phone. Podcasts are a form of audio media that serves as an alternative to radio.

They are experiencing rapid growth because to their widespread acceptance by the public. While both radio and podcasts share the common element of audio content, their respective audiences possess distinct qualities. Radio listeners only need to activate their radio and tune in, whereas podcast listeners embark on a distinct experience. Podcast listeners are required to make choices regarding their preferred material and platform, which enhances their level of engagement. Individuals possess autonomy and active participation in choosing the stuff that they listen to (Berry, 2016).

Podcasts can serve as a valuable resource for teachers and students in academic English research. They can be used as supplementary and dependable learning material outside of the classroom, as well as authentic material that aids in the development of students' skills. This has been supported by research conducted by Liu (2023), Urbina (2022), Alfa (2020), and Seo & Chan (2011). Furthermore, students develop a sense of assurance in their capacity to comprehend the language in its entirety. Utilizing podcast-based lectures is an effective method for enhancing the speech proficiency of university students (Sandoval, 2020). The incorporation of grammar and listening tactics enhances the instruction of grammar for English Language Learners (Urbina, 2022). Podcasts were found to be more effective than mobile apps in enhancing students' communicative competence, vocabulary, and knowledge of correct pronunciation in a foreign language. On the other hand, mobile applications were found to be better at improving students' grammar, spelling, and punctuation skills.

Podcasts can be utilized by educators for legitimate assessment purposes (Thompson, 2007). Implementing podcasting in education does not necessitate the creation of a completely new approach to online learning. By integrating the pedagogical potential of podcasts, we can enhance our learning methods and incorporate the most effective online teaching strategies.

In the 21st century, there has been a tremendous advancement in digital technology, leading to widespread ownership of personal devices such as laptops and computers in people's homes. Similarly, internet connectivity is widely utilized due to the increasing number of industries that have transitioned their operations to the online realm, including business, social interactions, and education. The advancement of this technology, particularly information and communication technology, provides numerous benefits in education, particularly in terms of the accessibility of learning resources. Media, in and of itself, serves as a vehicle for transmitting carefully crafted educational messages in order to establish a favorable, efficient, and productive learning setting. Amidst the COVID-19 pandemic, when students were required to engage in Distance Learning (PJJ), the utilization of podcasts should have been initiated. Podcasts are seen as an emerging technology that educational institutions might utilize to create instructional resources. Podcasts provide a distinctive method of disseminating and comprehending educational materials. The integration of information technology and instructional materials has the potential to enhance the effectiveness and efficiency of the learning process and the dissemination of educational resources (Rajic, 2013; Rockhill et al., 2019; Wei & Ram, 2016).

In addition to serving as a distance learning approach, podcasts are also effective in closed or offline learning systems, as well as in classroom-based learning. Within the Spotify application, there are different types of podcasts available. One of these podcasts focuses on discussing novels and analyzing books. Another podcast attempts to assist students in learning English, particularly by enhancing their vocabulary. A podcast channel that offers educational content on the simplicity of learning English is the BBC podcast "The English We Speak". The program provides easily comprehensible English education to pupils through a calm and engaging approach, covering interesting and specific themes. The examples consisted of tangible information regarding physical entities, using a limited number of concise sentences.

### **3.2.The Benefit of Podcast**

Podcasts offer high mobility, easy access to materials, and flexibility (Romadhon, 2019). Consequently, students have the flexibility to access podcasts at their convenience and in any location. Students have the ability to download this. A podcast is a suitable medium for studying as it can be accessed through internet connectivity. Podcasts are easily transportable, enabling students to engage in listening exercises at any location and at any time.

Podcasts encompass a vast array of material and subjects pertaining to knowledge. Podcasts are more widespread in the United States due to their ability to offer a diverse array of information. Topics such as politics, sciences, works of fiction, psychology, parenting, and popular cultures like music and cinema are all

included. Consequently, students have the ability to choose their learning materials according to their comprehension level.

### **3.3. Procedures of Podcast Study**

Receive initial instruction before delving into the main research, which was conducted prior to engaging in learning through Podcasts. Students received instruction to concentrate on a specific subject, which was the main topic of discussion in the Podcast they listen to. Prior to utilizing or listening to the podcast, students were allocated time to recall and recollect each term they were already familiar with. Next, pupils recorded the words they recall and enunciate them one by one. This will be achieved by integrating games that use music from the Spotify application, thereby alleviating the potential tension associated with the learning process.

Following the aforementioned processes, the students proceeded to listen to a podcast that focused on a certain topic, such as exemplary articulation and supportive communication. Upon hearing the podcast, individuals were instructed to repeat the identical action that they had done prior to listening. Through this procedure, we can ascertain whether their lexicon expanded or contracted subsequent to listening to the podcast being broadcasted.

## **4. BBC Podcast**

### **4.1. Definition of BBC Podcast**

Podcasts offer a simple and easily available means for individuals to listen to content while on the move, typically through specialized platforms or applications designed for podcast delivery. Many individuals favor digital

technology as their primary source of a dynamic hub of knowledge and learning. (Gilakjani, 2014) concurred that technology has had an impact on language education approaches. According to Gilakjani (2014), technology enables students to modify their learning methods and grants them access to information that their lecturers are unable to offer. Podcast development in Indonesia is on the rise due to the country's significant number of listeners, making it the largest in Southeast Asia.

As per the article "The best 10 podcasts to help you learn English," podcasts assist learners in various ways. They aid in the development of listening skills, improvement of word pronunciation, expansion of vocabulary through new words, phrases, and idioms, practice of reading when accompanied by English podcast subtitles, exposure to different accents and local slang, and enhancement of understanding of native English speakers. Indeed, podcasts have a significant impact on several language acquisition skills. However, there is a lack of substantial research that has examined the effectiveness of using podcasts specifically for developing vocabulary.

The BBC podcasts offer a variety of programs designed to enhance teachers' and children's language skills via everyday practice. This tool is specifically tailored for English language acquisition through the practice of listening to everyday conversations, as well as podcasts covering business and general English, among other topics. Since 1943, BBC Learning English has been delivering a wide range of English materials to language learners worldwide. These materials include up-to-date audio, video, and text resources.



BBC Learning English is a podcast application that can be freely downloaded from the Play Store or App Store on Android and iOS handsets. The BBC Learning English program offers a variety of features that might assist students in learning English, particularly when engaging in autonomous listening activities. Furthermore, students have the option to continue playing music in the background while simultaneously turning off their phone screen, if they choose to solely listen to the audio content. Podcasts facilitate vocabulary learning for students by allowing them to listen to them at their convenience, enabling them to take charge of their own learning. This has been recognized as a significant advancement over traditional classroom teaching in recent years (Al Qasim & Al Fadda, 2013 in Alshaiki & Madini, 2016). According Miranty & Rachmawati (2016), the utilization of podcasts can positively influence students as it exposes them to the specific aspects of the language they are learning. In response to the pressing need for improvement in listening abilities, numerous educational organizations concerned with English Language Teaching (ELT) have embraced the use of podcasts.

One notable example is the BBC, namely the section known as BBC Learning English. This podcast is conducted by two individuals who engage in discussions about helpful English phrases and slang words. The aim is to assist students in gaining a deeper understanding of the target language by exploring various aspects of it. Previous studies have shown the importance of analyzing conversational implicatures in podcasts. To address this gap in research, this study uses podcasts as a source of data to investigate how speakers employ conversational implicatures extensively. BBC Learning The act of listening to an English podcast

involves the application of Grice's theory of Cooperative Principles and Conversational Implicatures. Sub-questions are designed to determine the nature and purpose of the implicature in relation to the primary topic. Researchers employed Searle's theory of Speech Act to analyze the implicature function. This theory encompasses five types of speech acts: Assertive, Commissive, Declarative, Directive, and Expressive.

The focus of the BBC podcast is on the everyday life and genuine culture of British English in the United Kingdom (Rachmiati, n.d.). Barella and Linarsih (2020) assert that BBC Learning English is a captivating and appealing website specifically tailored for individuals learning English. The Journal of Linguistics and Applied Linguistics, states that BBC Learning English is one of the applications. Students can acquire a high level of proficiency in English vocabulary through the use of that program. Viewers can acquire new vocabulary from the videos they see. Certain pupils have challenges when attempting to acquire proficiency in English language. They require education on comprehending the nuances of English terminology. The challenge of comprehending and retaining English terminology frequently contributes to students' limited lexicon. They stated that the disparity between written and spoken vocabulary is a challenge in achieving mastery.

The BBC Learning English application can assist individuals in enhancing their vocabularies. Kuning provides evidence to support this statement. "BBC Learning English is an application that instructs English learners through uncomplicated English dialogue." The BBC learns English from several BBC

News programs, including "6 minutes in English," "English Work," and "The English We Speak." The courses provided consist of audio recordings and written transcripts, which aim to assist you in improving English grammar, speaking skills, and expanding vocabulary.

#### **4.2.The Benefit of BBC Learning**

In the research, stated that the BBC Learning English audio provides convenient accessibility for students through their cell phones or laptops. This allows them to watch videos at any time, whether they are inside or outside the classroom. As a result, students are more motivated and enthusiastic about learning. This application offers a vast library of over 10,000 courses and numerous vocabulary items directly associated with these classes. This application is highly recommended for enhancing one's vocabulary, listening comprehension, speaking proficiency, and reading abilities.

#### **4.3.Concept of “The English We Speak”**

The podcast series "The English We Speak," produced by the BBC, explains regularly used everyday idioms and colloquialisms by native English speakers. This content is specifically designed for learners who have an intermediate level of competency. It is delivered in concise episodes that are issued on a weekly basis, with each episode lasting between three to four minutes. The intentional regulation of speech, with a little reduced speed compared to normal conversation, enunciates each word clearly, which helps learners to better understand the content.

The "The English We Speak" podcast by BBC is an excellent tool for acquiring daily English phrases and expressions. Every episode centres around a certain term or idiom that is often used in spoken English. Its purpose is to facilitate listeners' comprehension and integration of these expressions into their conversations with ease and authenticity. If desire to enhance proficiency in the English language, particularly in casual situations, it is certainly worthwhile to investigate.

## **B. Previous Related Study**

It is important for researchers to consider the previous research that has been conducted in the field when undertaking an in-depth examination of the pertinent subject matter. By conducting a thorough literature review, we can identify knowledge deficits that require further exploration and establish a robust theoretical foundation for the ongoing research. The study was conducted with some relation to previous research findings, including:

The Research Raynata Alfi Firmansyah, (2024) in his thesis titled : *“The Effect of “The English We Speak” Podcast to The Eleventh Grade Students Listening Ability SMAN 6 Kediri 2023/2024”* English listening skills at SMAN 6 Kediri are still relatively low, especially in understanding the main idea, implied meaning, and explicit meaning. To address this problem, this study aims to examine the effectiveness of using podcasts as learning media in improving students' listening skills. The focus of this study is to see whether the use of 'The English We Speak' podcast can make a significant difference to the listening skills of grade XI students at SMAN 6 Kediri. "The research questions are: 1) What is the listening ability of students before being taught using 'The English We Speak' podcast? 2)

What is the listening ability of students after being taught using 'The English We Speak' podcast? 3) Does 'The English We Speak' podcast have any effect on students' listening ability? The purpose of this study is to identify students' listening skills before being taught using podcasts, to identify students' listening skills after being taught using podcasts, and to find out whether there is an effect of using "The English We Speak" podcast on students' listening skills. This study used quantitative method with pre-test and post-test design. The sample consisted of 35 students of class XI at SMAN 6 Kediri. Data were obtained through listening skill tests before and after the application of podcasts as learning media. Data were analysed using t-test to determine the significance of the difference between pre-test and post-test results. The results showed a significant improvement in students' listening skills after using podcasts as learning media. Students' average score increased from 63.57 in the pre-test to 79.57 in the post-test. The t-test results showed a t-value of -13.426 with 34 degrees of freedom, which is greater than the t-table value at the 5% significance level, indicating that this improvement is significant. From this study, it can be concluded that the use of 'The English We Speak' podcast is effective in improving students' listening skills, especially in understanding the main idea, implied meaning, and explicit meaning. The implications of these results suggest that the integration of digital media such as podcasts in English language learning can significantly support the improvement of students' listening skills, so it can be considered to be implemented in the learning curriculum in schools.

The Research Siska Annisa (2022), in her thesis titled : *"Fostering Students' Vocabulary Through Podcast of Spotify Application as a Media For UPT SPF SMP Negeri 17 Makassar"* 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.

### C. Conceptual Framework

The conceptual framework of this research was illustrated as follow:

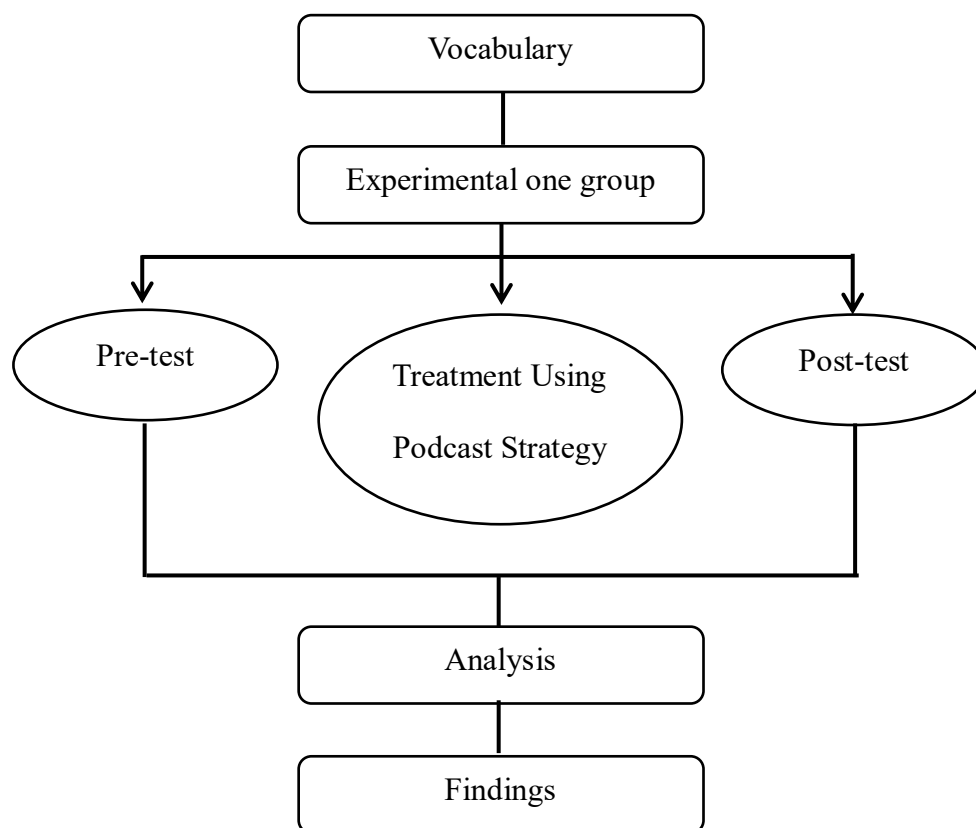


Figure 2.1 Conceptual Framework

The diagram above shows how this process is applied in teaching and learning. In this section, the research uses this method because students have problems, especially in language skills. This method is to increase students' vocabulary. The author used the podcast strategy as an exercise to stimulate students' vocabulary using audio learning. In the first stage, the author gave a pre-test to students of Class XII MIA 3 to measure the students' level of language knowledge. In addition, the author provided a method of teaching using podcast

media. After creating a tutorial using podcasts, the author gave a post-test. After knowing the results of the pre-test and post-test, the author analyzes whether studying using podcasts can help students speak.

### **C. The Action Hypothesis**

The hypothesis of the research is formulated as follows:

- Ho : There is no significant effect of Podcast strategy towards students' Vocabulary of SMA Negeri 10 Medan in the year academic 2024/2025.
- H1 : There is significant effect of Podcast strategy towards students' Vocabulary of SMA Negeri 10 Medan in the year academic 2024/2025.



**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location and Time**

1. Location

The research was carried out at SMA Negeri 10 Medan Jl. Tilak. No.108 Sei Rengas. Medan.

2. Time

**Table 3.1 Time of Research**

Activity	Month/the Year 2024			
	August	September	October	November
Observation				
Planning				
Data Collection				

**B. Subject of The Research**

1. Population

The subject of this research is the tenth-grade of SMA Negeri 10 Medan in the academic year 2024-2025. The population of this research which consist three class from XII MIA class. The total number are 94 students.

**Table 3.2 Population**

No	Class	Population
1	XII MIA 1	32
2	XII MIA 2	31
3	XII MIA 3	31
<b>Total</b>		<b>94</b>

## 2. Sample

The research used purposive sampling. The sample was taken from XII MIA 3 as the experimental group.

**Table 3.3 Sample**

No	Class	Sample
1	XII MIA 3	31
<b>Total</b>		<b>31</b>

## C. Research Design

The research used Quantitative method employed experimental research methodologies in this study. The utilized design with a pre-experimental one-group pre-test-post-test design. This experimental design consisted of one group that underwent a pre-test (T1), received a treatment (X), and then underwent a post-test (T2). The efficacy of the treatment assessed by comparing the scores obtained before and after the intervention.

In pre-experimental research, one group pre-test-post-test, the first step to determine the sample to be the research sample and group it into one research class. The next step 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 give treatment using the Podcast.

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

The design can be Presented as Follow:

**Table 3.4 Research Design**

Pre-Test	Treatment	Post-Test
T1	X	T2

Where:

T1 = Pre Test

X = Treatment

T2 = Post Test

(Sanjaya: 2013)

#### **D. Instrument of The Research**

The data this research collected by using multiple choice tests. It used the multiple choice test to make the students easier to answer the questions. In this study, the items of the test were about the content of the conversation. The multiple choice test which consists of 20 items. Each correct answer was given 1 score and the incorrect answer was 0 scored.

<https://open.spotify.com/playlist/1KG6c5t47WAtfvcSdU0Ntq?si=gVKFZbTbShWLuwMIR1Imnw>

#### **E. Technique of Collecting Data**

There are some procedures in collecting data:

##### **1) Pre-Test**

At the second meeting, the pre-test was given to find out or measure the level of students' vocabulary knowledge. In testing the level of knowledge or vocabulary of students. This research collected the results to identify the vocabulary limits that students have on a predetermined topic.

## 2) **Treatment**

This study presented and elucidated the Podcast strategy by using audio learning to students. Then, mastery was given on "The English We Speak" which utilises audio-based learning, to students. In the event that they lack comprehension, they have the option to inquire for question. This research consisted of three meetings. The meeting lasted 45 – 90 minutes. The first meeting the researcher explained the material about vocabulary, for the pre-test, the second meeting the researcher gave pre-test to the students, and a final meeting the researcher gave the treatment sessions used application Spotify and then the researcher gave post-test to the students.

## 3) **Post-Test**

At the last meeting, the post-test was given to find out whether or not there an increase in students' vocabulary mastery after learning to use Podcast in the Spotify application. The research again asked students to say words related to the topic that had been determined since the beginning of the meeting. After the researcher listened and identified the results of the post-test and pre-test, the researcher compared the results to find out whether there were significant changes.

## **F. Technique of Data Analysis**

The step collected data undertaken by quantitative analysis as following:

1. Scoring the student 'correct answer of pre-test and post-test.

$$\text{Student's score} := \frac{\text{The number of students answer score}}{\text{Total number of items}} \times 100$$

(Gay, 2012)

2. Categories' students' scores into the following groups

**Table 3.4 Classification of students' scores**

No	Classification	score
1	Excellent to very good	90-100
2	Good to average	75-85
3	Fair to poor	50-70
4	Very poor	0-40

(Kemendikbud)

3. Calculating the collected data from the students in answering the test, the researcher used formula to get the mean score of the students as

Follows:

$$X = \frac{\sum x}{N}$$

Where:

(Gay, 2012)

$\sum x$  : Mean score

$\sum y$  : The sum all score

N : The total number of samples

4. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

(Gay, 2012)

Where:

- D : Mean score  
 $\sum D$  : The sum of all the score  
 N : The total number of students  
 T : Test of significance

5. The criteria the hypothesis testing as follow:

**Table 3.5 Hypothesis Testing**

Comparison	Hypothesis	
	<b>H<sub>0</sub></b>	<b>H<sub>1</sub></b>
t-test < t- table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above means that the t-tests value smaller than t-table value, the null hypothesis accepted while the alternative hypothesis rejected and the t-test value greater than t-table value, the null hypothesis rejected while the alternative hypothesis accepted.

(Gay, 2012)

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

The 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 researcher presented 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 will be easily understood by students can be seen in the following table.

**Table 4.1**  
**The Students Score Classification in Pre-Test.**

NO	NAME	PRE-TEST	CATEGORY
1	MF	70	Average
2	AR	70	Average
3	DF	65	Average
4	NN	50	Poor
5	NA	70	Average
6	NV	75	Average
7	QS	75	Average
8	NA	70	Average
9	SF	65	Average
10	AF	75	Average
11	AZ	75	Average
12	SD	75	Average
13	RA	70	Average
14	IM	70	Average
15	AS	75	Average
16	QR	70	Average
17	PN	70	Average
18	AC	70	Average
19	MS	75	Average
20	AI	65	Average

21	AP	50	Poor
22	DK	75	Average
23	PK	70	Average
24	SN	85	Average
25	AZ	80	Average
26	MR	70	Average
27	YS	65	Average
28	NM	70	Average
29	AU	65	Average
30	AZ	65	Average
31	NA	60	Poor
<b>TOTAL</b>		2.155	
<b>MEAN SCORE</b>		69.51	

In the table above, it showed the results of the pre-test of class XII MIA 3 students. Based on table 4.1 there were 31 students with a total score of 2.155 an mean of 69.51. Based on the table 4.1, 1 student got 85 scores, 1 student got 80 scores, and there were 8 students with a score of 75, 12 students with a score of 70, 6 students got 65 scores, 1 student with a score of 60, and 2 students got 50 scores.

After concluding the data taken from the pre-test, table 4.1 showed that the number of students 31, the total score of the pre-test was 2.155. Where the maximum score was 85 and the minimum score is 50.

**Table 4.2**  
**The Students Score Classification in Post-Test.**

NO	NAME	POST-TEST	CATEGORY
1	MF	95	Excellent
2	AR	85	Good
3	DF	95	Excellent
4	NN	100	Excellent
5	NA	95	Excellent
6	NV	100	Excellent
7	QS	95	Excellent
8	NA	100	Excellent
9	SF	90	Good
10	AF	95	Excellent
11	AZ	90	Good
12	SD	85	Good



13	RA	100	Excellent
14	IM	95	Excellent
15	AS	100	Excellent
16	QR	95	Excellent
17	PN	85	Good
18	AC	90	Good
19	MS	90	Good
20	AI	80	Good
21	AZ	90	Good
22	DK	95	Excellent
23	PK	100	Excellent
24	SN	90	Good
25	AP	100	Excellent
26	MR	80	Good
27	YS	90	Good
28	NM	90	Good
29	AU	95	Excellent
30	AZ	90	Good
31	NA	95	Excellent
<b>TOTAL</b>		2.875	
<b>MEAN SCORE</b>		92.74	

Based on table 4.2 above in the post-test, there were 7 students who got a score of 100, 10 students got a score of 95, and a score of 90 obtained by 9 students, while there 3 students with a score of 85, and 2 students got a score of 70. After the researcher concludes that the data from post-test scores, table 2 Show that the number of students were 31. The total score of post-test was 2.875 and the total mean of 92.74. The lowest score was 70 while the highest score was 100.

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

	N	Minimum	Maximum	Sum	Mean
Pre-Test	31	50	85	2.155	69.51
Post-Test	31	80	100	2.875	92.74
Valid N	31				

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 92.74 and it was greater than the pre-test which was only 69.51. 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	6.5%
3	Average	61 - 75	26	84%
4	Poor	51- 60	1	3.2%
5	Very Poor	< 50	2	6.5%
6	Total		31	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 (6.5%) who got good grades, while there were 26 students or about (84%) of students who got an average score, 1 (3.2%) students scored poor and 2 (6.5%) 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	17	55%
2	Good	76 - 90	14	45%
3	Average	61 - 75	-	-
4	Poor	51- 60	-	-
5	Very Poor	< 50	-	-
6	Total		31	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 17 students who have grades that fall into the excellent category or about 55% of the total students and there were 14 students who score in the good category or about 45% of the total number of students. Based on the percentage results from the pre-test and post-test, the researcher 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 XII MIA 3.

After conducting pre-test and post-test to the students in the experimental class, the researcher used the t-test to test the hypothesis that the researcher 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 pre-test and post-test. By using the formula significant differences can be more easily

analyzed. In this study, the Null Hypothesis (Ho) has no significant effect on the Podcast strategy on the Vocabulary of SMA Negeri 10 Medan Students in the 2024/2025 Academic Year. While the Alternative Hypothesis (H1) states that there is a significant effect of the Podcast strategy on the Vocabulary of SMA Negeri 10 Medan Students in the 2024/2025 Academic Year.

**Table 4.6**  
**The rate significant of students' score in pre-test and post-test**

	N	Score	Mean	Significance (T)
Pre-Test	31	2.155	69.51	1.43
Post-Test	31	2.875	92.74	10.78
Valid N	31			

## B. Discussion

According to the data of pre-test and post-test results, it shows that the language of students of SMA Negeri 10 Medan, especially in the class of XII MIA 3, has increased very well, it can be seen from the frequency and percentage of pre-test and post-test student scores. The test results of students after receiving the learning treatment through podcasts were significantly better than before the treatment.

The first table (4.1) shows the results of the student's pre-test before the conference before the author provided education using Podcasts. According to Table 4.1, there are 31 students with a total score of 2.155. Where the maximum score is 85 and the minimum is 50.

The second table (4.2) is the result of the post-test. Where, the results are seen after providing treatment using podcasts based on the information in the study.

Table 2 shows that the students had 31 marks and the total score after the test was 2.875. The lowest score is 80 while the highest score is 100.

The third table (4.3) where, the average value in the test reached 92.74 and it was better than the previous test which was only 69.51. The average score result shows that there were significant changes in the test results of the students made by using podcasts.

According to Table 4.4, it can be seen that there are no students who scored in the good category, but there are 2 students (6.5%) who scored good marks, while 26 students or about (84%) students. who scored average, 1 (3.2%) students scored poor and 2 (6.5%) students scored badly.

According to Table 4.5, the level of language knowledge of the students has increased through the podcast study. There are 17 students who scored in the good category or about 55 percent of all students, and 14 students who scored in the good category or about 45 percent of all students. The pre-test and post-test scores were found to have increased in the post-test scores. Where, the mean value in the post-test reached 92.74 and it was higher than the pre-test which was only 69.51, to test whether there is still a difference in the students' results. The pre-test and post-test scores. Using the t-test inferential analysis or significance test run by the sample, the significant difference can be identified more easily, the t-test results said that Sig. (2-tailed) is 0.035. The result was given that Sig. (2-tailed) is below the significance level in the table. Thus, the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that the results of the Podcast strategy can improve the English language skills of Grade XII students at SMA Negeri 10 Medan in the academic year 2024/2025. Based on the results of several

pre-test and post-test meetings, the researcher can conclude that the level of students' language knowledge can be increased through learning through the use of podcasts.

There are several reasons why the researcher supports or increases students' vocabulary, the first reason is that students can easily learn information from the researcher, the second is the results of using podcasts that the researcher has prepared. From the beginning, students can easily and easily create their own language. Finally, students want to think about advertising and practical education because they feel new to themselves. In addition to the above few reasons, the author sees the advantages and disadvantages of using podcasts in the study. As an advantage, the first is to promote students' English speaking ability, the second is to increase the study of various types of language support, podcasts can also be used as indirect examples of students' speech, the third is to present a convenient podcast. The format can make students more interested in learning to understand, podcasts that refer to audio learning can train students to listen, the fifth is to help students know the right words and subject content, especially if they can write, to further improve the relationship with students. With the increasing use of technology, there is a kind of distance that separates the learner from the teacher. The student is lost, the teacher does not understand the world. However, by using podcasts in education, teachers can 'enter' the world of students who like to use technology, the end has changed and they can listen anywhere, podcasts can be listened to without restrictions of time and place.

While there are advantages in all learning methods, there are also disadvantages, in which podcasts usually only use audio without visuals, in the world of education,

podcasts are new to students' because there is no knowledge of podcasts themselves, and neither do many people. Applications contain podcasts, because podcasts are still new, especially in the world of education. According to the results of the pre-test and post-test of using podcasts as educational media, the researcher concluded that it is possible to learn through podcasts. To be used to enhance students' language, especially at SMA Negeri 10 Medan.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on data analysis and discussion in the previous chapters, the research concludes that integrating Podcasts into the learning process at SMA Negeri 10 Medan had a positive effect on students' vocabulary mastery. Using Podcasts tailored to the learning materials not only improved vocabulary acquisition but also increased students' engagement and interest in learning. Here are the key points derived from the research:

##### **1. Enhanced Vocabulary Mastery**

The use of Podcasts in vocabulary lessons has proven to be effective in helping students better retain new vocabulary. By listening to spoken English within a context, students are exposed to natural language usage, which aids comprehension and reinforces vocabulary retention.

##### **2. Increased Engagement and Enthusiasm**

Podcasts offer a light and engaging approach to learning. Unlike traditional methods, this audio-based learning tool can prevent students from feeling bored or overwhelmed, creating a more enjoyable classroom experience. Consequently, students' enthusiasm for learning improved, as the method was new and aligned with their interests and technology use.

##### **3. Active Learning Strategies**

Podcasts encouraged students to take a more active role in their learning process. Instead of passively absorbing information, students



interacted with the content by listening, repeating, and practicing vocabulary. This interactive approach fostered a more dynamic learning environment.

The findings indicate that using Podcasts in vocabulary learning provides a practical, accessible tool that can benefit both students and teachers by enhancing engagement and improving vocabulary acquisition.

## **B. Suggestions**

Based on the study's findings, several suggestions are recommended to maximize the effectiveness of Podcasts in English language teaching and to support students in mastering vocabulary.

- 1. Encouraging Creativity in Teaching** English teachers should strive to present lessons in creative ways, particularly when incorporating multimedia tools like Podcasts. By selecting and customizing audio content that aligns with learning objectives, teachers can make vocabulary learning more interactive and relevant to students. Creativity in choosing diverse podcast topics that resonate with students' interests and levels can further enhance engagement.
- 2. Providing Consistent Motivation** Motivation is a critical factor in language learning. Teachers are encouraged to continuously motivate students, especially when introducing new learning methods. Positive reinforcement and regular encouragement can boost students' confidence, making them more willing to participate actively. This motivation can be as simple as acknowledging students' efforts or encouraging them to set personal vocabulary goals, which helps to foster a sense of accomplishment.

3. **Integrating Podcasts with Other Learning Tools** To make the most of Podcasts, teachers should consider integrating them with other learning tools, such as vocabulary quizzes, flashcards, and group discussions. By combining listening exercises with active usage, students can reinforce new vocabulary in varied contexts, making learning more effective. This multimodal approach helps cater to different learning styles, ensuring a comprehensive understanding of vocabulary.
4. **Promoting Independent Learning** Teachers can encourage students to explore podcasts outside of the classroom for independent learning. By listening to English podcasts of their choice, students can develop a habit of learning that goes beyond the classroom. This habit promotes self-discipline, while the variety of content available ensures that students are exposed to diverse vocabulary and language structures, furthering their overall language proficiency.
5. **Regular Assessment and Feedback** Assessing vocabulary mastery and providing feedback is essential to track students' progress. Teachers should conduct periodic vocabulary tests or informal assessments to evaluate students' retention and understanding. Timely feedback can highlight areas for improvement, while reinforcing strengths. This approach ensures that students' vocabulary skills are consistently progressing.

In conclusion, the use of Podcasts as a supplementary tool in English vocabulary learning at SMA Negeri 10 Medan has shown significant effect. By fostering creativity, providing motivation, and promoting active learning strategies, English teachers can greatly enhance the effectiveness of vocabulary instruction. These

methods not only improve vocabulary retention but also support a more engaged, confident, and self-sufficient student. Through creative and consistent efforts, teachers can build a language learning environment that is enjoyable and effective, enabling students to make significant strides in their English proficiency.

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# APPENDIXES

Appendix 1  
Lesson Plan : Meeting 1

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA Negeri 10 Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII /Ganjil

Materi Pokok : **Vocabulary**

Tahun Pelajaran : 2024/2025

Alokasi Waktu : 2 JP x 45 Menit (1)

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Mengidentifikasi fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan	<p>3.2.1 Mengidentifikasi unsur kebahasaan audio terkait vocabulary</p> <p>3.3.2 Mengidentifikasi kosa kata teks lisan dan ditulis untuk mempermudah pembinaan kosa kata peserta didik</p>

### C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan *Scientific Approach* dan model *Problem Based Learning (PBL)*, peserta didik diharapkan dapat memperkaya kosa kata dalam bahasa Inggris dan menyebutkannya dengan benar memperkaya kosa kata sifat dalam bahasa Inggris dan menyebutkannya dengan benar melalui media pembelajaran dengan menggunakan aplikasi streaming Spotify pada BBC Podcast "The English We Speak. Kegiatan pembelajaran meliputi literasi, berpikir kritis, kolaborasi, komunikasi, dan kreativitas. Penilaian dilakukan melalui tes tulis.

## **D. Materi Pembelajaran**

### ***1. Definition of Vocabulary***

Vocabulary is a collection of words used by a person, group, or language, or the words in a specific field of knowledge. It can also refer to a reference book that contains words and their meanings. Vocabulary is a key part of communication and language, and is used to convey ideas, emotions, information, and thoughts. It can be oral, written, or signed.

### ***2. Social Function of Vocabulary***

The social function of vocabulary is the way language is used to form social relationships with others: 1) Politeness: The use of polite words, phrases, and intonations 2) Rudeness: The use of rude words, phrases, and intonations 3) Social meaning: The inferences that can be drawn from how language is used in a specific interaction.

## **E. Model, Pendekatan, dan Metode Pembelajaran**

<b>Model Pembelajaran</b>	<b>Metode Pembelajaran</b>
Problem Based Learning (PBL)	Pengamatan dan Peenugasan

## **F. Media, Bahan dan Sumber Ajar**

<b>Media Pembelajaran</b>	<b>Bahan Ajar</b>	<b>Sumber Ajar</b>

<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Proyektor</li> <li>• Audio</li> <li>• Lembar kerja siswa</li> </ul>	Vocabulary	<input type="checkbox"/> Internet: Spotify streaming Application
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### G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<p><b>A. Orientasi</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam pembuka serta menanyakan kabar peserta didik</li> <li>2. Guru membimbing peserta didik untuk berdoa sebelum memulai pelajaran.</li> <li>3. Guru memeriksa kehadiran peserta didik.</li> <li>4. Guru menyiapkan psikis dan mental peserta didik terlebih dahulu, sebelum memulai pembelajaran.</li> </ol> <p><b>B. Apersepsi</b></p> <ol style="list-style-type: none"> <li>1. Guru mengaitkan materi yang akan dilakukan dengan kehidupan sehari-hari atau pengalaman peserta didik.</li> <li>2. Guru mengajukan pertanyaan kepada peserta didik mengenai materi yang akan dipelajari.</li> </ol> <p><b>C. Motivasi</b></p>	<b>15 Menit</b>

	<ol style="list-style-type: none"> <li>1. Guru memberikan gambaran kepada peserta didik tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ol> <p><b>D. Pemberian Acuan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyimak penjelasan guru terkait tujuan pembelajaran dan mekanisme pelaksanaan pembelajaran.</li> </ol>	
<p style="text-align: center;"><b>Inti</b></p>	<p><b>A. Mengamati (M1)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic Vocabulary melalui Podcast .</li> <li>2. Peserta didik dibimbing oleh guru untuk membangkitkan rasa keingintahuan mereka terhadap media yang akan mereka amati dan materi yang akan di jelaskan oleh guru.</li> </ol> <p><b>B. Menanya (M2)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diberikan kesempatan untuk mengidentifikasi vocabulay pada podcast “The We Speak English”</li> <li>2. Peserta didik diberikan kesempatan oleh guru untuk menyampaikan pendapat mereka, hasil dari amatan mereka.</li> <li>3. Peserta didik diberikan kesempatan untuk bertanya mengenai hal kurang dimengerti dari materi Vocabulary pada Podcast.</li> </ol> <p><b>C. Mengumpulkan Informasi (M3)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mengumpulkan hasil informasi yang di peroleh dari hasil amatan mereka terhadap materi Vocabulary yang mereka dengar dari spotfy.</li> <li>2. Peserta didik diberikan arahan/instruksi untuk mengerjakan Pre-Test.</li> </ol> <p><b>D. Mengasosiasikan (M4)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik bertanya tentang hal yang masih belum dipahami dan guru membimbing peserta didik.</li> </ol>	<p style="text-align: center;"><b>60 Menit</b></p>

	<p><b>E. Mengkomunikasikan (M5)</b></p> <p>1. Peserta didik memperoleh feedback/evaluasi atau masukan dari guru dan teman.</p>	
<p><b>Penutup (Closing)</b></p>	<p>1. Peserta didik memberikan kesimpulan yang dibimbing oleh guru.</p> <p>2. Peserta didik menyimak ulasan guru tentang kegiatan yang sudah dilakukan dan meminta siswa melakukan refleksi dari kegiatan yang baru saja dilakukan.</p> <p>3. Guru mengakhiri pembelajaran dengan membimbing siswa untuk berdoa sebelum pulang.</p> <p>4. Guru dan peserta didik mengucapkan salam penutup.</p>	<p><b>15 Menit</b></p>

## H. Hasil Penilaian Pembelajaran 1. Penilaian

### a. Penilaian Sikap Spiritual

- Teknik Penilaian : Non Tes
- Jenis Penilaian : Lembar Observasi
- Bentuk Instrument : Terlampir

### b. Penilaian Pengetahuan

- Teknik penilaian : Tes Tertulis
- Jenis penilaian : LKPD
- Bentuk Instrumen : Terlampir

### c. Penilaian Keterampilan

- Teknik Penilaian : Tes Keterampilan
- Jenis Penilaian : Penilaian Kinerja Bersama  
Kelompok
- Bentuk Instrumen : Terlampir

## 2. Lampiran

- a. Bahan Ajar
- b. LKPD

## c. Lampiran Instrument Penilaian

Mengetahui,

Medan, ..... 2024

**Kepala Sekolah SMA Negeri 10 Medan**

Mahasiswa

Sri Murni S.Pd  
NIP : 196802042008012018

Paini Syahputri  
NPM : 2002050004



Lesson Plan 2 : Meeting 2

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SMA Negeri 10 Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII /Ganjil

Materi Pokok : **Vocabulary**

Tahun Pelajaran : 2024/2025

Alokasi Waktu : 2 JP x 45 Menit (1)

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah

secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Mengidentifikasi fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan	<p>3.2.1 Mengidentifikasi unsur kebahasaan audio terkait vocabulary</p> <p>3.3.2 Mengidentifikasi kosa kata teks lisan dan ditulis untuk mempermudah pembinaan kosa kata peserta didik</p>

### C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan *Scientific Approach* dan model *Problem Based Learning (PBL)*, peserta didik diharapkan dapat memperkaya kosa kata dalam bahasa Inggris dan menyebutkannya dengan benar memperkaya kosa kata sifat dalam bahasa Inggris dan menyebutkannya dengan benar melalui media pembelajaran dengan menggunakan aplikasi streaming Spotify pada BBC Podcast "The English We Speak. Kegiatan pembelajaran meliputi literasi, berpikir kritis, kolaborasi, komunikasi, dan kreativitas. Penilaian dilakukan melalui tes tulis.

## D. Materi Pembelajaran

### 1. *Definition of Vocabulary*

Vocabulary is a collection of words used by a person, group, or language, or the words in a specific field of knowledge. It can also refer to a reference book that contains words and their meanings. Vocabulary is a key part of communication and language, and is used to convey ideas, emotions, information, and thoughts. It can be oral, written, or signed.

### 2. *Social Function of Vocabulary*

The social function of vocabulary is the way language is used to form social relationships with others: 1)Politeness: The use of polite words, phrases, and intonations 2)Rudeness: The use of rude words, phrases, and intonations 3)Social meaning: The inferences that can be drawn from how language is used in a specific interaction.

## E. Model, Pendekatan, dan Metode Pembelajaran

Model Pembelajaran	Metode Pembelajaran
Problem Based Learning (PBL)	Pengamatan dan Penugasan

## F. Media, Bahan dan Sumber Ajar

Media Pembelajaran	Bahan Ajar	Sumber Ajar

<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Proyektor</li> <li>• Audio</li> <li>• Lembar kerja siswa</li> </ul>	Vocabulary	<input type="checkbox"/> Internet: Spotify streaming Applicaton
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### G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
	<p><b>A. Orientasi</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam pembuka serta menanyakan kabar peserta didik</li> <li>2. Guru membimbing peserta didik untuk berdoa sebelum memulai pelajaran.</li> <li>3. Guru memeriksa kehadiran peserta didik.</li> <li>4. Guru menyiapkan psikis dan mental peserta didik terlebih dahulu, sebelum memulai pembelajaran.</li> </ol> <p><b>B. Apersepsi</b></p> <ol style="list-style-type: none"> <li>1. Guru mengaitkan materi yang akan dilakukan dengan kehidupan sehari hari atau pengalaman peserta didik.</li> <li>2. Guru mengajukan pertanyaan kepada peserta didik mengenai materi yang akan dipelajari.</li> </ol> <p><b>C. Motivasi</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan gambaran kepada peserta didik tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ol> <p><b>D. Pemberian Acuan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyimak penjelasan guru terkait tujuan pembelajaran dan mekanisme pelaksanaan pembelajaran.</li> </ol>	

<p style="text-align: center;"><b>Inti</b></p>	<p><b>A. Mengamati (M1)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic Vocabulary melalui Podcast .</li> <li>2. Peserta didik dibimbing oleh guru untuk membangkitkan rasa keingintahuan mereka terhadap media yang akan mereka amati dan materi yang akan di jelaskan oleh guru.</li> </ol> <p><b>B. Menanya (M2)</b></p> <ol style="list-style-type: none"> <li>3. Peserta didik diberikan kesempatan untuk mengidentifikasi vocabulay pada podcast “The We Speak English”</li> <li>4. Peserta didik diberikan kesempatan oleh guru untuk menyampaikan pendapat mereka, hasil dari amatan mereka.</li> <li>5. Peserta didik diberikan kesempatan untuk bertanya mengenai hal kurang dimengerti dari materi Vocabulary pada BBC Podcast.</li> </ol> <p><b>C. Mengumpulkan Informasi (M3)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mengumpulkan hasil informasi yang di peroleh dari hasil amatan mereka terhadap materi Vocabulary yang mereka dengar dari spotfy.</li> <li>2. Peserta didik diberikan arahan/instruksi untuk mengases vocabulary account yang sudah diberikan pada siswa.</li> </ol> <p><b>D. Mengasosiasikan (M4)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik bertanya tentang hal yang masih belum dipahami dan guru membimbing peserta didik.</li> </ol> <p><b>E. Mengkomunikasikan (M5)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik memperoleh feedback/evaluasi atau masukan dari guru dan teman.</li> </ol>	<p style="text-align: center;"><b>60 Menit</b></p>
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<b>Penutup (Closing)</b>	<ol style="list-style-type: none"> <li>1. Peserta didik memberikan kesimpulan yang dibimbing oleh guru.</li> <li>2. Peserta didik menyimak ulasan guru tentang kegiatan yang sudah dilakukan dan meminta siswa melakukan refleksi dari kegiatan yang baru saja dilakukan.</li> <li>3. Guru mengakhiri pembelajaran dengan membimbing siswa untuk berdoa sebelum pulang.</li> <li>4. Guru dan peserta didik mengucapkan salam penutup.</li> </ol>	<b>15 Menit</b>
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## H. Hasil Penilaian Pembelajaran

### 1. Penilaian

#### a. Penilaian Sikap Spiritual

- Teknik Penilaian : Non Tes
- Jenis Penilaian : Lembar Observasi
- Bentuk Instrument : Terlampir

#### b. Penilaian Pengetahuan

- Teknik penilaian : Tes Tertulis
- Jenis penilaian : LKPD
- Bentuk Instrumen : Terlampir

#### c. Penilaian Keterampilan

- Teknik Penilaian : Tes Keterampilan
- Jenis Penilaian : Penilaian Kinerja Bersama Kelompok
- Bentuk Instrumen : Terlampir

### 2. Lampiran

- a. Bahan Ajar
- b. LKPD
- c. Lampiran Instrument Penilaian

Mengetahui,  
**Kepala Sekolah SMA Negeri 10 Medan**

Medan, ..... 2024  
Mahasiswa

Sri Murni S.Pd

NIP : 196802042008012018

Paini Syahputri

NPM : 2002050004

Lesson Plan : Meeting 3

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SMA Negeri 10 Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII /Ganjil

Materi Pokok : **Vocabulary**

Tahun Pelajaran : 2024/2025

Alokasi Waktu : 2 JP x 45 Menit (1)

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.



4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Mengidentifikasi fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan	<p>3.2.1 Mengidentifikasi unsur kebahasaan audio terkait vocabulary</p> <p>3.3.2 Mengidentifikasi kosa kata teks lisan dan ditulis untuk mempermudah pembinaan kosa kata peserta didik</p>

## C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan *Scientific Approach* dan model *Problem Based Learning (PBL)*, peserta didik diharapkan dapat memperkaya kosa kata dalam bahasa Inggris dan menyebutkannya dengan benar memperkaya kosa kata sifat dalam bahasa Inggris dan menyebutkannya dengan benar melalui media pembelajaran dengan menggunakan aplikasi streaming Spotify pada BBC Podcast "The English We Speak. Kegiatan pembelajaran meliputi literasi, berpikir kritis, kolaborasi, komunikasi, dan kreativitas. Penilaian dilakukan melalui tes tulis.

## D. Materi Pembelajaran

### 1. *Definition of Vocabulary*

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### E. Model, Pendekatan, dan Metode Pembelajaran

Model Pembelajaran	Metode Pembelajaran
Problem Based Learning (PBL)	Pengamatan dan Penugasan

### F. Media, Bahan dan Sumber Ajar

Media Pembelajaran	Bahan Ajar	Sumber Ajar
<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Proyektor</li> <li>• Audio</li> <li>• Lembar kerja siswa</li> </ul>	Vocabulary	<input type="checkbox"/> Internet : Spotify streaming Application

### G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Langkah – Langkah Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<p><b>A. Orientasi</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan salam pembuka serta menanyakan kabar peserta didik</li> <li>2. Guru membimbing peserta didik untuk berdoa sebelum memulai pelajaran.</li> <li>3. Guru memeriksa kehadiran peserta didik.</li> <li>4. Guru menyiapkan psikis dan mental peserta didik terlebih dahulu, sebelum memulai pembelajaran.</li> </ol> <p><b>B. Apersepsi</b></p> <ol style="list-style-type: none"> <li>1. Guru mengaitkan materi yang akan dilakukan dengan kehidupan sehari hari atau pengalaman peserta didik. . Guru mengajukan pertanyaan kepada peserta didik mengenai materi yang akan dipelajari.</li> </ol> <p><b>C. Motivasi</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan gambaran kepada peserta didik tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> </ol> <p><b>D. Pemberian Acuan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyimak penjelasan guru terkait tujuan pembelajaran dan mekanisme pelaksanaan pembelajaran.</li> </ol>	<b>15 Menit</b>

	<p><b>A. Mengamati (M1)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diberi rangsangan untuk memusatkan perhatian pada topic Vocabulary melalui Podcast .</li> <li>2. Peserta didik dibimbing oleh guru untuk membangkitkan rasa keingintahuan mereka terhadap media yang akan mereka amati dan materi yang akan di jelaskan oleh guru.</li> </ol> <p><b>B. Menanya (M2)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diberikan kesempatan untuk mengidentifikasi vocabulay pada podcast “The We Speak English”</li> <li>2. Peserta didik diberikan kesempatan oleh guru untuk menyampaikan pendapat mereka, hasil dari amatan mereka.</li> <li>3. Peserta didik diberikan kesempatan untuk bertanya mengenai hal kurang dimengerti dari materi Vocabulary pada Podcast.</li> </ol> <p><b>C. Mengumpulkan Informasi (M3)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mengumpulkan hasil informasi yang di peroleh dari hasil amatan mereka terhadap materi Vocabulary yang mereka dengar dari spotfy.</li> <li>2. Peserta didik diberikan arahan/instruksi untuk mengerjakan Post-Test.</li> </ol> <p><b>D. Mengasosiasikan (M4)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik bertanya tentang hal yang masih belum dipahami dan guru membimbing peserta didik.</li> </ol> <p><b>E. Mengkomunikasikan (M5)</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik memperoleh feedback/evaluasi atau masukan dari guru dan teman tentang hasil kerja yang ditampilkan dalam kerja kelompok.</li> </ol>	
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<b>Penutup (Closing)</b>	<ol style="list-style-type: none"> <li>1. Peserta didik memberikan kesimpulan yang dibimbing oleh guru.</li> <li>2. Peserta didik menyimak ulasan guru tentang kegiatan yang sudah dilakukan dan meminta siswa melakukan refleksi dari kegiatan yang baru saja dilakukan.</li> <li>3. Guru mengakhiri pembelajaran dengan membimbing siswa untuk berdoa sebelum pulang.</li> <li>4. Guru dan peserta didik mengucapkan salam penutup.</li> </ol>	<b>15 Menit</b>
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## I. Hasil Penilaian Pembelajaran 1. Penilaian

### a. Penilaian Sikap Spiritual

- Teknik Penilaian : Non Tes
- Jenis Penilaian : Lembar Observasi
- Bentuk Instrument : Terlampir

### b. Penilaian Pengetahuan

- Teknik penilaian : Tes Tertulis
- Jenis penilaian : LKPD
- Bentuk Instrumen : Terlampir

### c. Penilaian Keterampilan

- Teknik Penilaian : Tes Keterampilan
- Jenis Penilaian : Penilaian Kinerja Bersama  
Kelompok
- Bentuk Instrumen : Terlampir

## 2. Lampiran

### a. Bahan Ajar

### b. LKPD

### c. Lampiran Instrument Penilaian

Mengetahui,  
**Kepala Sekolah SMA Negeri 10 Medan**

Medan, ..... 2024  
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NPM : 2002050004

## Appendix 2

## INSTRUMENT FOR TESTING THE STUDENTS' VOCABULARY

**Students' Worksheet**

## Assessment

Find the meaning of the underlined word in the conversation below!

## Conversation 1

Read this text to answer question number 1 until 3

**Our love of pets**

**Georgie** : I'm Georgie. It's said that your personality is reflected in your **pet** – an animal that you keep in your home as a companion and treat kindly. 'Dog people' are supposed to be friendly, enthusiastic and loyal, whereas 'cat people' are introverted, proud and sensitive. Are you a 'dog person' or a '**cat person**', Neil?

**Neil** : I'm definitely a 'dog person', Georgie. I want a pet that's friendly and loves me, not a lazy cat that sits around all day waiting for food.

**Georgie** : Whether you're a 'dog person', a '**cat person**', or have a goldfish, hamster or parrot for a pet, the British are well known as a nation of animal lovers. In the UK, 52% of owners describe their pet as their "best friend", and in 2021, 18 million homes had at least one

pet, meaning that for the first time there were more households with a pet than without.

1. What is the meaning of the words companion?

- a. Teman
- b. Hewan
- c. Pagar
- d. Pendamping

2. What is the meaning of the words enthusiastic?

- a. Setia
- b. Tertutup
- c. Antusias
- d. Bangga

3. What is the meaning of the words parrot?

- a. Tangga
- b. Burung beo
- c. Pecinta
- d. Peliharaan



## Conversation 2

Read this text to answer question number 4 until 9

Plastic waste eaten by enzymes

**Neil** : At the top of Mount Everest! Although the other places you mentioned are true as well. Plastic is a tough problem to fix, but fortunately scientists may now have found a solution.

**Beth** : In this programme, we'll be hearing about chemical recycling, a groundbreaking way of making old plastic new again. And, as usual, we'll be learning some useful new vocabulary as well.

**Neil** : But first I have a question for you, Beth. Visit the country or seaside and you'll soon see evidence of plastic waste. According to the UN, around 400 million tonnes of new plastic is produced every year, much of it going to waste. It's hard to imagine what 400 million tonnes looks like, so which of the following, if you placed on a set of scales, would weigh about the same.

Read this text to answer question number 4 until 9

4. What is the meaning of the words scientists?
  - a. Ilmuan
  - b. Kunjunggi

- c. Pedesaan
  - d. Pengetahuan
5. What is the meaning of the words recycling?
- a. Timbangan
  - b. Bobot
  - c. Daur ulang
  - d. Bukti
6. What is the meaning of the words groundbreaking?
- a. Terobosan
  - b. Plastik
  - c. Timbangan
  - d. Tempat
7. What is the meaning of the words seaside?
- a. Anak laut
  - b. Tepi laut
  - c. Puncak
  - d. Sampah

8. What is the meaning of the words evidence?

- a. Enzim
- b. Zat
- c. Sulit
- d. Bukti

9. What is the meaning of the words weigh?

- a. Berbobot
- b. Tepi
- c. Ton
- d. Produksi

### **Conversation 3**

Read this text to answer question number 10 until 14

#### **What makes a great library?**

**Neil** : Symbol of knowledge and learning, a place to keep warm in the winter, or somewhere to murder victims in a crime novel: libraries can be all of these things, and more.

**Beth** : In this programme, we'll be looking into the hidden life of the library, including one of the most famous, the Great Library of Alexandria, founded in ancient Egypt in around 285 BCE. And as usual, we'll be learning some useful new vocabulary, and doing it all in a whisper so as not to disturb anyone!

**Neil** : Glad to hear it! But before we get out our library cards, I have a question for you, Beth. Founded in 1973 in central London, the British Library is one of the largest libraries in the world, containing around 200 million books. But which of the following can be found on its shelves.

10. What is the meaning of the words warm ?

- a. Hangat
- b. Rak
- c. Kita
- d. Pusat

11. What is the meaning of the words hidden?

- a. Tersembunyi
- b. Kartu
- c. Dapat
- d. Dunia

12. What is the meaning of the words ancient?

- a. Berisi
- b. Kartu
- c. Kuno
- d. Zaman

13. What is the meaning of the words largest?

- a. Terkecil
- b. Namun
- c. Kartu
- d. Terbesar

14. What is the meaning of the words containing?

- a. Hangat
- b. Berikut
- c. Sebagai
- d. Berisi

#### **Conversation 4**

Read this text to answer question number 15 until 20

#### **How learning to read changes lives**

**Neil** : I enjoy reading – and it’s also a great way to pass the time on my daily commute to work. But reading isn’t just a nice thing to do – it’s an (15)essential skill, something you need for everyday activities, whether that’s finding out the news by reading a newspaper or buying (16)groceries by reading the labels.

**Beth** : And that’s why I was shocked by a recent UN report estimating that around the world over 700 million adults are (17)illiterate, which means they can’t read or write.

**Phil** : Wow! That's a (18)huge number of people (19)excluded from doing basic day-to-day things. So, what can be done to get more (20)adults reading and writing? In this programme, we'll be hearing about projects in two very different countries trying to do just that. And, as usual, we'll be learning some useful new vocabulary as well.

15. What is the meaning of the words essential?

- a. Langkah
- b. Penting
- c. Proyek
- d. Dewasa

16. What is the meaning of the words groceries?

- a. Bahan makanan
- b. Dalam
- c. Coba
- d. Huruf

17. What is the meaning of the words **illiterate**?

- a. Buta huruf
- b. Jumlah
- c. Dasar

d. Lebih

18. What is the meaning of the words huge?

a. Jumlah

b. Dari

c. Dapat

d. Besar

19. What is the meaning of the words excluded?

a. Melakukan

b. Dikecualikan

c. Berapa

d. Pokok

20. What is the meaning of the words adults?

a. Hidup

b. Cara

c. Kegiatan

d. Orang dewasa

## Appendix 3



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1



Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Paini Syahputri**  
 NPM : 2002050004  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 138 SKS

IPK= 3,67

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Morphological Analysis of the Intervention Vocabulary Knowledge	
	Morphological Analysis to Reading Comprehension	
	The effect of BBC oodcast "the English we speak" on Spouly to the student's Vocabulary at SMA Negeri 10 Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat ~~pereriksa~~ dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih

Medan, 4 September 2024  
 Hormat Pemohon,



**Paini Syahputri**

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan



## Appendix 4



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : **Paini Syahputri**  
 NPM : 2002050036  
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of BBC Oodcast "The English We Speak" on Spotify to the Student's Vocabulary at  
 SMA Negeri 10 Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

**Fatimah Sari Siregar, S.Pd.,M.Hum**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 4 September 2024  
 Hormat Pemohon,

**Paini Syahputri**

Keterangan

Dibuat rangkap 3 : - Untuk Dekan / Fakultas  
 - Untuk Ketua / Sekretaris Prog. Studi  
 - Untuk Mahasiswa yang Bersangkutan

## Appendix 5

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 2465/II.3/UMSU-02/F/2024  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Paini Syahputri  
N P M : 2002050004  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of BBC oodcast "the English we Speak" on Spotify to the Student's Vocabulary at SMA Negeri 10 Medan.

Pembimbing : Fatimah Sari Siregar, S.Pd., M.Ed.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 18 September 2025

Medan 15 Rabiul Awwal 1446 H  
18 September 2024 M

Wassalam  
Dekan

  
Dra. Hj. Svamsuyurnita, MPd.  
NIDN : 0004066701



Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

**WAJIB MENGIKUTI SEMINAR**



## Appendix 6



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Painsi Syahputri  
N.P.M : 2002050004  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The effect of BBC Podcast "The English We Speak" on Spotify to the  
Students Vocabulary at SMA Negeri 10 Medan

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 11, Bulan Oktober,  
Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 11 Oktober 2024

Ketua,

**Dr. Pirman Ginting, S.Pd., M.Hum.**

## Appendix 7



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Painsi Syahputri  
 NPM : 2002050004  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of BBC Podcast "The English We Speak" On Spotify to the Student's Vocabulary at SMA Negeri 10 Medan.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Chapter I : Background of Study The Objective	
	Chapter II : Review of Literatur	
	Chapter III : Method of Research.	
	Chapter III : - Instrumental. - Data Collection	
	Chapter I-III : - Check all of chapter - Introduction - Review of Research - Method of Research	
4/5-2024	Ace	

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 5 September 2024  
Dosen Pembimbing

( Fatimah Sari Siregar, S.Pd., M.Hum .)



## Appendix 8



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Painsi Syahputri  
 NPM : 2002050004  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of BBC Podcast "The English We Speak" On Spotify To  
 The Student's Vocabulary at SMA Negeri 10 Medan.

Sudah layak diseminarkan.

Disetujui oleh:  
 Ketua Program Studi  
 Pendidikan Bahasa Inggris

Pembimbing

**Dr. Pirman Ginting, S.Pd., M.Hum.**

**Fatimah Sari Siregar, S.Pd., M.Hum.**

**UMSU**  
 Unggul | Cerdas | Terpercaya

## Appendix 9



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Jumat Tanggal 11 Bulan Oktober Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Painsi Syahputri  
N.P.M : 2002050004  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The effect of BBC Podcast "The English We Speak" on Spotify to the Students Vocabulary at SMA Negeri 10 Medan

No	Masukan dan Saran
Judul	The <del>title</del> <sup>title</sup> still unclear, too general! You have to limited on <del>the</del> <sup>the</sup> <del>effect</del> <sup>effect</sup> Vocabulary mastery, not only vocabulary!
Bab I	→ there are some correction in your background of your study. → I think the formulation of study still confusing especially in number second!
Bab II	→ You have to add more theories, especially on <del>the</del> <sup>the</sup> point 2 (spotify), and also conceptual framework.
Bab III	there are no invalid references in Method of research!
Lainnya	Please check the writing system
Kesimpulan	[ ] Disetujui [ ] Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

## Appendix 10



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Painsi Syahputri  
N.P.M : 2002050004  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The effect of BBC Podcast "The English We Speak" on Spotify to the Students Vocabulary at SMA Negeri 10 Medan

Pada hari Jumat, tanggal 11 bulan Oktober, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Oktober 2024

Disetujui oleh:

Dosen Pembahas

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd., M.Hum.)

Diketahui oleh  
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)



## Appendix 11



**UMSU**  
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/KU/2022  
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003  
🌐 <https://fkip.umsu.ac.id> 📧 [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) 📺 [umsuamedan](#) 📱 [umsuamedan](#) 📺 [umsuamedan](#) 📱 [umsuamedan](#)

Nomor : 3116/II.3/UMSU-02/F/2024  
Lamp : ---  
Medan, 20 Rabiul Akhir 1446 H  
23 Oktober 2024 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMA Negeri 10 Medan  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Paini Syahputri  
N P M : 2002050004  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of BBC Podcast 'The English We Speak' on Spotify to the Student's Vocabulary Masteri at SMA Negeri 10 Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



**Dra. Hj. Samsu Yurnita, MPd.**  
NIDN : 0004066701

**\*\*Pentinggal**



## Appendix 12



PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
SMA NEGERI 10 MEDAN

Jalan Tilak No.100 Medan – 20214 Telepon (061) 7368461 Fax.(061) 7368462  
Terakreditasi "A" (Nomor: 1760/BAK-SM/SK/2022)



**SURAT KETERANGAN**

Nomor : 420/1010/November/2024

Saya yang bertanda tangan di bawah ini :

Nama : SRI MURNI, S.Pd  
NIP : 19680204 200801 2 018  
Jabatan : Kepala Sekolah

Menerangkan bahwa Mahasiswa yang tertera di bawah ini :

Nama : PAINI SYAHPUTRI  
NIM : 2002050004  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : " *The Effect of BBC Podcast ' The English We Speak ' on Spotify to the Student's Vocabulary Mastery at SMA Negeri 10 Medan.* "

Adalah benar telah melaksanakan Penelitian di SMA Negeri 10 Medan pada Tanggal 29 sampai dengan 30 Oktober 2024. Demikian kami sampaikan dengan sebenarnya untuk dapat dipergunakan seperlunya dalam urusan selanjutnya.

Medan, 01 November 2024  
Kepala Sekolah SMAN 10 Medan



SRI MURNI, S.Pd  
NIP. 19680204 200801 2 018

## Appendix 13



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Painsi Syahputri  
 N.P.M : 2002050004  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of BBC Podcast "The English We Speak" on Spotify to the Students Vocabulary Mastery at SMA Negeri 10 Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8/4/2024	Chapter 1 : Introduction - Background of study	
8/6/2024	Chapter 2 : Review of Literature	
8/11/2024	Chapter 3 : Method of Research - Analyzing the data	
8/11/2024	Chapter 4 : Data Analysis	
8/11/2024	Chapter 5 : Conclusion and Suggestion	
8/11/2024	Check all thesis	
8/11/2024	Acc	

Medan, 8 November 2024

Diketahui oleh:  
Ketua Prodi

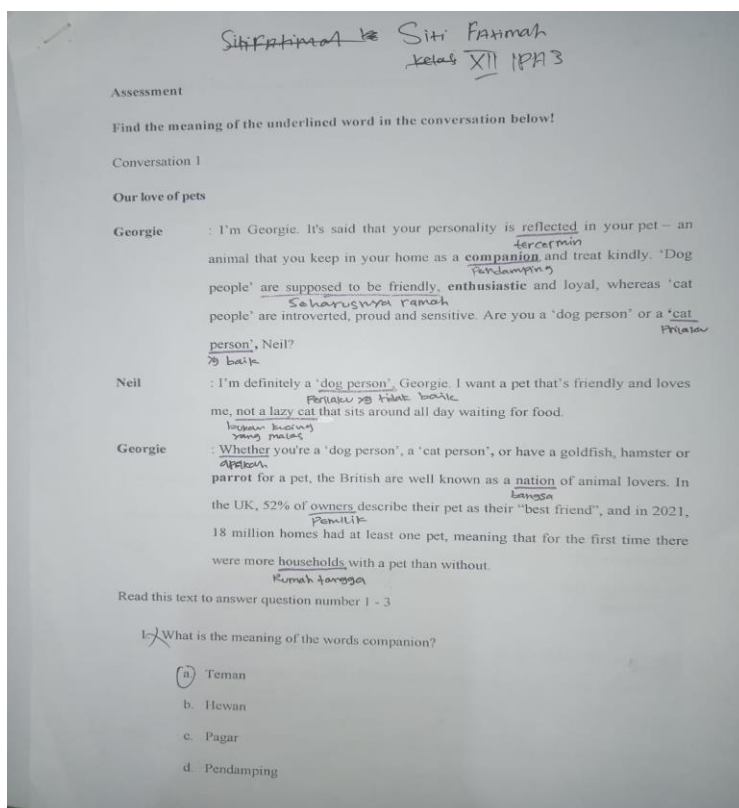
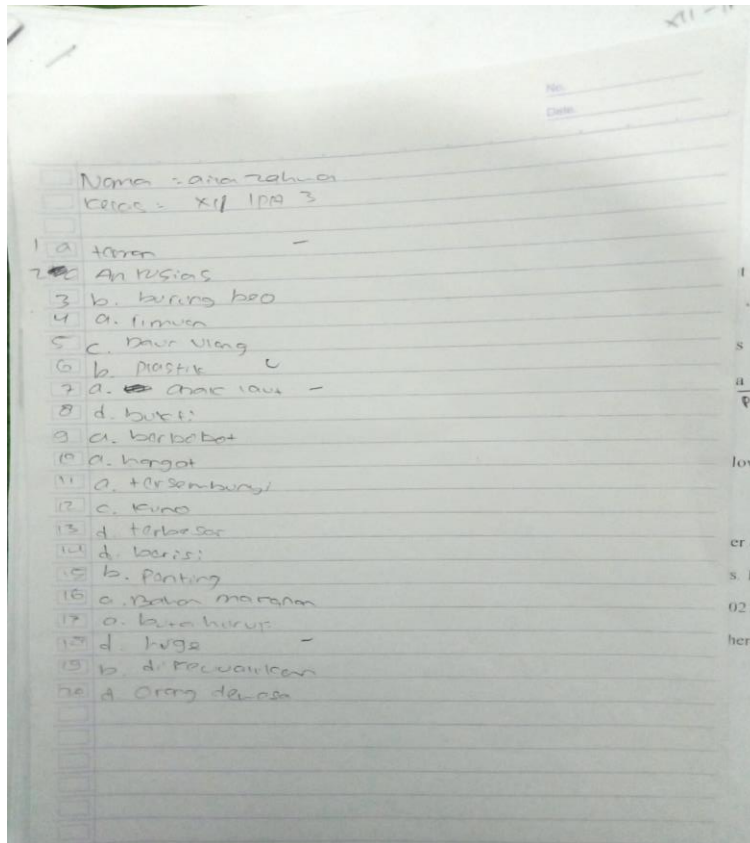
(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd., M.Hum.)

## Appendix 14

## Dokumentasi



2. What is the meaning of the words enthusiastic?

- a. Setia
- b. Tertutup
- c. Antusias
- d. Bangga

3. What is the meaning of the words parrot?

- a. Tangga
- b. Burung beo
- c. Pecinta
- d. Peliharaan

#### Conversation 2

##### Plastic waste eaten by enzymes

**Neil** : At the top of Mount Everest! Although the other places you mentioned are true as well. Plastic is a tough problem to fix, but fortunately scientists may now have found a solution.

**Beth** : In this programme, we'll be hearing about chemical recycling, a groundbreaking way of making old plastic new again. And, as usual, we'll be learning some useful new vocabulary as well.

**Neil** : But first I have a question for you, Beth. Visit the country or seaside and you'll soon see evidence of plastic waste. According to the UN, around 400 million tonnes of new plastic is produced every year, much of it going to waste. It's hard to imagine what 400 million tonnes looks like, so which of the following, if you placed on a set of scales, would weigh about the same.

4. What is the meaning of the words scientists?

- a. Ilmuan
- b. Kunjungi
- c. Pedesaan
- d. Pengetahuan

5. What is the meaning of the words recycling?

- a. Timbangan
- b. Bobot
- c. Daur ulang
- d. Bukti

6. What is the meaning of the words groundbreaking?

- a. Terobosan
- b. Plastik
- c. Timbangan
- d. Tempat

7. What is the meaning of the words seaside?

- a. Anak laut
- b. Tepi laut
- c. Puncak
- d. Sampah

8. What is the meaning of the words evidence?

- a. Enzim
- b. Zat
- c. Sulit
- d. Bukti

9. What is the meaning of the words weigh?

- a. Berbobot
- b. Tepi
- c. Ton
- d. Produksi

### Conversation 3

What makes a great library?

Neil : Symbol of knowledge and learning, a place to keep warm in the winter, or somewhere to murder victims in a crime novel; libraries can be all of these things, and more.

Beth : In this programme, we'll be looking into the **hidden** life of the library, including one of the most famous, the Great Library of Alexandria, founded in **ancient** Egypt in around 285 BCE. And as usual, we'll be learning some useful new vocabulary, and doing it all in a whisper so as not to disturb anyone!

Neil : Glad to hear it! But before we get out our library cards, I have a question for you, Beth. Founded in 1973 in central London, the British Library is one of the **largest** libraries in the world, **containing** around 200 million books. But which of the following can be found on its shelves.

10. What is the meaning of the words warm ?

- a. Hangat
- b. Rak
- c. Kita
- d. Puset

11. What is the meaning of the words hidden?

- a. Tersembunyi
- b. Kartu
- c. Dapat
- d. Dunia

12. What is the meaning of the words ancient?

- a. Berisi
- b. Kartu
- c. Kuno
- d. Zaman

13. What is the meaning of the words largest?

- a. Terkecil
- b. Namun
- c. Kartu
- d. Terbesar

14. What is the meaning of the words containing?

- a. Hangat
- b. Berikut
- c. Sebagai
- d. Berisi

#### Conversation 4

##### How learning to read changes lives

**Neil** : I enjoy reading – and it's also a great way to pass the time on my daily commute to work. But reading isn't just a nice thing to do – it's an **essential** skill, something you need for everyday activities, whether that's finding out the news by reading a newspaper or buying groceries by reading the labels.

**Beth** : And that's why I was shocked by a recent UN report estimating that around the world over 700 million adults are **illiterate**, which means they can't read or write.

**Phil** : Wow! That's a **huge** number of people **excluded** from doing basic day-to-day things. So, what can be done to get more **adults** reading and writing? In this programme, we'll be hearing about projects in two very different countries trying to do just that. And, as usual, we'll be learning some useful new vocabulary as well.

15. What is the meaning of the words essential?

- a. Langkah
- b. Penting
- c. Proyek
- d. Dewasa

16. What is the meaning of the words groceries?

- a. Bahan makanan
- b. Dalam
- c. Coba
- d. Huruf

17. What is the meaning of the words illiterate?

- a. Buta huruf
- b. Jumlah
- c. Dasar
- d. Lebih

18. What is the meaning of the words huge?

- a. Jumlah
- b. Dari
- c. Dapat
- d. Besar

19. What is the meaning of the words excluded?

- a. Melakukan
- b. Dikecualikan
- c. Berapa
- d. Pokok

20. What is the meaning of the words adults?

- a. Hidup
- b. Cara
- c. Kegiatan
- d. Orang dewasa

"Good Luck"



Appendix 15







## Appendix 16

## CURRICULUM VITAE



Name : Painsy Syahputri  
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**Educational Backgrounds**

Elementary School : SDN 2 Sangga Beru  
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Senior Highschool : SMAN 3 Gunung Meriah  
University : Universitas Muhammadiyah Sumatera Utara