

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary Learning

Vocabulary is an inseparable part of language skills. All languages in the world are inseparable from vocabulary. If someone wants to learn a foreign language, then a good understanding of the vocabulary of the target language is a must. If someone does not master the vocabulary of the target language, then he cannot speak, write, read, and understand the target language. The more vocabulary he masters, the better his language skills (Susanto and Fazlinda, 2017). Someone with a good understanding of vocabulary can master all aspects including listening, speaking, writing, and reading. Therefore, vocabulary serves as the foundation for mastering all aspects of language skills, considering its significant influence on listening, speaking, reading, and writing skills. Thus, learning vocabulary is so important for student, especially those who study English as foreign language (EFL).

According to Havwini et al. (2024), mastery of English vocabulary is one of the most crucial things as it will significantly affect their language skills and academic success. Students who have a strong vocabulary mastery background will find it easier to understand and articulate complex ideas. This is important in academic and professional contexts as Yanti (2018) also stated that English language students with good vocabulary mastery can increase their self-confidence in reading,

understand important points of academic texts, and facilitate themselves in independent learning. Yunus and Muryani (2024) found that combining multimedia elements and interactive exercises can increase cognitive engagement and strengthen students' vocabulary skills. The usage of multimedia as an aid to improve and enhance students' vocabulary skills is beneficial for English language learners (Calderon et al., 2023). In summary, vocabulary mastery is very important for students' academic performance. By integrating multimedia tools, students can further strengthen their learning experience.

Vocabulary learning in English Language Teaching (ELT) for English as a Foreign Language (EFL) learners covering various strategies and methodologies aimed at enhancing lexical skills. It is recognized as a critical component of language acquisition, where learners often find numerous unfamiliar words, particularly through reading diverse texts, which can lead to comprehension challenges (Krishna & Basha, 2024). Effective vocabulary learning should integrate four essential strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development, with a significant emphasis on both incidental and deliberate learning approaches (Nation, 2024).

2.2 Learning Vocabulary through Podcast

Nowadays students are really facilitated by many accesses to learn English through mobile phone. Many applications, websites, and social media provide English learning material so they can enhance their vocabulary skills (Hulliyany et al., 2024). One way to learn English through a smartphone is to use podcasts. Podcasts are known for their flexibility because they can be accessed via smartphone anywhere and anytime.

Podcast is a digital audio files that can be accessed and listened to on various devices. Podcast contains various contents that provides entertainment, inspiration, and education. Podcast is an acronym for iPod Broadcast, referring to the Apple iPod device, the first podcast distributor device created by Steve Jobs in 2001 (Zellatifanny, 2020). The advantage of podcasts compared to other audio-visual sources such as radio and television is that podcasts are more accessible so they can be played anywhere, anytime, and can be repeated by listeners (Geoghegan & Klass, 2007). According to Stephani et al. (2021), many people like podcasts because they contain interesting discussion topics and are more relaxed. Podcasts are more flexible when compared to conventional radio because listeners can just choose which topics they want to listen to. In educational side, podcasts offer many benefits, especially for language learners. Podcasts can enhance their educational experience because they serve as a flexible and accessible source. Podcasts allow language learners to learn anytime and anywhere (Ramirez, 2024). Charos (2023) states that the

integration of podcasts in English learning can enhance students' learning experiences and their engagement. This audio-visual tool offers various entertaining and exciting content that can fit into various learning styles and preferences.

Many studies have shown that podcasts have been successful in improving students' language skills. Students have successfully shown significant improvements in their listening and speaking skills after using podcasts as a medium for learning English as found by Diem & Abdullah (2020). Podcasts also help students improve their listening comprehension and pronunciation skills after studying a lot using podcasts (Gonulal, 2022). Huriyah & Contessa (2020) and Saeedakhtar et al. (2021) also found that students who used textbooks as their medium for learning English had lower English skills compared to those who frequently listened to podcasts.

Podcasts can significantly improve students' motivation and engagement in learning English by providing various content. The content provided by podcasts is not always about serious things. Nowadays, podcasts are packaged in an entertaining way even though they discuss scientific matters. This is what makes podcasts one of the interesting audio-visual learning media. Podcasts that provide real-world language use and cultural things can make learning more relevant and engaging for language learners as cited from Yazmin & Clara (2024) and Perry (2024). The flexibility of accessing podcasts also contributes to cognitive engagement and

motivation of language learners (Facer et al., 2009). A study conducted by Farshi and Mohammadi (2013) found that that podcast was effective in learning new English vocabularies. The students' feedback shown they had positive comments about podcast as English learning tools. They said that podcasts are attractive, amusing, and helpful. Since podcasts are creatively packaged, their motivations in learning English are increased. They were satisfied with English learning with podcasts.

2.3 Beliefs and Challenges

In the context of language learning, beliefs refer to their views, assumptions, and expectations regarding the learning process and media used. Horwitz (1999) states that students' beliefs about language learning will affect their performance (as cited in Ghafor et al., 2022). Students who have positive beliefs also have higher self-confidence and motivation, which impacts the success of language acquisition (Yoon & Maeng, 2024). Arcipe and Balones (2023) found that students who have a greater desire to learn English will be more confident and comfortable speaking English, especially with foreigners. One tool that can be used to learn English, especially vocabulary, is podcasts. Using podcasts to learn English is considered effective because it directly involves students in listening to the original language and authentic material (Yazmin & Clara, 2024). Ramirez (2024) also stated that podcasts present the original language from native speakers, giving students the opportunity to use it. However, vocabulary

learning with podcasts is not without challenges that can reduce the effectiveness of podcasts as a vocabulary learning tool. Some common challenges include varying accents of speakers, limitations in students' linguistic abilities, and technical issues (Rachmaniputri et al., 2021; Gunawan et al., 2023; Wilkinson, 2023). Therefore, it is important to understand both the beliefs and challenges faced by students in using podcasts, so that the learning process can be more targeted and tailored to their needs.

2.4 Previous Studies

Abu Rmelah and Pornwiriyaakit (2023), in their study titled *“Developing English Listening Skills for Comprehension Through Repetition Technique Using Podcast,”* investigated the effectiveness of a repetition-based podcast listening technique in improving English listening comprehension. The study adopted a quantitative approach using a pre-experimental design, specifically the One-Group Pretest-Posttest Design. It was conducted at Rajamangala University of Technology Tawan-ok, Chonburi, Thailand, and involved 41 second-year students from the Department of English for International Communication, selected through purposive sampling based on CEFR proficiency levels A2 or B1. The intervention spanned 11 weeks and 22 instructional hours, where students repeatedly listened to podcast episodes from the “Listening Time English Practice” channel using spaced intervals inspired by Ebbinghaus’ theory of

memory retention. Data collection involved pre- and post-tests, in-class exercises, and a satisfaction questionnaire. The findings showed significant improvement in post-test scores, surpassing the 80/80 efficiency benchmark, and students reported high satisfaction, praising the repetition technique and the authentic, engaging, and accessible nature of podcast-based learning.

Chaves-Yuste and de-la Peña (2023), in their study titled “*Podcasts’ Effects on the EFL Classroom: A Socially Relevant Intervention,*” investigated the impact of podcast integration on the English linguistic competence of secondary school students in Madrid, Spain. The study employed a quantitative approach using a quasi-experimental design, with a control and an experimental group, each consisting of 39 ninth-grade students (aged 13–15) selected through purposive sampling. Conducted over one academic term, the research aimed to explore whether creating and listening to podcasts dealing with social inequality (in alignment with SDG 10 of the 2030 Agenda) could significantly improve students’ EFL proficiency. Students in the experimental group engaged in cooperative podcast creation activities, while the control group followed conventional Communicative Language Teaching. Pre- and post-tests were used alongside six podcast-themed tasks, assessing five language components: speaking, listening, writing, reading comprehension, and use of English. The results showed that the experimental group achieved significantly higher gains in speaking and listening skills compared to the control group. Additionally, the podcast intervention was found to enhance learner

motivation, foster social awareness, and promote a constructivist learning environment where students actively built knowledge through interaction and collaboration.

Yaacob et al. (2021), in their study titled “*Impact of YouTube and Video Podcast on Listening Comprehension Among Young Learners,*” explored how integrating YouTube and video podcasts into the English classroom affected the listening comprehension skills of primary school students in Malaysia. The study was conducted in a primary cluster school of excellence in the northern region of Malaysia, involving 40 Year 4 students (aged 10) with mixed proficiency levels. Employing an action research method across three phases—problem identification, intervention, and evaluation—the study aimed to improve listening instruction using multimedia tools. The intervention was carried out over eight weeks, during which students were exposed to educational videos and podcasts from sources like the British Council YouTube channel. The researchers collected data through pre- and post-tests, semi-structured interviews, and classroom observations. Quantitative data were analyzed using paired sample t-tests, while qualitative data were analyzed thematically. The results revealed a statistically significant improvement in listening comprehension scores after the intervention. Additionally, qualitative findings showed increased student participation, enhanced collaboration, and greater motivation. The integration of audiovisual materials not only reduced students’ listening anxiety but also helped them better comprehend

the spoken texts through visual cues, subtitles, and group work. The study was underpinned by Vygotsky's Social Constructivism Theory, highlighting the role of collaborative learning and peer interaction in language development.

Chaves-Yuste and de-la Peña (2023), in their study examined how the integration of podcast creation as a classroom activity influenced students' English linguistic competence, particularly speaking and listening skills. Conducted in a secondary school in Madrid, Spain, this quantitative study employed a quasi-experimental design using pre- and post-tests and six task-based assessments to evaluate performance. A total of 78 ninth-grade students (aged 13–15) were randomly divided into a control group and an experimental group, both following the same thematic content based on SDG 10 of the 2030 Agenda (social inequality). While the control group used conventional Communicative Language Teaching (CLT), the experimental group used Cooperative Language Learning (CLL) to create podcasts collaboratively. The findings revealed that students in the experimental group showed significant improvements in listening and speaking skills, as well as greater motivation and engagement. The study concluded that podcast creation not only enhances language proficiency but also supports social awareness and collaborative learning, providing a meaningful and authentic learning experience in the EFL classroom.

Gunawan et al. In their study under the title “*Enhancing EFL Learning Through Podcast Audio-Assisted Listening*” (2023) investigates students’ experience in using podcasts to support their learning in the classroom. The method used in this study is a qualitative method, which involved data collection through classroom observations, questionnaires, and interviews. The questionnaires were closed-ended with dichotomous questions, while unstructured interviews with open-ended questions were conducted to gain students’ insights. The participants of this study were 18 students in class 11 at private senior high school in Bandung. This study indicated that students reported that using podcasts helped them focus better during listening activities. They found the content engaging and were able to explore various topics, which contributed positively to their learning experience. Podcasts effectively enhance students’ language-learning listening experiences. This suggests that exposure to authentic language through podcasts can enhance students’ listening skills. The difficulty experienced by students is that most of the intonation or articulation from the speaker is too fast, making it difficult for students to understand what the speaker is saying. This problem is often encountered if the podcast being listened to is a podcast that discusses contents beyond the students’ level.

The use of podcasts in improving English language skills with student participants as English learners with English as a foreign language (EFL) is the main similarity between those previous studies with this study.

Positive perceptions of podcast use were also found in all previous studies. The results showed that students considered podcasts as an effective and enjoyable English learning tool. This study also aims to explore students' beliefs and challenges in using podcasts, especially in improving vocabulary mastery.

In terms of methodological approach, this study has similarities with the previous studies mentioned. Furaidah and Suryati's study used a questionnaire, and Gunawan et al. and Kohar et al. combined questionnaires and interviews. This study also uses the same tool to collect data. The similarities in methodology strengthen the link between this study and previous studies, as they all aim to understand students' experiences, beliefs, and perceptions of using podcasts as an English learning tool.