

PODCAST-MEDIATED STUDENTS LEARNING ENGLISH IN THE SECOND GRADE OF SENIOR HIGH SCHOOL

Rebecca Evelyn Laiya ¹, Umul Khasanah ², Indah Sulistiani ³,
Didi Sudrajat ⁴, Miswan ⁵

¹ Universitas Nias Raya, Indonesia

² Universitas 17 Agustus 1945 Surabaya, Indonesia

³ Universitas Muhammadiyah Papua, Indonesia

⁴ Universitas Kutai Kartanegara, Indonesia

⁵ Sekolah Tinggi Ilmu Administrasi Bandung, Indonesia

*Corresponding Address: evelaiya@gmail.com

Received: 20 October 2022 / Approved: 26 November 2022 / Published: 29 December 2022

Abstract: Podcasts are one of the well-liked technological advancements to aid language acquisition. Podcasts, which are digital recordings, can be utilized to help students acquire the English language, particularly in speaking and skills. The reconducted was skilled at SMAN to know how to teach speaking and listening skills in high school using podcast media. Researchers used qualitative methods with observation and interview approaches and an interactive model for data analysis. The study results are (1) podcasts are a solution to students' difficulties in learning English as a medium for utilizing technology, (2) podcasts as a medium for learning speaking and listening skills, (3) podcasts can increase student motivation in learning English. So, this researcher draws the conclusion that Podcasts are one of the choices of English learning aids that also allow teachers to use technology in the classroom. It is important to highlight that the aim is not to replace podcasts as a substitute for live teaching. Therefore, it is recommended that when using podcasts, teachers should instruct their students well to maximize their effectiveness.

Keywords: Teaching Vocabulary, Media, Podcast

INTRODUCTION

In the present period, many schools in our country are being built to contract international schools, with English as a necessary subject for all teachers and pupils to learn. Language communication is a crucial aspect of our daily actions. We shall be left behind if we do not communicate. English is employed as a learning instrument in all teaching and learning processes. The goal of communicating in a foreign language is to learn more about knowledge and culture (Meylina, 2023).

English is very important to be taught to younger students, in this case, from beginners to high school students. It is impossible to separate speaking ability from the development of kids' English language proficiency due to the significance of it for students' English communication. Being able to communicate in English requires good speech (Erdila, 2019).

The four English language abilities of listening, speaking, reading, and writing must be learned. But, this study focuses on speaking and listening skills. Speaking is terribly undervalued among these language abilities (Yoestara & Putri, 2019). We may take speaking for granted because most of us can do it. The most obvious proof is the phenomenon where most language instructors strongly emphasize teaching grammar. They forget that from an early age, vocabulary mastery is a crucial concern as a foundation for mastering English skills to the fullest. Not only must it be spelled correctly, but vocabulary must also be pronounced correctly by students so that students' delivery, both orally and in writing, in English becomes easy to understand (Y. R. A. Waskita, 2017).

Meanwhile, listening is an important skill in learning a foreign language in language. Walker (2014) states that listening is a prelude to starting to speak and is the first stage in language development of one's first language. As well as a second language, naturalistic acquisition in a language depends on listening. Listening is classified as a receptive skill. Listening is a form of receptive skill of understanding language where we try to get meaning when we are listening (Bustari et al., 2017).

Students' ability to speak and listen to English still has certain issues. Speaking and listening ability among students is generally poor. Because they are self-conscious and worried about making mistakes, they find it difficult to communicate their thoughts and opinions verbally. They still have trouble pronouncing some words in English. In addition to pronunciation, having a large vocabulary is essential for speaking. However, few students in the class consult dictionaries, and most struggle with terminology (Vitasmore et al., 2019). Their ability to correctly spell words from the English language is still quite poor. As a result, they would rather remain silent and participate in class

activities to a lesser extent. Additionally, the activities in class don't inspire kids to learn as much. Classes get boring, and learning activities aren't as fun.

The main key component in teaching English is vocabulary. The teacher should also be patient and creative in searching for, selecting, and simplifying the materials to help the students master the language through speaking and listening skills. Learning new words is challenging, especially when the language's sound and structure are considered. According to Rahman (2021), while a language's grammar or structure contributes to the construction of the skeleton of a language, vocabulary serves as the element that supplies the vital organ and the flesh.

Students must learn fundamental vocabulary to understand the language abilities needed for real-world tasks like reading a text, writing an essay, answering an exam question, and participating in class discussions (Elizar, 2022). Students frequently have trouble improving their English, which is the issue. They frequently remain silent instead of responding when multiple questions are offered in English.

English teachers should take the initiative to encourage students to become more engaged in class and understand the fundamentals that they must learn (Inayah et al., 2019). To improve students' speaking and listening skills in the classroom, it is necessary to maximize both the teaching and learning of English vocabulary (Permana, 2020). A good teacher should always carefully plan every area of instruction, from the first lesson of the first day to the last lesson of the last day (Widiawati, 2021). They understand what they will do, how they want to do it, what they hope to achieve, and what has already been done. It takes effort to be an effective teacher. It results from meticulous planning, in-depth subject knowledge, an understanding of various teaching methodologies, and a profound respect for the students the teacher works with.

Teachers can use various media as resources for language acquisition, particularly for speaking and listening skills, to get around this situation. In addition, technology as media enables interactive learning supported by various learning tools while maintaining the traditional educational system's functions, including teachers, schools, and parents (Retnawati, 2019). Teachers must consider making student activities productive and appealing because listening is difficult (Laila, 2020). English language instructors should thus focus more on how students can develop this skill outside the classroom. Laila (2020) stated that some teachers frequently struggle to assist pupils inside or outside the classroom. You must figure out how much time is spent in the listening classroom. To improve understanding of listening, listening courses must draw on the students' past knowledge. Students should be urged to practice listening as much as possible outside of class, given that class time is restricted. The use of Podcasts available on the Internet is one method examined here.

Podcasts are useful for listening exercises in the classroom. A podcast is an audio recording posted online and referred to as a learning resource. The podcast is regarded as a cutting-edge invention for enhancing students' speaking and listening skills. A podcast's content can take on various shapes, including audio, video, and visual media (Asmawati, 2017). The clear advantage of podcasts for students is that they provide current information and real native voices that help practice listening skills. Additionally, it's simple to search and download podcasts. Podcasts are available to students 24/7, wherever they are (Kohler et al., 2010).

The podcast format has made various materials for teaching listening available to language teachers. The topic of podcasting is addressed on many levels by Dianithi (2017) and Insani (2022), who also discuss how to choose the best ones and maximize learning for listeners. Podcasts serve many purposes than merely listening. There are several transcripts included with the workbooks. Many websites engage with kids and solicit questions or comments from them. Numerous academics have looked into the educational advantages of podcasts, but as the application is still relatively new in Indonesia, additional study on podcast implementation is needed (Darwis, 2016). The advantages of podcasts were discovered in a Malaysian study where it was discovered that academic performance has improved (Tobin & Guadagno, 2022). This potential advantage was also discovered in research conducted in Saudi Arabia with 46 EFL students (Qasim & Fadda, 2013).

Using podcasts, teachers can help students develop self-confidence and make the learning environment interesting. As a result of repeated hearing, students may feel more confident since they can comprehend the rhetoric of a certain issue (Hasan M, 2013). According to Priyatmojo et al. (2022), a podcast strengthens the bond between teachers and students. In teaching classrooms, strategies for transforming teaching using podcasts, in this case, provide a sense of inclusion and community within the classroom.

Podcasts have recently gained recognition as an excellent medium for supporting language acquisition (Mutia et al., 2019; Pratiwi et al., 2020). Podcasts are audio or video files released online and may be downloaded to electronic devices, including mobile phones, computers, and MP3 players. They have been used to transmit information in several nations. In addition to having roots in radio heritage, podcasts have roots in the use of audio in the teaching and learning process (Rachmaniputri et al., 202; Sengang et al., 2017). Bustari et al. (2017) used a conversational framework to highlight several podcast's potential. The delivery of an online lecture, the assignment of feedback, the provision of supplementary learning and auxiliary resources, and the creation of innovative learning activities may all be done using podcasts as media. Consequently, using podcasts in the classroom might be an option that offers resources for language acquisition and increases students' involvement

in the learning process. According to Sansinadi et al. (2020), podcasts let students move away from conventional face-to-face training without losing the interaction between students and teachers. They allow them to utilize their teach based environment system for educational purposes. According to Ramli (2018), there are several benefits to utilizing podcasts, including the following: It helps teachers manage huge classes, it motivates students, it can be used to teach students of different abilities, and help focus on learning.

Teachers can use podcasts to aid students in their study of the English language. Podcasts combine audio, video, and text files with e-learning, and they can instantaneously replace language laboratories, CDs, DVDs, and radio cassettes, typically used in regular language classes. It makes it simpler for the pupils to be motivated to learn the language. Additionally, because podcasts bring real-world English experiences into the classroom, they not only enable students to explore a variety of language inputs but also increase their proficiency in the language.

This study sought to determine the extent to which podcasts assist students in meeting their English as a second language goals. By determining their reaction to the usage of Podcasts in the classroom. To the preceding statement, this research. This is done since using Podcasts in listening learning is still uncommon compared to traditional listening learning. This is why scholars are interested in investigating the use of Podcasts in English lessons. Using technology transforms podcasts into a learning medium and provides more motivation to continue studying English than ever before. Remember that podcasts especially appeal to English language learners because they allow students to access 'real' listening and watching tools online. So, this research will provide results on how Podcast media helps students achieve their second language target, English.

METHODS

Researchers employed qualitative approaches in this study to gather the data required for research, which does not involve using numbers to collect or evaluate data (Mamik, 2015). The information used in this study is based on interviews and observations made by researchers during teaching and learning activities at SMAN one in Bekasi, as well as the findings of interviews with English teachers at SMAN one in Bekasi. In this study, observation and interviews served as the data sources. The researcher uses observation and interviews to collect the information required for this investigation. Observation is an effective method for understanding what is happening to a person in a given situation and circumstance, as well as their interactions and daily routines. Additionally, by conducting observation, observers can quietly collect, view, and gather available information

(Anggito & Setiawan, 2018). Then, the researcher used interview guidelines for participants. The researcher prepared questions for the participants. Through interviews, the researcher wanted to find and collect information on how students helped Podcasts acquire listening and their responses to the implementation of Podcasts. However, observation involves paying attention to the phenomenon of interest and recording it methodically. Observation is used methodically to understand and analyze behaviour and interactions and the importance of events in ongoing research. In addition, the data were analyzed using an interactive model by Miles et al. (2014), Where Data analysis is used to simplify data into a form that is easier to understand

RESULTS AND DISCUSSIONS

Learning English through podcast

Internet use impacts education, which now offers unlimited learning opportunities. Using the internet at this time, people can develop and exchange knowledge and discover new approaches to see innovative ways of teaching and learning that can engage and motivate students using any device. At any time and from any location. Furthermore, Achievements and targets of the learning process can be achieved with podcasts, students and teachers think. Rahman (2021) defines the advancement of Podcasts as signifying the beginning of an entirely new phase in the learning process. Teachers can use these Podcasts to deliver homework or teach outside the classroom, while students can utilize them to gain more comprehensive knowledge of English language teaching. The channels available on Podcasts vary, as does the language.

As a result, it will become easy to understand how to learn English. One of the advantages of podcasts is that they can be downloaded to mobile phones, so students can listen to or learn from Podcasts wherever they are without the need for the Internet. Podcasts are one of the most commonly used communication and information applications today. One can easily learn topics across time and distance by listening to podcasts. Podcasts as learning media can assist students in knowing the description of the material more easily and quickly, thus allowing students to be better prepared to discuss learning materials. Podcasts can also be used to get to know the academic atmosphere.

The remark above demonstrates how Internet use has changed education, which offers boundless growth opportunities. With an Internet connection, anybody, anywhere, at any time, can generate and share knowledge and discover an innovative approach to teaching and learning that can engage and inspire pupils. Also, a Podcast can be a useful tool for educators and learners alike in achieving their educational objectives. Yeh (2014) heralds the beginning of a new age in the classroom by outlining what a Podcast is. Teachers can use this Podcast to give homework or provide

extra instruction outside of class, and students can benefit from a more in-depth grasp of English because of the wide variety of channels and languages available inside the Podcast. Learning English will become less of a challenge as a result. With the ability to download Podcasts to their mobile device, students may listen to and review them even when they don't have access to the Internet.

Technology is crucial in today's world to support the learning process. Due to its innovation, podcasts are one of the products of technology that are now widely used in language learning. Podcasts offer a variety of material that can help with language acquisition. Those who did a podcast poll support this claim by Fatihah et al. (2023), who discovered that male students could be drawn to podcasts for language learning. Thanks to its diverse contents, a podcast can draw students' interest as a digital tool for language learning. The quantity of podcast content positively affects students' motivation (Nikolou & Darra, 2018).

Podcast usage: Listening and Speaking practice of senior high school

Participant 1 stated: "Podcasts are a great way to learn English more efficiently because we can control and choose what we want to listen to and then sing or talk along to practice pronunciation. It can also help us expand our vocabulary. "

Participant 3 stated: "Normally, when I listen to news that interests me about science, biology, and literature. From them, I learned new facts about news on podcasts. "

Participant 5. stated: "On YouTube, I often listen to podcasts. What I see and listen to are usually talk shows or vloggers. It can help me recognize and distinguish American and British accents. When that process happens, it also forces me to practice. I learn new words, which can help me improve my listening skills. "

Participant 2 stated: "Podcasts have become a very good approach for improving our English. My listening and speaking skills can improve with podcasts, and our pronunciation improves automatically when we listen to podcasts. Moreover, we learn new vocabulary."

All participants the interviewees targeted stated that podcasts in learning and teaching English had a significant impact. In using podcasts, their English language skills developed in ways that varied from each individual. However, on average, they claimed to learn by listening to music and watching videos. The main variables that affect listening comprehension now are listeners, speakers, the medium, and the surroundings (Sari & Sulisty, 2022; Sengang et al., 2017; Sudarmoyo, 2020). Listeners are thus more strongly influenced by their sentiments about the speaker than by the message conveyed in the audio, according to students' responses to this challenge (NamazianDost et al., 2017). The degree of competency was determined by the listeners' general language proficiency and their

adoption of the approach stated by Rizkywidodo & Gunawan (2019). The failure of listening methods caused poor listening skills. Additionally, this issue may have been brought on by several variables, including listeners' prior understanding of the topic, language proficiency, and any underlying emotional or physical problems (Elfi, 2016). In this scenario, familiarity with the subject may also help listeners understand the audio content.

According to Gilakjani and Sabouri (2016), this issue developed due to listeners' inability to regulate speech pace. Since the audio was played for all the class pupils, they could not repeat it and instead listened to the specific phrases they had trouble understanding. Understanding the podcasts' content was extremely difficult due to this circumstance. The researchers discovered that students' listening skills are excellent while utilizing the teacher's media based on the teacher's interview results. However, after utilizing podcasts and conducting interviews with students, the researchers discovered that most students benefit from podcasts to improve their listening skills. The students know that listening to podcasts may be utilized as a learning tool for English. The researchers also spoke with the teacher once the observation was completed. Typically, the teacher uses YouTube videos, audio from English books, and online audio to teach listening skills. She said that the listening comprehension level achieved by her approach and media was rather high.

It is clear from the preceding argument that podcasts have thus far assisted students in learning to listen. Podcasts may be an alternative media to teach English and improve students' listening abilities. According to Lio & Marafat (2019), audio podcasts are a novel medium that, when used well, may encourage students to develop their listening skills. It indicates that the students' listening abilities can improve as long as the podcast is used to teach listening while using the proper teaching methods. They noted, like Rahman, Atmowardoyo, and Salija (2018), that most students thought podcasts were intriguing for teaching listening skills. The students have profited from podcasts since they may be used as extra resources, even as a teaching and learning tool.

Podcast-mediated Students Learning English Motivation

Motivation is a force that can give rise to a willingness to carry out an activity based on what they choose to do, so the strength of motivation in learning determines a student's behavior towards learning. Likewise, the learning process will be successful if children are motivated to learn. One of the teachers or lecturers may be able to increase students' learning motivation by expanding their originality in teaching with renewable media.

Podcasts are a growing form of media. Podcasts are digital sounds entered into an application that can be saved and played anytime. Podcasts can be a learning medium to repeat topics and improve understanding. Of the features available, one of the most important pedagogical features of

educational podcasting is the ability to learn through listening and speaking as an act of imitation. Therefore, it is thought that incorporating podcasts into the learning process will motivate students to learn more.

Participant 2 stated: “Podcasts have become an interesting medium for me. The interesting thing about podcasts is that the features of podcasts give me the satisfaction of receiving the information that I listen to.

Participant 1 stated: “Podcasts are easily available and free. So, I can learn English whenever and wherever I choose. Moreover, my English improved after I started listening to podcasts.”.

Participant 4 stated: “At the same time, I listen to podcasts while doing my homework. As a result, listening to podcasts has become a beneficial habit in my learning process. In addition, podcasts can help me improve my listening skills and vocabulary and boost my confidence when speaking English”.

According to the statements from participants earlier, the benefit of Podcast as an English learning media is one of the attractive ways nowadays. In addition, adopting Podcasts in daily life can help them improve their English skills. One of them is to improve one's listening skills. According to Mayangsari & Tiara (2019), One sort of media that can assist students in better understanding hearing material is podcasts. As a result, this material can assist students who desire to develop their English abilities at any time and from any location through podcasts.

Motivation plays a crucial role in learning in the classroom, during the learning process of teaching vocabulary using podcast media. Students actively answered questions and seemed to enjoy the learning process. There are many benefits for students after using audio podcasts in listening learning.

Interviewer: What are the benefits of teaching vocabulary using podcast media?

Teacher: In my opinion, the benefits of teaching vocabulary using podcast media are that it can train pronunciation, listening, and concentration for English as well as the memory power of each student in memorizing the vocabulary in the podcast; I think students who can't speak English or are lazy with language subject matter English continues when learning to use podcast media to practice vocabulary like this they will be very motivated too so they like using podcast media to practice their pronunciation for learning English.

From the dialog above, we conclude that after learning vocabulary using podcast media, students can practice their pronunciation and listening in English and train their memory and concentration by using podcast media as a learning medium. He believes that if students don't like

English lessons, they are bored with how the teacher delivers the material. If the teacher uses media such as podcasts, raising or shaping student motivation to learn will be more fun.

According to Yoestara & Putri (2019) & Rahman (2021), students' motivation is also one factor influencing learning. Students' motivation indeed has a big impact on how much they learn. According to Yoestara & Putri (2019), motivation is " a force that energizes, sustains, and directs behavior toward a goal. " According to (Goldman, 2018), podcast media support will assist students in developing greater self-assurance and success. We can conclude that podcasts can inspire students to study English.

In addition, using English in foreign language classes as a second language to communicate makes a serious challenge for students. They do not recognize a lot of English vocabulary. This is against the background of relatively infrequent practice. When asked about Podcasts, they can encourage me to be passionate about learning English and developing English skills. Podcasts can interest them in mastering English and stimulate me to listen to many native English speakers' conversations to develop their English skills.

According to this research, podcasts stimulate them to learn English. This is based on interviewees who became research targets. They consider how listening to Podcasts can help them expand their vocabulary, encourage them to speak up, and make them more confident and fun in listening to English. This finding is reinforced by Laila (2020), who states that podcasts encourage students to learn inside and outside the classroom, making solutions challenging for students in learning English. Podcasts can help overcome this difficulty. Another finding that discusses the same was made by Darwis (2016) in his research, proving that podcasts inspire students to continue learning English with fun because podcasts present interesting themes and clear native pronunciation, thus making learning more fun.

CONCLUSION

The findings of this study led to the conclusion that vocabulary is a crucial component of the language-learning process. Effective teaching methods must be used by teachers to aid in students' vocabulary development. Teachers should utilize motivational techniques that are enjoyable for their students. Research has proven that interactive media, such as podcasts, can help foster a supportive learning atmosphere and make learning enjoyable. With this study, the researcher aims to demonstrate how podcasts can be utilized as a teaching tool to aid students in learning vocabulary. To make learning activities more interesting and fun for students and prevent them from getting quickly bored,

educators must innovate in all facets of learning, whether in learning media, methods, strategies, or other areas. In the meantime, students can use visual media as a tool to help them learn vocabulary more quickly.

REFERENCES

- Anggito, A., & Setiawan, J. (2018). *Metodologi Penelitian Kualitatif*. (Pertama; E. D. Lestar, Ed.). Sukabumi: CV Jejak.
- Asmawati, A. (2017). Analyzing Students' Difficulties Toward Listening Comprehension. *ETERNAL (English, Teaching, Learning and Research Journal)*, 3(2), 206–220. <https://doi.org/10.24252/Eternal.V32.2017.A9>
- B ustari, A., Samad, I. A., & Achmad, D. (2017). The use of podcasts in improving students' speaking skills. *JELE (Journal of English Language and Education)*, 3(2), 97–108. <https://doi.org/10.26486/jele.v3i2.256>
- Darwis, R. (2016). Students' perception towards podcast use in learning English: A case study of the second-grade students at one high school in Bandung. *Journal of English Education*, 4, 80- 100.
- Dianithi, A. S. (2017). The Use of Podcasts to Improve The Speaking Competency of The Tenth-Grade Students of SMA Negeri 1 Amlapura In Academic Year 2015/2016. *Journal Of Education Action Research*, 1(1), 30–39.
- Elfi, E. (2016). EFL PODCASTING: HOW TO ASSEMBLE STUDENTS LISTENING COMPREHENSION Elfi. *Proceeding International Seminar on Education 2016 Faculty of Tarbiyah and Teacher Training*, 145–152. www.podomatic.com
- Elizar. (2022). Penerapan Media Gambar dalam Pembelajaran Bahasa Inggris Mampu Meningkatkan Aktivitas Belajar Siswa di MTsN 2 Kota Jambi. *Majalah Pendidikan Tambusai*, 6(1).
- Erdila. (2019). The Use of Audio Lingual Method to Improve Students' Speaking Achievement in Vocational School. Thesis.
- Fatihah, H., Artati Waluyati, S., & Mariyani, M. (2023). PODCAST SEBAGAI MEDIA PEMBELAJARAN ERA DIGITAL DI PERGURUAN TINGGI. *Bhineka Tunggal Ika: Kajian Dan Praktik Pendidikan PKN*, 10(01), 87–95.
- Gilakjani, A., & Sabouri, N. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching*, 9, 123-133

- Goldman, T. (2018).). The Impact of Podcasts in Education (Santa Clara University).
- Hasan M. (2013). Podcast applications in language learning: A review of recent studies. 6, 128–135.
- Inayah, n, Mariah, E., & Ulum, F. (2019).). Peningkatan Penguasaan Kosakata (Mufrodat) Untuk Memahami Wacana Bahasa Arab Melalui Media Kartu Bergambar (Bithoqotu Ash-Shuroh) Pada Siswa Kelas Xi Sma Negeri 2 Gowa.
- Insani, N. N. (2022). Podcasts: Media to Increase Student Learning Motivation. ATLANTISPRESS, 636, 519–522.
- Kohler, P. J., Caplovitz, G. P., & Tse, P. U. (2010). The Whole Moves More than the Spin of its Parts. *Journal of Vision*, 9(8), 649–649. <https://doi.org/10.1167/9.8.649>
- Laila, D. (2020). INOVASI PERANGKAT PEMBELAJARAN MENGGUNAKAN APLIKASI PODCAST. ProsidingSeminar Nasional PBSI-III Tahun 2020, 7–12.
- Lio, A. & Marafat, S.O.L. (2019). The Use of Audio Podcast for Teaching Listening Comprehension. *Journal of Language Education and Educational Technology*, 4(1), e-ISSN: 2502-3306.
- Mamik. (2015). Metodologi Kualitatif. (Pertama; M. C. Anwar, Ed.). Sidoarjo: Zifatama Publisher.
- Mayangsari, D., & Tiara, D. R. (2019a). Podcast Sebagai Media Pembelajaran Di Era Milenial. *Age Universitas Hamzanwadi*, 3(02), 126–135.
- Meylina, A. C. J. (2023). No Title. Meningkatkan Kosakata Bahasa Inggris Siswa Sekolah Dasar Melalui Audio- Lingual Method, 3(1), 7. <https://doi.org/10.55382/jurnalpustakamitra.v3i1.366>
- Miles M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). SAGE Publications, Inc.
- Mutia, S., Rosa, H., & Fitriana, R. (2019). TEACHING AND DEVELOP PRONUNCIATION USING MEDIA PODCAST IN SENIOR HIGH SCHOOL.
- NamazianDost, I., Bohloulzadeh, G., & Rahmatollahi, R. (2017). The Effects of Using Podcast on Listening Comprehension among Iranian Pre-intermediate EFL Learners. *International Journal of Applied Linguistics and English Literature*, 6(6), 57–69. <https://doi.org/10.7575/aiac.ijalel.v.6n.6p.57>
- Nikolou, S., & Darra, M. (2018). The Use and Development of Podcasting as a Technological Tool in Secondary Education in Greece: A Case Study. *International Education Studies*, 11(11), 109. <https://doi.org/10.5539/ies.v11n11p109>

- Permana, I. G. Y. (2020). Teaching Vocabulary for Elementary School Students. *The Art of Teaching English as a Foreign Language*, 1(2), 1–4. <https://doi.org/10.36663/tatefl.v1i2.56>
- Pratiwi, A., Mobit, M., & Ahmad, Y. B. (2020). PODCAST-MEDIATED CLASSROOM LISTENING PRACTICE IN AN INDONESIAN EFL SETTING. *English Ideas: Journal of English Language Education*, 1(1), 10–19.
- Priyatmojo, A. S., Widhiyanto, W., & Suprpti, S. (2022). English Podcast as Media for English Language Learning: A Case of Higher Education in the Pandemic. *LANGUAGE CIRCLE: Journal of Language and Literature*, 16(2), 255–263. <http://journal.unnes.ac.id>
- Qasim, N. A., & Fadda, H. A. (2013). From Call to Mall: The effective podcast on EFL Higher Education Students' Listening Comprehension. *English Language Teaching*, 30-41.
- Rachmaniputri, F. I., Purnawarman, P., & Gunawan, M. H. (2021). Students' Perceptions Towards the Use of Podcasts in Listening Class.
- Rahman, A., Atmowardoyo, H., Saliha, K. (2018). Podcast Effects on EFL Learners' Listening Comprehension. *ELT Worldwide*, 5(2), 151-164. ISSN 2503-2291.
- Rahman, S. (2021). PENTINGNYA MOTIVASI BELAJAR DALAM MENINGKATKAN HASIL BELAJAR. 289–302.
- Ramli, R. (2018). The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners. *International Conference on English Language Teaching*, 189–194. <https://www.researchgate.net/publication/349339718>
- Renandya, W., & Farrell, T. (2010). "Teacher, the tape is too fast!" Extensive listening in ELT. *ELT Journal Advance Access*, 1-8.
- Retnawati, E. (2019). EFFORTS TO SUPPORT AND EXPAND THE USE OF EDUCATIONAL TECHNOLOGY AS A MEANS OF DELIVERING LEARNING. *IJIET (International Journal of Indonesian Education and Teaching)*, 3(1). <https://doi.org/10.24071/ijiet.v3i1.1725>
- Rizkywidodo, M., & Gunawan, A. (2019). INVESTIGATING THE EFFECT OF USING PODCAST ON STUDENTS' LISTENING COMPREHENSION.
- Sansinadi, I. T., Wardhany, D. S., & Winarko, W. (2020). Podcast Usage: Expanding English Learning of Undergraduate Students. *ENGLISH EDUCATION: Journal of English Teaching and Research*, 5(1), 13–24. <http://en.wikipedia.org/wiki/Podcast>
- Sari, N., & Sulisty, T. (2022). EFL TEACHERS' PERSPECTIVES ON MOBILE-ASSISTED LANGUAGE LEARNING (MALL) RESOURCES FOR VOCATIONAL HIGH SCHOOL

- STUDENTS. *Journal of English Language and Pedagogy*, 5(1), 80–90.
<http://ejurnal.budiutomomalang.ac.id/index.php/journey>
- Şendağ, S., Gedik, N., & Toker, S. (2018). Impact of repetitive listening, listening-aid, and podcast length on EFL podcast listening. *Computers & Education*, 125, 273–283.
<https://doi.org/10.1016/j.compedu.2018.06.019>
- Sengang, A. E., Pelenkahu, N., & Muntuuntu, M. (2017). STUDENTS' PERCEPTION OF THE USE OF PODCASTS TO THE LEARNING OF ENGLISH SPEAKING. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 1(1), 63–83.
- Sengang, A. E., Pelenkahu, N., & Muntuuntu, M. (2017). STUDENTS' PERCEPTION OF THE USE OF PODCASTS TO THE LEARNING OF ENGLISH SPEAKING. *JoTELL Journal of Teaching English*, 1(1), 63–83.
- Sudarmoyo, S. (2020). Podcast sebagai Alternatif Media Pembelajaran Jarak Jauh. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 5(2), 65–73. www.ojs.iptpisurakarta.org/index.php/Edudikara
- Tobin, S. J., & Guadagno, R. E. (2022). Why people listen: Motivations and outcomes of podcast listening. *PLoS ONE*, 17(4), 1–16. <https://doi.org/10.1371/journal.pone.0265806>
- Vitasmore, P., chandra, A. I., & Jatmiko, J. (2019). We are improving Students' English Vocabulary Mastery through Animation Cartoon. In *2nd International Conference on Social Science*. (pp. 505–509).
- Walker N. (2014). Listening: the most difficult skill to teach. *Encuentro*, 23, 167–175.
[http://www.encuentrojournal.org/textos/Walker_LISTENING .pdf](http://www.encuentrojournal.org/textos/Walker_LISTENING.pdf)
- Widiawati. (2021). AN ANALYSIS OF TEACHING METHOD IN TEACHING VOCABULARY.
- Y. R. A. Waskita. (2017). No Title. USING AUDIO LINGUAL METHOD TO HELP STUDENTS LEARN VOCABULARY An Experimental Study of the Seventh Graders of SMP N 7 Magelang in the Academic Year 2016/2017.
- Yeh, C.-C. (2014). An Investigation of a Podcast Learning Project for Extensive Listening. *Language Education in Asia*, 4(2), 135–149. <https://doi.org/10.5746/leia/13/v4/i2/a04/yeh>
- Yoestara, M., & Putri, Z. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisia Journal*, 6(1), 15. <https://doi.org/10.22373/ej.v6i1.3805>.