USING PODCAST TO IMPROVE STUDENTS' EFL LISTENING SKILL AT SENIOR HIGH SCHOOL 5 BULUKUMBA

Rusdiyansa Muliasari
English Education Program
Email: rusdippsunm@gmail.com

The objectives of the research were to find out the effects of using podcast in improving students' listening skill and to assess the students' perceptions on the application of podcast in improving students' listening skill in EFL classroom. This type of the research was quantitative research. The design of this research was One Group Pre-test Post-test design. The population was the 11th grade students Senior High School 5 Bulukumba. The instruments in this research were: test and questionnaire, to assess the students' perceptions the study applied questionnaire with 34 respondents. The scores of the listening test and students' perception were analyzed using t-test formula with SPSS program 22.0 version with the significance level 0.05. The results of the research showed that: (1) the mean score of post-test was higher than the mean score of pre-test 80.35 > 54.47 and based on the results of data analysis, there was a significant difference between the pre-test and the post-test that the result of significance of 0.000 is lower than 0.05. It can be concluded that the use of podcast has significant effect in improving EFL students' listening skill; (2) the results of the questionnaire analysis of students' perceptions about the podcast findings that fourteen statements (70.00%) have students' response was very positive (high), six statements (30.00%) have students' response was positive (medium), and there is no statement (0%) have students' response was negative (low) during listening skill learning by using podcast. Thus, the highest percentage is 70.00% (high). It can be concluded the students have very positive response, that mean the use of podcast in learning English they would use podcast as an alternative way to learn English and sharpen their skills, especially listening skill.

Keywords: Podcast, Listening Skill, Students' Perception, Effectiveness

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan podcast dalam meningkatkan keterampilan mendengarkan siswa dan untuk menilai persepsi siswa tentang penerapan podcast dalam meningkatkan keterampilan mendengarkan siswa EFL. Jenis penelitian ini adalah penelitian kuantitatif. Desain penelitian ini adalah One Group Pre-test Post-test design. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 5 Bulukumba. Instrumen dalam penelitian ini adalah: tes dan angket, untuk menilai persepsi siswa menggunakan angket dengan jumlah responden 34 orang. Skor tes menyimak dan persepsi siswa dianalisis menggunakan rumus uji-t dengan program SPSS versi 22.0 dengan taraf signifikansi 0.05. Hasil penelitian menunjukkan bahwa: (1) nilai rata-rata post-test lebih tinggi dari nilai rata-rata pre-test 80.35 > 54.47 dan berdasarkan hasil analisis data terdapat perbedaan yang signifikan antara nilai pre-test dan post-test bahwa hasil signifikansi 0.000 lebih rendah dari 0,05. Dapat disimpulkan bahwa penggunaan podcast berpengaruh secara signifikan dalam meningkatkan keterampilan menyimak siswa EFL; (2) Hasil analisis angket persepsi siswa tentang podcast ditemukan bahwa empat belas pernyataan (70.00%) dengan tanggapan siswa sangat positif (tinggi), enam pernyataan (30.00%) tanggapan siswa positif (sedang), dan tidak ada (0%) pernyataan dengan respon siswa negatif (rendah) selama pembelajaran keterampilan menyimak menggunakan podcast. Dengan demikian persentase tertinggi adalah 70.00% (tinggi). Dapat disimpulkan bahwa siswa memiliki respon yang sangat positif, artinya penggunaan podcast dalam pembelajaran bahasa Inggris siswa akan meng gunakan podcast sebagai salah satu alternatif untuk belajar bahasa Inggris dan mengasah keterampilan mereka khususnya keterampilan menyimak.

Kata kunci: Podcast, Keterampilan Mendengarkan, Persepsi Siswa, Efektivitas

INTRODUCTION

English has been a global language since long time ago, it plays an important role in the international interaction. It is also important in education because it is a language of science. There are so many scientific books were written in English. Besides, it is also one of the most studied languages all over the world. Most countries teach it as a second language from primary school.

In Indonesia, English is taught as a foreign language from elementary up to university levels. Particularly for high school students, Indonesian national curriculum has established objectives of English language teaching. One of the objectives is that students are able to master three types of communication such as interpersonal, transactional, and functional in both written and spoken contexts (Abdulrahman, Basalama, and Widodo, 2018).

In the field of education, the world wide web has become a great boon and a reliable source for English as a Foreign Language (EFL) teachers and learners. It is the part of the internet it is one of the most important tools that plays a tremendous role in the globalization era. It breaks the limits of long distance communication and shapes the world to be a diminutive place where people get advantage to meet and share each other. Its contribution extends to developing education in a lot of countries (Djebbari, 2016).

Rajval and Devi cited in Ramli (2018) said that computer, communication, and multimedia have developed rapidly and recently changed the classrooms into smart rooms in the 21st century. The challenge is that teachers are required to be techno-teachers. They are to create a dynamic atmosphere and bring the world into the classroom activities. Technological

phase of learning is needed as part of English learning styles to change the traditional language rules.

The work both on the view of educators and students agree that the use of new technology highly help them in their profession. In addition, students have the same feeling that learning with the implementation of new technology has become more engaging and fun.

There are four skills of English subject that senior High School students must learn. Rost cited in Widodo and Gunawan (2018) pointed out there are four language skills, namely: listening, speaking, reading, and writing. Listening is one of the important skills in teaching and learning English because listening is the basis for speaking. Moreover, it is the most critical thing for language learning at the beginning stages. The enormous practice in listening first before speaking or reading may prepare for the learner to acquire a foreign language with a greater potency, rather than if they are taught all the skills simultaneously.

Vast amount of literatures claimed that the success of the teaching and learning language layed on listening. Richards cited in Rahman, Atmowardoyo, and Salija (2018) mentioned that language learning depends on listening. From time to time, listening in senior high school level which requires students to use English in the more communicative way has been a major issue that needs to take into account.

According to Kavaliauskiene cited in Qasim and Fadda (2013) said that in the field of language teaching, applications for listening have become increasingly popular and podcasting, in particular, appeals to language learners. Podcast can provide with additional up-to-date and authentic listening practices both inside and outside the classroom. Therefore, podcasting as an online communication technology is

inspirational in this context. It gives learners control over their exploration processes and allows them to search for and discover motivational and educational material independently.

In this digital era, the influence of ICT in language teaching is highly significant, because teachers can easily obtain the teaching material from various sources. According to Jordan cited in Yoestara and Putri (2018, p. 17) "The term podcast is a combination between the words pod (i.e., from the brand name iPod) and broadcast". Related to the definition above, podcast can be categorized as one of techniques that can be implemented in teaching and learning process, especially, in the English teaching process.

In order to improve listening skill, podcast may be a critical part. Podcast is into account as a new innovation for building up students' listening. Since, it offers a lot of materials on the web, learners can have access to those at whatever they need to explore through the web. This review saw whether podcasting can improve listening skill of the students of Senior High School 5 Bulukumba.

Several studies have been conducted recently to examine the use of podcast for teaching and learning. For example, Abdulrahman et.al. (2018) found the positive result regarding the effect of podcast on students' listening comprehension in EFL teaching and learning. More precisely, it is found that podcast can improve students listening comprehension. In addition, Rahman et.al. (2018) concluded that podcast is potential to help learners in improving their listening comprehension. The students who learned by using podcast got a better achievement than those who did not.

Based on the interview results with one of the eleven[th] grade teachers of Senior High School 5 Bulukumba revealed that learning English has not been completed. This is stated on evidenced through a preliminary data of the study based on the percentage of students' classical learning completeness through odd semester summative assessment of 2019/2020 school year at Senior High School 5 Bulukumba.

The percentage of students classical learning completeness classified as follows:

Grade	Percentage
XI IPA 1	55.88%
XI IPA 2	48.57%
XI IPA 3	54.29%
XI IPS 1	45.71%
XI IPS 2	42.86%
XI IPB 1	51.43%
XI IPB 2	41.67%
XI IPB 3	47.22%

The percentage description of classical learning completeness above shows an uncompleted category where it is less than 85% from the target of teaching within minimum completeness criteria 75. This data that the used as information for reflection in improving learning planning.

The Ministry of Education and Culture states that a class is categorized "successful or classically complete" when the classical learning completeness achieves $\geq 85\%$.

In addition, the teacher of the senior high school 5 Bulukumba informed that students can not recognize accent and high speed sound. Moreover, the students can not interpret spoken English words well. Further, they do not have a background knowledge about an English audio content. Therefore, decided to conduct this study about the use of podcast to improve the students' listening skill in EFL classroom.

Senior High School 5 Bulukumba is one of the public schools with facilities and most students have mobilephone and are able to access the internet. Taking into account the

advantage of podcast toward the students' listening skill, the researcher was interested in finding out whether there was a significant difference of listening comprehension of the eleven[th] grade students of Senior High School 5 Bulukumba who were taught by using podcast.

Based on the problems of listening and the previous studies above, the researcher decide to examine the effect of using podcast on students' listening skill. Making use of podcast in teaching listening was one of techniques teaching and learning process which involves technology. Podcast is a digital audio file which everyone can download to computer, laptop, and mobile phone. So that, teachers can easily use it in teaching listening. Teachers also can choose and use the exact audio files based on their students' situation. To use podcast is the right technique in teaching listening, because it can enrich the quality of learning.

The researcher took podcast to make use since he believes that it could be used to be a good technique on EFL learners in improving listening skill. Based on the outline above, the investigation was under the title of *"Using Podcast to Improve Students' EFL Listening Skill at Senior High School 5 Bulukumba"*.

RESEARCH METHOD

In this study, it applied quantitative approach with experimental method. There are many kinds of experimental research, this current research used pre-experimental as the design. The sample consisted of one class of the eleven[th] grade. The sample was 34 students of academic year 2019/2020.

The techniques of data collecting were test and non test. The test type was multiple choice. The study applied two kinds of tests, namely: pre-test and post-test. While, the non test types was questionnaire. In data analysis technique, it used descriptive and inferential analysis. Analyzed it with SPSS program 22.0 version.

FINDINGS AND DISCUSSION

Effectiveness of podcast in improving students' listening skill

The calculation results of the SPSS program Kolmogorov-Smirnov normality test scores pre-test and post-test can be seen through Table 1.

Table 1.   Kolmogorov Smirnov Normality Test Scores

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Listening Skill	Pre-Test	.110	34	.200[*]	.965	34	.348
	Post-Test	.122	34	.200[*]	.934	34	.041

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The purposes of this study based on the problem formulation above are: 1) to find out effective or not effective of using podcast learners in improving students' listening skill; and 2) to find out the students' perceptions to the application of podcast in improving students' listening skill.

The result which can be seen in Table 1 above shows that the level of significance of pre-test reaches 0.200 also post-test reaches 0.200. The data of the pre-test and post-test meet the normal distribution if the level of significance is higher than 0.05. Therefore, all of the results from the pre-test and post-test scores can be concluded that the data distribution is normal.

4

The result of the homogeneity test can be seen in Table 2 below.

Table 2.   Homogeneity Test Scores

		Levene Statistic	df1	df2	Sig.
Listening Skill	Based on Mean	2.857	1	66	.096
	Based on Median	2.812	1	66	.098
	Based on Median and with adjusted df	2.812	1	64.029	.098
	Based on trimmed mean	2.851	1	66	.096

Data is categorized as homogeneous if the significance value is higher than 0.05. Based in Table 2, it can be seen that the significance value is 0.096. Because the significance value of 0.096 is higher than 0.05, it can be categorized as homogeneous.

Researcher used the SPSS 22.0 program for t-test calculated. The results of hypothesis tested can be seen in the Table 3.

Table 3. The Result of t-Test

The result of calculation reports in Table 4, the researcher found some values of the mean is 54.47, median is 54.00, mode is 48, and standard deviation is 19.522.

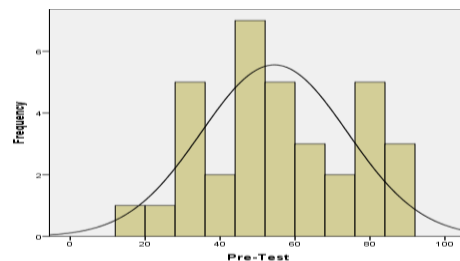To more easily understand the description of pre-test scores, it can be seen in Figure 1.

Figure 1. Description of the Pretest

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	-25.882	8.654	1.484	-28.902	-22.863	-17.439	33	.000

Table 3 reports that the result of significance of 0.000 is lower than 0.05. It can be concluded that H_1 was accepted. It means "Podcast is effective in improving students' listening skill in EFL classroom".

Below is descriptive statistics from the result of pre-test and post-test which calculated by SPSS 22.0.

Presenting mean, median, mode, and standard deviation of the pre-test scores based on SPSS calculations. Table 4 is the result of the analysis.

Table 4.   Description of the Pretest

N	Valid	34
	Missing	0
Mean		54.47
Median		54.00
Mode		48
Std. Deviation		19.522

Presenting mean, median, mode, and standard deviation of the post-test scores based on SPSS calculations. Table 5 is the result of the analysis.

Table 5.   Description of the Posttest

N	Valid	34
	Missing	0
Mean		80.35
Median		82.00
Mode		76[a]
Std. Deviation		15.107

The result of calculation reports in Table 5, the researcher found some values of the mean which is 80.35, median which is 82.00, mode which is 76, and standard deviation which is 15.107.

To more easily understand the description of post-test scores, it can be seen in Figure 2.
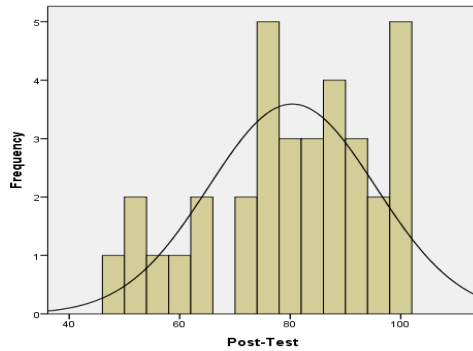

Figure 2. Description of the Posttest

Comparisons of mean, median, mode, and standard deviation from pre-test and post-test scores are presented in Table 6.

Table 6. Comparisons of Pretest and Posttest Scores

Comparisons	Scores	
	Pre-Test	Post-Test
Lowest score	16	48
Highest score	88	100
Mean	54.47	80.35
Median	54.00	82.00
Mode	48	76
Standard Deviation	19.522	15.107

As Table 6, it can be seen that the pre-test and post-test scores improved significantly, of which can be seen from the lowest and highest score, mean, median, mode, and standard deviation of the data.

Students' perceptions on the application of podcast in improving students' listening skill

To find out about the students' perceptions on the application of podcast in improving students' listening skill, this research administered questionnaires to students with the questions in the questionnaire consisted of close-ended questions. The statement included a positive and negative statements which were divided into *five difference topics,* namely: The access of podcast, the use of podcast, instruction of podcast, benefit of podcast, and the effectiveness of podcast.

The first topic is about the statements that are related to the access of podcast, there were three statements that are related. The three statements of the questionnaire are coded into term AP (Access of Podcast), items in this category are about: It is easy to access the podcast audio files (AP1), subscribing to podcast allows me to access them more easily (AP2), I don't know how to handle this new technology (AP3).

Based on the three statements, if the mean value is obtained which means we can know and understand the students' agreement to the statement in the questionnaire. In the topic the access of podcast, there are two high mean values and one medium mean value.

The highest mean value is 4.2059 which is a statement about "It is easy to access the podcast audio files" at (AP1), this statement gets the highest mean value by obtaining 4.2059 this mean includes the high mean which means that the students agree with the statement AP1, where 55.9%

respondents answered agree and 35.3% respondents answered strongly agree.

The second highest mean value was obtained by the AP3 statement, namely "I don't know how to handle this new technology". This statement has a mean value of 3.9118 which can be categorized into high mean rank. By obtaining the mean value most students that is disagree with the AP3 statement is evidenced by obtaining 73.5% of respondents choosing and 11.8% of respondents answering strongly disagree.

Besides, in this topic there is also one statement that gets the medium mean value, the statement is about "Subscribing to podcast allows me to access them more easily" (AP2) gets a mean value of 3.6471. This can also be proved by seeing 50.0% of students choose neutral, 35.3% choose agree, and 14.7% choose to strongly agree.

The second topic is about the statements that are related to the use of podcast, there were three statements that are related. The three statements of the questionnaire are coded into term UP (Use of Podcast), items in this category which are about: It is easy to play the podcast audio files (UP1), using podcast is possible everywhere and everytime (UP2), I found the 8 to 10 minute podcast to be of the right length (UP3).

Based on the three statements, if the mean value is obtained which means we can know and understand the student's agreement to the statement in the questionnaire. In the topic the use of podcast, there are two high mean values and one medium mean value.

The highest mean value is 3.8235 which is a statement about "Using podcast is possible everywhere and everytime" at (UP2), where 47.1% respondents answered neutral, 23.5% respondents answered agree and 29.4% respondents answered strongly agree with the UP2 statement.

The second highest mean value was obtained by the UP1 statement, namely "It is easy to play the podcast audio files". This statement has a mean value of 3.7647 which can be categorized into high mean rank. By obtaining the mean value most students agree with the UP1 statement this is evidenced by 50.0% of respondents choosing agree and 20.6% of respondents answering strongly agree.

In addition, in this topic there is also one statement that gets the medium mean value, the statement is about "I found the 8 to 10 minute podcast to be of the right length" (UP3) by getting a mean value of 3.2941. This can also be proved by seeing 44.1% of students choose disagree and 2.9% choose to strongly disagree.

The third topic is about the statements that are related to instruction of podcast, there were six statements that are related. The six statements of the questionnaire are coded into term IP (Instruction of Podcast), items in this category which are about: Transcriptions make me understand the audio file better (IP1), I will listen to podcast in the future (IP2), after working with English podcast, I am more open to learning through podcast in the future (IP3), I would recommend that other students learning English listen to the podcast (IP4), the content of podcast is suitable for me (IP5) and I want podcast to be implemented in the classroom (IP6). Based on the six statements in the topic instruction of podcast, there are four high mean values and two medium mean value.

The highest mean value is 4.2059 which is a statement "Transcriptions make me understand the audio file better" at (IP1), where 35.3% respondents answered agree and 44.1% respondents answered strongly agree

with the IP1 statement. The next highest mean value was obtained by the IP6 statement, namely "I want podcast to be implemented in the classroom". The statement has a mean value of 4.0588 which can be categorized into high mean rank. By obtaining the mean value most students agree with the IP6 statement, this is evidenced by 35.3% of respondents choosing agree and 38.2% of respondents answering strongly agree. The third highest mean value by the IP5 statement, namely "The content of podcast is suitable for me". This statement has a mean value of 3.8529 which can be categorized into high mean rank, evidenced by 52.9% of respondents choosing agree and 17.6% of respondents answering strongly agree. Then, the highest mean value by the IP3 statement "After working with English podcast, I am more open to learning through podcast in the future". This statement has a mean value of 3.7059 which can be categorized into high mean rank. This is evidenced by 47.1% of respondents choosing agree and 11.8% of respondents answering strongly agree.

But, in this topic there are two statements that gets the medium mean value, the statement is about "I would recommend that other students learning English listen to the podcast" (IP4) by getting a mean value of 3.5588. This can be proved by seeing 47.1% of students choose agree and 5.9% choose to strongly agree. After that, the medium mean value, the statement is "I will listen to podcast in the future" (IP2) by getting a mean value of 3.4118. It can also be proved by 58.8% of students choose neutral, 32.4% choose to agree, and 5.9% choose to strongly agree.

The fourth topic about benefit of podcast, there were six statements that were related. The six statements of the questionnaire are coded into term BP (Benefit of Podcast), items in this category which are: I enjoy listening to podcast (BP1), listening to English podcast has made me more motivated to learn the language (BP2), I don't think podcast is interesting (BP3), podcasts are useful for language learning (BP4), podcast bring me no fun at all (BP5) and listening to the podcast was not a productive use of my time (BP6). Based on the six statements in the topic benefit of podcast, there are four high mean values and two medium mean value.

The highest mean value is 4.2353 which is a statement about "Listening to English podcast has made me more motivated to learn the language" at (BP2), where 52.9% respondents answered agree and 5.9% respondents answered strongly agree.

The second highest mean value was obtained by the BP3 statement, namely "I don't think podcast is interesting". The statement has a mean value of 4.2059 which can be categorized into high mean rank. By obtaining the mean value most students disagree, this is evidenced by 67.6% of respondents choosing disagree and 26.5% of respondents answering strongly disagree.

Furthermore, the highest mean value by the BP5 statement, namely "Podcast bring me no fun at all". This statement has a mean value of 4.2059 which can be categorized into high mean rank. This is evidenced by 58.8% of respondents choosing disagree and 32.4% of respondents answering strongly disagree.

Then, the next highest mean value by the BP4 statement "Podcasts are useful for language learning". This statement has a mean value of 4.0882 which can be categorized into high mean rank. This is evidenced by 85.3% of respondents choosing agree and 11.8% of respondents answering strongly agree.

However, in this topic there are two statements that gets the medium mean value, the statement is "I enjoy

listening to podcast" (BP1) by getting a mean value of 3.6176. This can be proved by seeing 52.9% of students choose agree and 5.9% choose to strongly agree. After that, the medium mean value namely "Listening to the podcast was not a productive use of my time" (BP6) by getting a mean value of 3.2353. It can also be proved by 38.2% of students choose disagree and 5.9% choose to strongly disagree.

Last but not least, the topic about the effectiveness of podcast, there were two statements that are related. The two statements of the questionnaire are coded into term EP (effectiveness of podcast), items in this category namely: Listening to podcast is effective for improving listening skill (EP1) and listening to podcast is effective for improving my comprehension skills (EP2). Both have high average values.

The highest mean value is 4.1765 which is a statement about "Listening to podcast is effective for improving my comprehension skills" at (EP2), where 29.4% respondents answered agree and 44.1% respondents answered strongly agree.

The next highest mean value was obtained by the EP1 statement, about "Listening to podcast is effective for improving listening skill". The statement has a mean value of 4.0882 which can be categorized into high mean rank. By obtaining the mean value most students agree, this is evidenced by 26.5% of respondents choosing agree and 41.2% of respondents answering strongly agree.

CONCLUSION AND SUGGESTIONS

Based on the discussion in the previous chapter, it can be concluded that: 1) as field findings, it could be known that the mean score of post-test was higher than the the mean score of pre-test (80.35 > 54.47). In addition, paired sample t-test results that the result of significance of 0.000 is lower than 0.05. It can be concluded that H_1 was accepted. It means "Podcast is effective in improving students' listening skill in EFL classroom"; and 2) as the results of the questionnaire analysis of students' perceptions about the podcast. The overall findings indicate that students have a positive attitude to the use of podcast in learning English. Students agree that podcast can help them learn English and they will use podcast as an alternative way to learn English, and sharpen their skills, especially listening skill.

There are five limitations of this research are: 1) this research was conducted online because of the covid-19 pandemic that is endemic in Indonesia and throughout the world, the impact of this the researcher could not meet the students' learning activities directly; 2) the data collection that has been done by researcher is online too, where research instruments are shared with students through the whatsapp application class group, thus allowing students to more easily exchange answers with friends and not guarantee a pure answers of their thought results; 3) this study used the whatsapp application, automatically students need media in the form of smartphone. The impact, not all students could participate in joining in whatsapp class, for account there are 38 students overall, and only 34 students could participate in this study, 4 other students could not join in whatsapp application because have not smartphones; 4) in research on podcast media via smartphone, students need to purchase internet quota for the purposes of using the whatsapp application or download the podcast audio file sent by the researcher as well as the quota used by students for online learning purposes;

and 5) the researcher could not directly observe the student's activities, whether it was according to the podcast application procedure, starting from pre-listening, whilst-listening, and post-listening. Starting from the beginning of learning to the end of learning, the entire implementation of this research was carried out online.

No research is perfect and complete in all aspects, every research has got its own limitations. Therefore, the present study opens up certain thought for further research which are briefly mentioned as follows: 1) during corona pandemic, the researcher recommend to apply R & D (Research and Development) research approach; 2) for researchers who are interested in studying the use of podcast in improving listening skill during the covid-19 pandemic, it is better to use data collection techniques in the form of literature studies, interview, and questionnaire given to respondents; 3) as long as the covid-19 pandemic is not over, it is best not to conduct experimental method research because the research process is less effective. May choose the type of ex-post facto research; and 4) if the corona outbreak is still ongoing, it is best to choose research that does not involve students, such as about managerial principals and teacher performance. Of course, using data collection techniques such as interview and questionnaire.

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