

CHAPTER I

INTRODUCTION

1.1 Background

In the era of globalization and rapid technological advancement, proficiency in English has become increasingly vital as an international communication tool. A strong command of English can open up diverse opportunities in education, career development, and global interactions. In Indonesia, English is taught from primary school through to university level and covers four essential language skills: listening, reading, writing, and speaking. Among these, listening holds a foundational role in supporting the development of other language skills (Hanifa, 2014). Renukadevi (2014) supports this by highlighting that studies on language proficiency indicate that speaking contributes 30%, listening 40%, reading 15%, and writing 10% to overall language competence. Listening is often perceived as more complex than other language skills due to the multiple interconnected sub-skills it entails, including receiving, interpreting, retaining, evaluating, and responding to information.

Listening is both a fundamental and challenging skill in language acquisition, whether learning a foreign or second language. According to Brown (2001), this is because students spend more time listening than speaking in the classroom. Through listening, students can recognize and understand the messages conveyed by the speaker. As a receptive skill, listening enables students to absorb spoken language and integrate this information into their overall learning process. Effective listening practice helps students expand their vocabulary, improve their understanding of grammar, and refine their pronunciation (Vandergrift & Goh, 2012). Additionally, by hearing various accents and speech rates, learners become more accustomed to the linguistic diversity of native speakers, which enhances their overall comprehension skills in English.

Despite its vital role in language acquisition, listening remains a challenging skill for students to master due to various factors. Research by Darti (2017) highlights several issues that can disrupt the development of listening proficiency. These challenges include limited vocabulary, inadequate grammar knowledge, unfamiliar accents, unclear pronunciation, and a lack of sustained concentration. Additional factors such as rapid speech, anxiety, background noise, difficulty in employing effective listening strategies, and low-quality recordings further complicate the listening process. Therefore, innovative approaches are essential for teaching listening skills, utilizing engaging media and leveraging advancing technology. Suhardiana (2019) emphasizes that in the rapidly evolving digital era, it is increasingly challenging to overlook the role of technology in English language instruction, as the Internet shapes nearly every aspect of learning. In recent years, various teaching tools such as videos, podcasts, e-learning worksheets, applications, websites, and other technological resources have proven highly effective in supporting English

language learning. Among these resources, podcasts have emerged as particularly valuable tools for developing listening skills due to their accessibility, content variety, and adaptability across different language proficiency levels.

Podcasts are digital audio files that can be downloaded and listened to at any time and place on electronic devices like smartphones, tablets, or computers (Hasan & Hoon, 2013). They offer learners the flexibility to practice listening wherever and whenever they choose, providing a convenient way to receive continuous exposure to spoken English. With a vast array of topics and language styles, podcasts allow learners to engage with English in ways that traditional textbooks or classroom instruction may not fully provide. This variety enables learners to select content aligned with their interests and proficiency levels, fostering increased motivation and engagement. The combination of convenience, content diversity, and adaptability makes podcasts an effective tool for improving listening comprehension in language learners. Podcasts allow learners to control their pace, revisit specific sections, and select materials based on personal interests, promoting consistent practice and sustained motivation. By integrating podcasts into listening instruction, educators can create a more dynamic and interactive learning environment that aligns with the needs of today's digital-native students. These features make podcasts an ideal medium for developing key listening skills, such as identifying main ideas, understanding context, and interpreting nuances in intonation and pronunciation. The ability to engage with real-world language content at one's own pace enhances learners' overall listening abilities, supporting their progression toward more advanced language comprehension.

Therefore, the researcher is interested in conducting a research titled "English Podcasts and Its Effect on The Listening Skills of Undergraduate Students at ELSP Hasanuddin University". This research aims to explore the effect of listening to English podcasts in enhancing students' listening skills. Additionally, it seeks to examine students' perceptions of podcasts as a learning medium, as well as to understand their experiences, the challenges they face, and any perceived improvements in their listening abilities while using podcasts for listening practice. The research focuses on first-semester students in the English Literature Department, who are in the foundational stage of building language skills, particularly listening. This research will be conducted in the English Literature Department at Hasanuddin University. The findings of this research are expected to provide concrete data on the effect of English podcasts in developing students' listening skills.

1.2 Statement of Problem

Based on the background of the research above, the researcher identified problems regarding the development of effective listening skills, which play a crucial role in overall language proficiency. Despite the growing use of technology in education, many students continue to face difficulties in listening comprehension due to factors such as limited vocabulary, unfamiliar accents, and difficulty processing spoken information in real time. Podcasts have emerged as a widely accessible tool

that provides learners with exposure to authentic spoken English; however, their effectiveness in enhancing listening comprehension remains uncertain.

1.3 Scope of Problem

To carry out the research, the researcher needs to limit the research on the effect of English podcasts as a medium in improving listening skills. Therefore, this research will be limited to English Literature Study Program students who use podcasts as a medium to improve their listening skills.

1.4 Research Questions

The research questions can be formulated as follows:

1. How is podcast utilized as a media to help English students to improve their listening skills?
2. How do students perceive about the use of English Podcast in improving their listening skills?

1.5 Objectives of Research

According to the research questions above, the objectives of this research, as follows:

1. To investigate how is podcast utilized as a media to help English students to improve their listening skills.
2. To find out the students perceive about the use of English Podcast in improving their listening skills.

1.6 Significance of Research

The result of this research was expected to contribute both theoretical and practical significance for the development to literary study.

1. Theoretical Significance

Theoretically, the results of this research can enrich the theoretical study of listening instruction, particularly by introducing podcasts as an alternative learning medium, and provide insights for both educators and learners on the effect of digital media in supporting listening skills development among university students. Additionally, this research is expected to serve as a valuable resource for future researchers who will analyze other English language skills, such as reading, writing, or speaking, especially in terms of modern technology and media that can facilitate English language learning.

2. Practical Significance

Practically, the results of the research can help English lecturers or teachers to consider the use of podcasts as an interesting and effective

listening teaching method, especially for students at the beginning level. In addition, this study can be a guide for students to use podcasts as a flexible independent listening practice tool to support their academic studies in English. It may also provide valuable insights for educational content developers to create podcast materials that are better aligned with students' English language learning needs.

1.7 Sequence of Research

This research consists of five chapters. It begins with first chapter that explains introduction including background, identification of the problem, scope of problem, research questions, objective of the research, significance of the research, and sequence of the research. Second chapter contains literature review which will provide previous related studies, and theoretical background. Third chapter contains research methodology including research design, population and sample, data collecting method, and data analyzing method. Fourth chapter contains the detailed findings and discussion of the investigation results. This chapter is the main chapter of this research. Fifth chapter contains conclusion, and also suggestion for further research.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Related Study

There has been some study done on podcast and its effect on the listening skills. The research entitled "Using Podcast to Improve Students' Listening Skill" written by Siti Mutiah, Vera Yulia Harmayanthi, and Sari Astuti (2021) aims to see the impact of using podcasts in improving listening skills. This research was conducted in class XI SMK Mathlaul Huda which is located at Jl. Mohamad Toha No. 10, Cibunar, Kec. Parung Panjang, Bogor, West Java. The research was carried out in the first semester of the 2020/2021 academic year from July to September 2020. The research procedure was adapted from the model proposed by Kemmis and Mc Taggart in Burns that action research occurs through a dynamic and interrelated process. complement, which consists of four essential steps: planning, action, observation, and reflection. The results of the analysis showed that, there was an increase in students' listening skills to be full of enthusiasm and attract attention. The improvement of students' listening skills is seen in each cycle. The percentage of success in the first cycle is 42%, the second cycle is 78% and the third cycle is 100%. That is, students overall achieved improvement in listening skills. The use of podcasts shows changes in students' attitudes that make listening learning fun.

In addition, the research entitled "Students Perspective: The Impact of Podcasts on EFL Students Listening Comprehension" written by Dinar Ayu Asyifah and Lilia Indriani (2021) conducted to determine students' opinions about the influence and impact of podcasts on students of English as a foreign language in Indonesia. The research sample was taken from 30 high school students in Indonesia by using a questionnaire to explore students' perceptions about learning to listen to foreign languages using podcasts. The data collection of this research uses descriptive techniques, namely describing and explaining a phenomenon or case study in schools. The research found that most of the students taken from the questionnaire strongly agreed that podcasts are something that is effective in helping improve listening skills because they are considered to have interesting and fun features that stimulate student enthusiasm and motivate students to continue learning.

Moreover, the research entitled "Using Podcast As A Strategy To Improve EFL Students' Listening Skill" written by Rizkina Damayanti and Muhamad Sofian Hadi (2022) used qualitative approach to find information about the use of podcasts as a strategy to improve EFL students' listening skill. The subject of this research were 8th grade students of SMPN Satu Atap Sukanegara 3 in English subjects. The research method uses a qualitative approach by conducting classroom action research, which was carried out in 2 cycles. Each cycle consists of 4 steps those are planning, action, observation, and reflection. As for the data sources in this research

were obtained by test, observation, and interviews. The results of using podcasts as a strategy to improve EFL students' listening skill are shown effectiveness and can help improve their listening skills.

Another research entitled "The Application of podcast in Teaching Listening" written by Muhammad Zaid Syahid, Kisman Salija, and Sahril Nur (2022) was applying quantitative approach to confirm the effect of podcast usage in improving students' listening skill as well as to gain insights about their perception towards the use of podcast in improving their listening skill in the classroom. To achieve these purposes, experimental design with one group pretest-posttest was applied in carrying out this research. Twenty seven students from government studies at Universitas Muhammadiyah Makassar participated in this research through listening test and questionnaires. The obtained data were analyzed through software IBM SPSS Statistics, which showed significant improvement of performance by the students. The statistical hypothesis testing showed evidence that podcast effectively improves the students' listening skill ($\alpha = 0.05$). The mean score of post-test was also notably higher from the pre-test. The result from questionnaire also revealed positive attitude by the students. From 20 statements given in the questionnaire, 75% resulted in a high-ranked mean value, 10% resulted medium and the rest 15% resulted in a low-ranked mean value. Since the highest percentage was obtained from the high-ranked mean value, it is safe to conclude that the students responded positively to the use of podcast in their listening class.

The next research is "The Use of Podcasts in Improving Students Listening Skills at University Level" written by Andi Ainun, Munir, and Muh. Tahir (2023). The objective of the research was to determine whether there was a significant effect the use of podcasts on the students listening skills. This research was done at Universitas Negeri Makassar. The population of this research was the students from Universitas Negeri Makassar. The researcher used cluster random sampling to choose the sample of the research. The sample of this research was 25 students from class D 2020. The researcher used a quantitative technique. The data were obtained by using pre-test, treatment, post-test. The instrument of this research was a listening test using audio podcast which was administered as a pretest and post-test. The data were analyzed by SPSS (Statistical Package for Social Sciences). Based on the result of data analysis showed that the use of audio podcast improved the students listening skill. It was shown by the mean post-test score which was higher than the mean pretest score ($63.63 > 51.76$). Then, the researcher concluded that using audio podcasts on the listening skills has a significant effect on students listening skill.

Based on previous related studies, the researcher identified several similarities and differences with the current research. The data collection method in this research is similar to that used by Dinar Ayu Asyifah and Lilia Indriani (2021), who collected student feedback through questionnaires to assess the effectiveness of podcasts in improving listening skills. In contrast, research by Siti Mutiah, Vera Yulia Harmayanthi, and Sari Astuti (2021), and Rizkina Damayanti and Muhamad Sofian Hadi (2022) employed a classroom action research (CAR) approach, focusing on a cycle with planning, action, observation, and reflection stages to assess listening

skill improvement over time. Additionally, Muhammad Zaid Syahid, Kisman Salija, and Sahril Nur (2022), as well as Andi Ainun, Munir, and Muh. Tahir (2023), used an experimental design with a pretest-posttest setup to statistically measure the impact of podcasts on listening skills, with data analysis conducted using SPSS.

In addition, similar to the research by Muhammad Zaid Syahid, Kisman Salija, and Sahril Nur (2022), and Andi Ainun, Munir, and Muh. Tahir (2023), this study also targets undergraduate students. Meanwhile, Rizkina Damayanti and Muhamad Sofian Hadi (2022) focused on junior high school students, especially in grade 8, and Siti Mutiah, Vera Yulia Harmayanthi, and Sari Astuti (2021) and Dinar Ayu Asyifah and Lilia Indriani (2021) targeted high school students. Despite some differences, overall, this study shows significant similarities with the other five studies that also explored the use of podcasts as a medium to improve listening skills.

2.2 Theoretical Background

1. Listening Skills

a. Definition of Listening

Listening is not the same as hearing. Hearing is a physical ability, while listening is a developed skill. Listening involves understanding meaning, whereas hearing is simply the passive reception of sound. We often hear things without truly listening to them. Listening differs from hearing because it is a more complex process, requiring active attention and efforts to interpret and comprehend what is heard. In contrast, hearing involves only the reception of sound, with information typically stored temporarily in short-term memory (Ristanti et al., 2016). According to Hamouda (2013), listening is the process of recognizing and understanding what speakers are communicating, enabling listeners to reproduce the sounds they have heard.

According to the explanation above, listening is a critical skill because it allows the speaker and listener to interact so that the audience can respond to the speaker without failing to understand either. If the listener closely listens to the speaker's utterance, then the speaker and listener connect. Communication cannot be split between listeners and speakers, they are inextricably linked (Siahaan, 2020). When individuals listen, they recognize sounds or phrases from the speaker and use prior knowledge to make sense of what they hear, gradually forming a clear understanding. Most people listen either to confirm their assumptions or to gain specific or detailed information.

Listening serves as the essential foundation for language acquisition because it is through listening that individuals are first exposed to the sounds, structures, and rhythms of a new language. As Guo and Wills (2005) state, "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideas, sense of values". This highlights how listening allows individuals to receive a vast range of information and insights about the world.

Although listening is fundamental to learning a language, it is often overlooked in both teaching and study. Many people mistakenly believe that listening skills develop naturally and are therefore simple to acquire. This assumption may stem from the fact that listening is a passive activity in daily life. However, listening in a language-learning context is far more complex, it requires focused effort to decode sounds, recognize vocabulary, understand grammar, and interpret meaning. Effective language learning, therefore, depends on a deliberate focus on developing listening skills, which play a crucial role in building overall language competence.

b. Listening Types

According to Rost (2004), there are five types of listening practice, with task types and activities for each. Five types of listening discussed are:

1) Intensive Listening

This type of listening focuses on phonology, syntax, and lexis, where the learner pays close attention to details of what is said, and the teacher provides feedback on accuracy. Selective Listening centers on main ideas and predetermined tasks, with the learner's role being to filter essential information and use it meaningfully, while the teacher intervenes during tasks and offers feedback on task completion.

2) Interactive Listening

This type of listening emphasizes active learner engagement to clarify meaning or form. Here, the learner verbally interacts with others to find information or negotiate solutions in collaborative tasks, while the teacher gives feedback on both the process and outcome of the interaction.

3) Extensive Listening

Extensive listening involves continuous listening with a large amount of input. The learner listens to longer segments and performs comprehension-oriented tasks, and the teacher provides direct instruction on comprehension strategies and overall feedback.

4) Responsive Listening

The focus in this type of listening is on the learner's response to input, where the learner seeks opportunities to respond and express opinions and ideas, and the teacher encourages learner output.

5) Autonomous Listening

In this type of listening it involves self-management of listening progress and the use of 'Help' options. The learner selects listening segments and tasks, monitors their progress, and determines their interaction patterns with others, while the teacher provides global feedback on the learner's overall learning path.

c. The Process of Listening

The listening process involves five stages namely, receiving, understanding, remembering, evaluating, and responding (DeVito, 2017: 158-163). Here are explanations of each of these stages:

1) Receive

Listening begins with receiving messages the sender sends, both verbal and nonverbal; it consists of words, gestures, facial expressions, and volume and speed variations. Considering that each stage must have deviations, for example, the listener receives part of the message at the receiving stage. As a result of interference, the message fails to be adequately obtained due to one's inability to share the intent or understanding of another precisely, failing to understand other.

2) Understanding

Understanding is hearing what the messenger or speaker says while holding on to your thoughts and emotions. So much of the way we understand others is influenced by our own perceptions and experiences. Therefore, at the understanding stage of listening we should be on the lookout for places where our perceptions might differ from those of the speaker.

3) Remember

Recording messages is as important as recording the communicator's, speaker's, or speaker's remarks in a meeting to make this listening process efficient. According to De Vito, memory is crucial because memory is a reconstruction or recreation of a reality that has occurred.

4) Evaluate

Criticism of the messages conveyed defines evaluation. In this case, people could evaluate the speaker or communicator by emphasizing the speaker's or communicator's intent or purpose. This is crucial in listening because the communicant typically overlooks or ignores it.

5) Respond

Listening responses occur in two phases: first, the response given while the speaker is talking, and second, the response made after the speaker has finished.

d. Difficulties in Listening

In the actual context, the implementation of the teaching of listening is still far behind the expectation and has even become a nightmare for both teachers and learners. It is unknown if many unexpected and inevitable problems happened in almost the listening course. The core problems with it were the issue of costly, inappropriate, unreliable, and unavailability of the listening material. Ur (1996), in her preliminary work in this particular field, found that when listening, learners often find several troubles, such as;

trouble with sound, having to understand every word, natural native speech, and need to hear things more than once, find it challenging to keep up and get tired.

1) Trouble with sound

Since most listeners rely mostly on context for comprehension, they are often unaware of inaccurate sound perception.

2) Have to understand every word

This is a prevalent issue, which is sometimes subconsciously exacerbated by teachers and listening comprehension resources that lead the student to feel that everything stated has (equally) relevant information. The attempt to comprehend everything frequently leads to poor comprehension as well as emotions of exhaustion and failure. We may need to practice selective ignoring of auditory information, which learners do naturally in their home tongue. Teachers should explain this to students and assign exercises requiring them to scan a rather long text for one or two limited information pieces.

3) Cannot understand fast, natural native speech

Learners frequently request that you slow down and speak clearly, which means that you pronounce each word as it would sound in isolation, and the temptation is to comply. If you do, though, you are not assisting them in learning to cope with ordinary casual conversation. They should be exposed to as much spontaneous informal conversation as they can comprehend as soon as feasible; explaining why is important. One advantage of teacher-produced conversation is that teacher may present students with this type of discourse at the appropriate level as their listening abilities improve.

4) Need to hear things more than once

There may be compelling educational reasons to expose students to text more than once. However, students will frequently have to deal with 'one-off' listening; if teacher can increase their skills, teacher can undoubtedly make an important contribution to their learning. For example, aim to choose texts with 'redundant' portions in which the main information is provided more than once and not too intensively and allow learners to request clarification or repeat while listening.

5) Find it challenging to keep up

The learner is feeling overburdened with new knowledge. The solution is not (so much) to slow down the conversation but rather to urge them to relax, stop trying to grasp everything, learn to pick out what is important, and dismiss the rest.

6) Get tired

This is one reason why listening comprehension passages should not be too long overall and should be broken up into little 'chunks' by pause, listener reaction, or speaker change.

2. Podcast

a. Definition of Podcast

Podcast is an abbreviation that actually comes from the terms Playable On Demand and Broadcast. Podcast is an audio or video media file that can be published periodically via the internet and can be downloaded via the web. Podcast is a digital audio material in MP3 format. To understand podcasts easily, namely by listening to the radio. Instead of having to listen and listen at a certain time, you can download it to your iPod so that it can be opened for free. According to Berry (2016), Podcast is one of the audio broadcast product applications that can produce and distribute a program freely via the internet so that it can be accessed worldwide. Anyone can download podcasts made by other people or listen to them through streaming applications such as Spotify, Apple podcast, Google podcast, Anchor.

According to Philips (2017), a podcast is a digital audio file created and uploaded to an online platform to be shared with people. The term "podcasting" first appeared in an article by Ben Hammersley in The Guardian newspaper in February 2004, along with other terms proposed to name this new technology. Podcasts first appeared in 2004. The emergence of this podcast cannot be separated from the birth of Apple's iPod which originated from the abbreviation iPod Broadcasting. The abbreviation is said to be "iPod Broadcasting" because its broadcast is different from radio.

b. Forms of Podcast

There are three forms of podcasts according to Muhammad Toyib, et.al (2012), including:

- 1) Audio podcast, which is a podcast in the form of an mp3 file. This audio podcast is the most commonly used.
- 2) Enhanced podcast, which is a podcast in the form of images or slides accompanied by audio.
- 3) Video podcast, which is a podcast in the form of an mp4 file. Usually in the form of a film or illustration equipped with audio.

c. Types of Podcast

Exploring different podcast formats allows creators to shape their content in diverse ways and effectively engage their audience. Tidal (2021) emphasizes that defining a clear objective is a crucial step in the planning process. According to Copeland and McGregor (2021), selecting an appropriate style, genre, and format helps establish a well-structured and cohesive podcast. While maintaining a consistent format enhances predictability for both producers and listeners, Tidal (2021) notes that creators also have the flexibility to experiment with various formats

depending on factors such as scheduling, the number of participants, and the podcast's overall goals.

1) Solo Podcasts

Tidal (2021) defines solo podcasts, also known as monologue podcasts, as a format where a single host delivers content independently. The host has full creative control over the topics, pacing, and presentation style. This format is often used to share information, express opinions, or engage listeners through question-and-answer sessions. While it offers flexibility, it also requires strong storytelling and presentation skills to maintain audience engagement.

2) Interview Podcast

According to Tidal (2021), the interview format is a widely adopted podcasting style in which the host interacts with guests by asking questions in a structured manner and responding naturally to their answers rather than strictly following a script. This format keeps the content dynamic by featuring different guests across multiple episodes and incorporating diverse perspectives. The interview format enhances the depth and appeal of a podcast, making it more engaging and informative for listeners.

3) Panel Podcasts

Panel podcasts involve group discussions with multiple participants, creating an engaging and dynamic listening experience. According to Tidal (2021), this format typically includes three or more individuals exploring various topics, allowing for diverse perspectives and lively debates. The interactive nature of panel podcasts fosters natural conversations, often leading to unscripted insights and varying opinions that make the content more engaging. This format is particularly effective for discussing complex or multifaceted subjects, as different viewpoints contribute to a more comprehensive understanding for listeners. Additionally, the presence of multiple speakers can make the podcast feel more conversational and relatable, enhancing audience engagement.

4) Multiple-Host or Conversational Podcasts

The multiple-host or conversational podcast format consists of two or more podcasters who contribute diverse perspectives and opinions on a given topic, enriching the discussion by incorporating varying viewpoints. According to Tidal (2021), this format differs from panels or interviews by maintaining a more informal and fluid structure. Rather than relying on a single moderator, the hosts alternate in leading the discussion and typically co-host each episode. The presence of multiple speakers enhances the depth of discussions, ensuring a well-rounded exploration of complex topics.

5) Instructional Podcasts

The instructional podcasts is designed to educate listeners by imparting new skills with clearly defined learning objectives. According to Tidal (2021), this format necessitates meticulous planning and scripting to ensure that the content is both pedagogically effective and engaging. Unlike more informal or conversational podcast formats, instructional podcasts emphasize structured delivery to facilitate knowledge acquisition and comprehension.

This format is particularly valuable in educational contexts, where it can serve as a supplementary resource for classroom instruction or library workshops. It is well-suited for either a solo host or co-hosted presentation, offering flexibility in delivery. Furthermore, instructional podcasts may be structured as a series of interconnected episodes that explore a common theme or as standalone brief segments, each lasting only a few minutes, to enhance accessibility and learner engagement.

In addition to providing step-by-step instructional content, effective instructional podcasts employ evidence-based pedagogical strategies, including storytelling, real-world applications, and interactive elements, to sustain audience interest. By integrating structured content with engaging delivery methods, this format promotes knowledge retention and fosters an accessible and effective learning experience for listeners.

6) Narrative Podcasts

According to Tidal (2021), this format presents stories either as standalone episodes or as part of serialized arcs spanning multiple installments, ensuring a coherent structure with a defined beginning, middle, and end. By incorporating elements such as sound effects, varied vocal performances, background music, and supplementary audio clips, narrative podcasts enhance storytelling depth and engagement. Radcliffe (2019) highlights that this format builds upon the tradition of oral storytelling, leveraging audio's unique ability to stimulate listeners' imagination. Unlike visual media, which presents direct imagery, narrative podcasts rely on descriptive narration and auditory cues to evoke mental images, fostering a deeply personal and immersive experience.

d. The Advantages of Podcast

Based on Tarmawan et al. (2021), there are some benefits of using podcasts in learning:

1) A creative source of information

Standard teaching formats in learning emphasize conventional learning methods. However, not all teachers have the ability to regain their student's attention after they drift off for a

while. Podcasts come with lots of information, are well made, fastpaced, can be entertaining, and can capture students' attention and imagination. This does not mean the teacher must make his podcast in learning. They can use free podcasts from a variety of websites, including Soundcloud, Google Music, Spotify, iTunes, etc.

2) Increase understanding

Podcasts can be used as educational media to increase listening comprehension. There are several cases, even more than three, that explain that many students can learn more effectively by listening than through reading. It can encourage discussion process, creative thinking, and open communication between students and teachers.

3) As a tool to learn foreign languages

Podcasts offer the benefit of improving foreign languages as a learning tool. English language learning is a common theme in podcasts. Students can learn the accurate and contextual meanings of foreign words through listening to them.

4) Can stimulate the ability to think creatively

By providing podcast information regarding creative thinking and incorporating it into a project, podcasts can encourage critical thinking, creative thinking skills, and artist talent.

In addition, podcasts can be used to extend learning beyond class time, provide review exercises, track student progress, and support various activities in teaching listening skills. According to Rajic (2013), podcasts can be a tool in teaching listening because they provide:

- 1) The opportunity for students to listen to the lecture several times.
- 2) Students have the option to pause the podcast, "rewind" to a previous section, and then restart.
- 3) Students will have taken notes before the class and will be prepared to engage in the in-class activity rather than concentrating on notes they took in class.
- 4) Supplement to traditional class notes.
- 5) Portability/multitasking.
- 6) Students can review the material at home and fill in the missing points in their notes.
- 7) Students can listen to the material while doing other tasks such as exercising or walking between classes.
- 8) Can facilitate online students (distance education) who learn listening by listening to podcasts.

e. The Disadvantages of Podcast

Besides having advantages, podcasts also have disadvantages, such as:

1) Dependence on Technology

According to Warschauer and Matuchniak (2010), podcasts require access to digital devices and, in many cases, a stable internet connection to download or stream episodes. Not all students may have reliable access to these resources, which can limit equal learning opportunities.

2) No Immediate Feedback

Unlike classroom interactions, podcasts are one-way, meaning students cannot ask questions, clarify doubts, or receive real-time feedback. This limits students' ability to address misunderstandings as they arise, which is crucial for effective listening skill development. (Brown and Lee, 2015)

3) Varied Levels of Language Difficulty

Field (2008) highlights the challenge that accents, dialects, and varied speech rates pose for language learners, especially beginners. These factors can add complexity and make listening tasks more demanding.

4) Distractions in Learning Environment

Mayer and Moreno (2003) discuss the risks of cognitive overload and how external distractions can negatively impact comprehension and retention. Students listening in unfocused environments may find it harder to absorb information effectively.

Each of these factors contributes uniquely to the complexity of listening comprehension. For instance, limited vocabulary or grammar proficiency may prevent learners from grasping the full meaning of a spoken passage. Unfamiliar accents and mispronunciations add further obstacles to accurate understanding. Both internal distractions (such as anxiety) and external distractions (such as background noise) can disrupt focus, leading to comprehension difficulties. Moreover, technical issues, like poor recording quality, hinder students' ability to clearly hear and process spoken information.