



## THE USE OF PODCASTS AS A TOOL FOR ENHANCING LISTENING AND SPEAKING SKILLS IN ENGLISH LANGUAGE EDUCATION AT SEVENTH GRADES OF SMP XAVERIUS MARIA PALEMBANG

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<p><b>Info Article</b></p> <p>Received : 05 Juli 2024</p> <p>Revised : 01 Agustus 2024</p> <p>Accepted : 02 September 2024</p> <p>Publication : 30 September 2024</p>	<p><b>Abstract:</b> <i>This study investigated the effectiveness of using podcasts to improve this skill among seventh grade students at Xaverius Maria Junior High School. The study involved 62 students who were divided into an experimental group and a control group consisting of 31 students each. The experimental group received podcast-based instruction, while the control group followed the standard curriculum. Data analysis included mean scores, n-gain calculations, and inter-rater reliability tests, using SPSS. Results The mean post-test score for listening comprehension in the experimental group was 81.58, compared to the pre-test mean of 66.61, reflecting a mean difference of 14.97. A t-value of -10.25 (<math>p &lt; 0.001</math>) indicated a significant improvement in listening skills. These findings suggest podcasts are an effective tool for language learning offering an engaging &amp; authentic listening experience that enhances overall skill development. The significant improvement in the experimental group's performance underscores the potential of integrating podcasts into English language education. Podcasts can significantly improve listening &amp; speaking skills in language education.</i></p> <p><b>Abstrak :</b> Penelitian ini menyelidiki efektivitas penggunaan podcast untuk meningkatkan keterampilan ini di kalangan siswa kelas tujuh di SMP Xaverius Maria. Penelitian ini melibatkan 62 siswa yang dibagi menjadi kelompok eksperimen dan kelompok kontrol yang masing-masing terdiri dari 31 siswa. Kelompok eksperimen menerima pengajaran berbasis podcast, sedangkan kelompok kontrol mengikuti kurikulum standar. Analisis data meliputi skor rata-rata, penghitungan n-gain, dan uji reliabilitas antar penilai, menggunakan SPSS. Hasil Penelitian Rerata skor post-test untuk pemahaman mendengarkan pada kelompok eksperimen adalah 81,58, dibandingkan dengan rata-rata pre-test sebesar 66,61, mencerminkan perbedaan rata-rata sebesar 14,97. Nilai t sebesar -10,25 (<math>p &lt; 0,001</math>) menunjukkan peningkatan keterampilan mendengarkan yang signifikan. Temuan ini menunjukkan bahwa podcast adalah alat yang efektif untuk pembelajaran bahasa, menawarkan pengalaman mendengarkan yang menarik dan otentik yang meningkatkan pengembangan keterampilan secara keseluruhan. Peningkatan signifikan pada kinerja kelompok eksperimen menggaris bawahi potensi pengintegrasian podcast ke dalam pendidikan bahasa Inggris. Podcast dapat secara signifikan meningkatkan keterampilan mendengarkan dan berbicara dalam pendidikan bahasa.</p>
<p><b>Keywords:</b> <i>Podcast, Listening Skills, Speaking Skills, English, Language Education</i></p> <p><b>Kata Kunci :</b> Podcast, Keterampilan Mendengarkan, Keterampilan Berbicara, Bahasa Inggris, Pendidikan Bahasa</p>	
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## INTRODUCTION

English has become a global language in various aspect of life, for example, good English skill can increase the nation's competitiveness in the international scene, mastering this language allows a person to communicate with people from various countries and cultures. Good English language skills increase job opportunities in various fields, both domestically and abroad, because many multinational companies and international organizations use English as their primary language. In educational sector, mastery of English can help students to access academic literature and resources, because many books, articles, journals and learning materials are available in English. Students who master English can access wider and more reliable information. In short, English is not only an important means of communication, but also a primary window to access knowledge, technology, and competition from various parts of the world.

In the class room, verbal language is considered as the dominant ability, listening is used by both educator and learners to actively understand what is heard. It involves understanding the meaning and nuances of what the other person is saying, thus, listening comprehension need more attention. Speaking, on the other hand, is a productive skill in oral communication, which is much more complex than simply saying words. It involves the ability to organize thoughts and ideas clearly, choose the right words, and convey messages effectively to the listener (Aydoğan & Akbarov, 2014). Those skills together form the basis of effective communication in any language, enabling students to interact well in a variety of academic.

According to study by Jalongo (2010), listening and speaking can consume between 50% to 75% of classroom time, the theory or practice are instructed by using verbal communication, for example the teacher delivering lessons, students' interactions with their classmates, or presentations of material. Thus, the verbal communication is important to be enhanced. Moreover, listening comprehension is important because it is a primary method for acquiring language skills, especially in the early stages of learning (De Villiers & De Villiers, 1978). Through listening, learners learn new words naturally in appropriate context, learners absorb vocabulary, grammar structures, pronunciation, and intonation naturally. Indirectly the listening comprehension help learners to realize the patterns and grammatical structures of the sentence without having to memorize the grammar rules. Mastering sentence patterns and structures contributes to overall language proficiency.

In educational settings, mastery of listening skills is essential for understanding academic subject, instructions, and discussions, because the subject often present complex ideas and information. A study finds that listening comprehension allow students to grasp the main points, key concepts, capture essential details, examples, and explanations, which serve as valuable study resources later on (Mamman, 2018). It means that, students who understand the content presented are more likely to make appropriate contributions to discussions, ask relevant questions, and engage meaningfully with the material and they can assess the validity of arguments, draw connections between ideas, and form informed opinions based on their understanding of the subject content. Thus, listening comprehension is able to enhance retention of information, critical thinking abilities, and active participation, all of which are critical components of academic achievement.

As discussed in the previous paragraph, listening and speaking are interrelated skills, listening comprehension helps learners expand understanding and understand the correct use of grammar, which is necessary in speaking fluently and clearly. According to (De Villiers & De Villiers, 1978) speaking ability is useful for expanding vocabulary and understanding grammar, students can expand vocabulary and understand the use of grammar in a wider context. Speaking ability is useful for phonological development, speaking helps in understanding and mastering the sound system of a language, including pronunciation, intonation, rhythm, and word stress. Speaking helps in deepening understanding of the meaning of words and sentences, as well as the context in which words and phrases are used. It also includes understanding nuances of meaning and idiomatic. Besides that, speaking is crucial for enriching students' learning experiences and fostering a deeper understanding vocabulary function. In language learning, students have to learn to articulate their thoughts clearly and in a structured manner, they not only translate vocabulary but also information in effective way. By actively participating in speaking activities, students not only enhance their communication skills but also training those abilities in their own words (Aydoğan & Akbarov, 2014).

By understanding the previous paragraph, it can be concluded that the abilities of verbal English have many significant benefits in various aspects of life, including work, social and educational. In reality, students often face various difficulties in developing their English skills. Ali, Khizar, Yaqub, Afzaal, & Shaid (2020) conucted study to the Pakistani students, they found that the majority of ESL students in Pakistan thought that psychological elements: anxiety, nervous were a barrier to speaking English. They also

found that there was no specific relevant platform for students to speak English. Based on their study, students stated that instructors do not encourage speaking in English and no incentives are provided to encourage students to speak English. The problems in speaking ability also identified by Lestari & Nugraha (2023) based on the study they found several factors that affect students speaking ability especially in EFL realm, linguistically those are; difficulties initiating conversation, code-switching, vocabulary and grammar difficulty. EFL students often face difficulties initiating conversations due to a lack of confidence and fear of making mistakes, which is exacerbated by limited exposure to authentic practice. Limited vocabulary restricts clear expression causing students to avoid speaking situations. Grammatical challenges, such as incorrect use of tenses and sentence structures, result in hesitant speech, reducing confidence and clarity in communication.

Several non-linguistic factors significantly impact EFL students' speaking abilities. Firstly, a lack of self-confidence, it makes students reluctant to speak, reducing their participation and the quality of interactions (Aryati & Surayatika, 2019). They found that students were reluctant to speak English because they feel shy and uneasy about expressing themselves in front of others, especially when it involves sharing personal information or giving their opinions. Secondly, an unsupportive environment, it hinders students who do not feel supported by peers or teachers. Thirdly, limited dedicated practice time, restricts students' ability to improve their speaking skills. Fourthly, a lack of opportunities to interact with native speakers, it prevents students from developing fluency and natural language use. Fifthly, insufficient variation in speaking activities can lead to boredom and disengagement. Sixthly, not understanding the purpose of speaking activities affects student participation. Lastly, low motivation and interest, as the result, students not putting in the effort to overcome speaking challenges (Lestari & Nugraha, 2023). These factors collectively hinder students' progress in developing effective speaking skills.

Apart from speaking problems, EFL (English as a Foreign Language) students also often face various challenges in listening comprehension. Some common problems in listening comprehension based on the research of Rajab & Nimehchisalem (2016), that foreign language learners face several challenges in listening comprehension: Speaker accent, students have difficulty understanding speakers with unknown accents. Pronunciation of words, the way words are pronounced, is a problem because students often have difficulty understanding the meaning of words that are not pronounced

correctly. Speech speed, students find it difficult to understand long texts, especially if the text contains many unfamiliar words. However, recent research, Iman (2016), suggested that to boost students' confidence and motivation during the teaching and learning process, it's essential to provide them with more chances to express themselves verbally.

In the other hand, the problems in listening comprehension found by Ramadhianti & Somba (2021), they found several problems that students face in listening comprehension, including challenges with lengthy descriptions, colloquial idioms, and the speed of speech. These difficulties necessitate active listening skills such as identifying main ideas, recognizing important details, and understanding the chronological or thematic flow of information. Colloquial expressions and idioms particularly pose significant challenges, often leading to misunderstandings due to their non-literal meanings. This highlights the need for targeted language learning activities that improve students' familiarity with idiomatic and informal language through exposure to authentic spoken interactions. They struggle with unfamiliar vocabulary, speech speed, and uncommon accents. If students do not listen attentively, it will be difficult for them to progress through the more complex stages of language learning within the communicative classroom setting (Suprihadin, Angraini, & Iman, 2023).

Speaking and listening are two important skills in learning English. One effective approach to introducing students to listening strategies is by incorporating listening activities into language lessons through multimedia technology (Surayatika, 2017). As multimedia tools become more accessible to both teachers and language learners, their potential as a means to improve listening skills becomes increasingly viable. Multimedia enables the combination of text, images, audio, and video in various formats, allowing learners to engage with a mix of textual, auditory, and visual content in diverse ways. Even though good teaching methods have been implemented, using multimedia as a learning tool can improve both skills significantly (Husaini, Yulitriana, Karani, & Norahmi, 2024). Alternatively, internet TV and radio can be utilized to enhance students' listening comprehension in a more enjoyable setting. The recent research showed the use of media namely Busu, that is beneficial to improve listening comprehension achievement (Nabila, Angraini, & Permana, 2024). However, a newer and growing medium has emerged: the podcast. Podcast provides students with access to authentic and diverse language interactions, helping them deepen their understanding of everyday language use, including colloquial expressions and idioms. By getting used to listening

to podcasts, students can feel more confident in starting conversations, reduce the tendency to switch languages, and improve understanding and understanding of grammar. Thus, the integration of podcasts in learning can effectively improve students' speaking and listening skills in English.

English podcast can effectively address these problems by providing EFL students with authentic spoken interactions that improve listening comprehension and speaking skills (Fitria, Vianty , & Petrus, 2015). By regularly listening to podcast, students can gain exposure to natural language use, including colloquial expressions and idioms, which helps them become more comfortable initiating conversations, reduces their reliance on code-switching, and enhances their vocabulary and grammar. Additionally, podcasts offer varied and engaging content that can motivate students, provide opportunities to practice active listening, and create a supportive learning environment that compensates for limited practice time and interaction with native speakers

The proposed study titled "The Use of Podcasts as a Tool for Enhancing Listening and Speaking Skills in English Language Education at Seventh Grades of SMP Xaverius Maria" aims to investigate how podcasts can effectively address challenges in language learning by improving listening and speaking skills among seventh graders. -grade students. Podcast offer a unique opportunity for students to engage with authentically spoken English in various contexts, helping them to better understand colloquial expressions, idiomatic language, and pronunciation nuances. Overall, the study aims to demonstrate the effectiveness of podcasts as an educational tool for enhancing both listening and speaking skills in seventh-grade English language education, providing insights into practical strategies for integrating technology into language learning classrooms.

## **METHOD**

The type of this research was quasi-experimental with pretest-posttest design method. Quasi-experimental designs can provide a more realistic picture of the effects of an intervention in the real world (Creswell, 2018). Practically, the experiment group was given a treatment by using podcast as a learning media, while in the control class taught conventionally without podcast. The pretest was conducted before the treatment ( $O_1$ ). After the pre-test, the researcher gave the experimental group a treatment (X) with in use podcast as learning media, followed by conducting the second observation after the treatment ( $O_2$ ), known as the post-test.

The population in this study was all seventh grades students at Xaverius Maria Palembang Middle School, with total numbers of 183 students. Meanwhile, the target population in this study were 2 classes consisting of 1 experimental class and 1 control class which used two different treatments by using podcast in the experimental research class and conversational/teaching methods in the control class.

The research instruments used in this study are designed to assess the listening and speaking skills of the students who participated in the research. The test was consisted with 15 items questions. It could be seen at appendix 3. The podcast content was used as the basis for creating multiple-choice questions that assessed listening comprehension. Students listened to the podcast twice before answering these questions. Before applied to the students, the listening test was checked by teacher as expert. The correct answer got score 1 meanwhile for the wrong answer was 0. Therefore, for each answer could be lined up as; 53, 60, 66, 73, 80, 86, 93 and 100. Meanwhile, the researcher applied oral interview in the speaking measurement. According to Angraini (2016), an oral interview is a globally recognized method for assessing functional speaking ability. It involves a structured conversation between the examiner and the student, evaluating the student's performance across various language tasks based on specific criteria. The questions can also be personalized if the examiner is familiar with the student's background. I used this oral interview format as the primary instrument in my study to measure speaking proficiency. The score was taken from the speaking rubric, it adapted from Harris (1996). This rubric provided criteria for assessing various aspects of speaking performance, including vocabulary usage, grammatical, and overall organization of ideas. It can be seen at appendix 4. Meanwhile, the scoring system was using simple formula which the maximal scores was 25 from each rater.

In the other hand, several of methods were employed to analyze the quantitative data. Initially, the data were organized using Microsoft Excel 2019. Subsequently, the validity test processed with the help Ms. Excel with the Aiken V test. Meanwhile, the reliability in listening and speaking instrument were processed using IBM SPSS Statistics 26 with Cronbach's Alpha reliability test. Following this, preliminary checks for normality were conducted using the Shapiro-Wilk test, and the homogeneity of variances was assessed using Levene's test in IBM SPSS Statistics 26. To determine descriptive statistics such as mean scores, frequency distributions, standard deviations, gained scores, and percentages of student scores, IBM SPSS version 26 was utilized.

In the data analysis, the researcher employed both the Paired Sample t-test and the Independent Sample t-test using the Statistical Package for the Social Sciences (SPSS 26). The Paired Sample t-test was utilized to compare the pre-test and post-test results of the experimental group, aiming to determine whether there was a significant enhancement in students' listening comprehension achievement and speaking achievement skills after being taught with podcasts. The results of the Paired Sample t-test addressed research questions 1 and 2. In contrast, the Independent Sample t-test was conducted to compare the post-test scores between the experimental and control groups to determine if there was a significant mean difference in students' listening comprehension achievement and speaking achievement after being taught using podcast.

## RESULTS AND DISCUSSION

### Results

This study was conducted at SMP Xaverius Maria, where data were collected from pre-test and post-test results in both experimental and control groups. The pre-test was administered before the intervention, while the post-test followed after the intervention. Statistical analysis was performed using SPSS 26 software. Paired sample t-tests were employed to compare the pre-test and post-test scores within the experimental groups, assessing whether there was a significant improvement in students' listening comprehension and speaking achievement after being taught using podcast media. These analyses addressed the first and second research questions. Additionally, independent sample t-tests were utilized to compare post-test scores between the experimental and control groups. This comparison aimed to determine if there were significant differences in students' listening comprehension and speaking achievement after exposure to the podcast media intervention. These findings addressed the third and fourth research questions. By using these statistical tests, the study evaluated the effectiveness of podcast media in enhancing students' language skills at SMP Xaverius Maria, providing insights into both within-group improvements and between-group differences following the educational intervention.

### Descriptive analyses of Listening Test Result in Experimental Group

Table 3.1 The students' Pre-test and Post-test Listening in Experimental Group

STUDENT	PRE-TEST	POST-TEST	N GAIN SCORE
1	66	80	41.18
2	73	80	25.93
3	73	86	48.15

4	66	80	41.18
5	70	86	53.33
6	53	73	42.55
7	73	86	48.15
8	66	73	20.59
9	40	83	71.67
10	73	86	48.15
11	53	80	57.45
12	74	78	15.38
13	53	80	57.45
14	66	80	41.18
15	80	93	65.00
16	66	73	20.59
17	66	80	41.18
18	73	83	37.04
19	73	80	25.93
20	66	73	20.59
21	66	80	41.18
22	80	86	30.00
23	73	93	74.07
24	53	73	42.55
25	66	86	58.82
26	73	86	48.15
27	66	86	58.82
28	73	80	25.93
29	60	73	32.50
30	66	93	79.41
31	66	80	41.18
<b>TOTAL</b>	<b>2065</b>	<b>2529</b>	<b>464</b>
<b>MEAN</b>	<b>66.61</b>	<b>81.58</b>	<b>14.97</b>

As presented in the table above, the pre-test results show that the lowest score was 40, while the highest score reached 80. Meanwhile, in the post-test, the lowest score was 73, with the highest score reaching 93. The mean score of student pre-test was 66.61, while the post-test average increased to 81.58 the mean of pre-test was 66.61 and after the researcher give the treatment the mean difference between pre-test and post-test was 14.97. To determine in specific the results of descriptive analyses of pre-test and post-test in experimental group was presented in the following table:

Table 3.2 Pre-test Listening Scores Analyses in Experimental Group

Score Range	Category	Experimental Group (Pre-Test Listening)		
		Frequency / Percentage	Mean	SD
85 - 100	A (Very Good)	-	-	-
70 - 84	B (Good)	13 (42%)	73.92	2.842
55 - 69	C (Fair)	13 (42%)	65.54	1.664

40 - 54	D (Poor)	5 (16%)	50.40	5.814
20 - 39	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>66.61</b>	<b>8.736</b>

Based on the pre-test scores in the experimental group, the distribution and performance of students can be analysed as follows: There were 13 students (42%) who scored between 70 and 84, which places them in the "Good" category. The mean score for this group was 73.92 with a standard deviation of 2.842. There were 13 students (42%) who fall into the "Fair" category, with scores ranging from 55 to 69. The mean score in this category was 65.54 with a standard deviation of 1.664. Five students (16%) fell into the "Poor" category with scores between 40 and 54. The mean score for this category was 50.40, but the standard deviation was not available. There were no students in this category, either in the "Very Good" (85-100) or "Very Poor" (20-39) categories. In short, before applying the treatment, the majority of students fell into categories B (Good) and C (Fair), with a fairly even distribution between the two.

Table 3.3 Post-test Listening Scores Analyses in Experimental Group

Score Range	Category	Experimental Group (Post-Test Listening)		
		Frequency / Percentage	Mean	SD
84 - 100	A (Very Good)	11 (36%)	87.91	3582
68 - 84	B (Good)	20 (64%)	78.10	3270
52 - 68	C (Fair)	-	-	-
36 - 52	D (Poor)	-	-	-
20 - 36	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>81.58</b>	<b>5.870</b>

Based on the post-test scores in the experimental group, the distribution and performance of students can be explained as follows: There were 11 students (36%) obtained scores between 84 and 100. The mean score was 87.91. There were 20 students (64%) obtained scores between 68 and 84. The mean score was 78.10. Categories C (Fair), D (Poor), and E (Very Poor): there were students fell into these categories, indicating a significant improvement in student performance compared to the pre-test. Total mean score in post-test was 81.58.

According to the data, the mean post-test score in the experimental group was higher than the average pre-test score. It could be seen that the average pre-test score before the treatment was given was 66.61 and the mean post-test score after the treatment

was given was 81.58. The mean difference between the pre-test and post-test scores in the experimental group was 14.97. This showed a significant improvement in students' listening abilities in the experimental class.

### Descriptive test analyses of Listening test result

Table 3.4 The students' Pre-test and Post-test Listening in Control Group

STUDENT	PRE-TEST	POST-TEST	N GAIN SCORE
1	66	73	11.76
2	66	73	20.59
3	40	60	33.33
4	60	73	32.50
5	73	80	25.93
6	66	73	20.59
7	66	73	20.59
8	60	73	32.50
9	60	66	15.00
10	60	66	15.00
11	60	73	32.50
12	66	73	20.59
13	60	73	10.00
14	66	73	20.59
15	53	66	27.66
16	73	80	25.93
17	66	73	20.59
18	66	73	20.59
19	60	73	10.00
20	53	66	27.66
21	73	80	25.93
22	66	73	10.00
23	66	73	10.00
24	73	80	25.93
25	53	66	27.66
26	53	66	32.00
27	73	78	18.52
28	53	66	27.66
29	60	73	10.00
30	60	66	15.00
31	60	66	15.00
<b>TOTAL</b>	<b>1965</b>	<b>2217</b>	<b>252</b>
<b>MEAN</b>	<b>63.39</b>	<b>71.52</b>	<b>8.13</b>

Based on the table, the analysis results showed that the lowest score was 40 in the pretest and the highest score was 73. The post-test lowest score was 60 and the highest was 80. As an addition the mean of pretest score was 63.39, while the mean post-test score was 71.52, with a difference mean of 8.13.

Table 3.5 Pre-test Listening Scores Analyses in Control Group

Score Range	Category	Control Group (Pre-Test Listening)		
		Frequency / Percentage	Mean	SD
85 - 100	A (Very Good)	-	-	-
70 - 84	B (Good)	10 (32%)	71.50	1.581
55 - 69	C (Fair)	15 (49%)	63.20	3.098
40 - 54	D (Poor)	6 (19%)	50.33	5.203
20 - 39	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>61.23</b>	<b>8.110</b>

Based on the frequency distribution table for the control group in the pre-test listening, of the 31 students, none were in category A (Very Good). A total of 15 students (49%) were in category C (Fair) with mean score 63.20, while 10 students (32%) were in category B (Good) with mean score of 71.50. In addition, 6 students (19%) belonged to category D (Poor), with an average of 50.33. These results show that the majority of students still need to improve their listening skills, and although there are some good students, many still struggle to achieve better results.

Table 3.6 Post-test Listening Scores Analyses in Control Group

ScoreRange	Category	Control Group (Post-Test Listening)		
		Frequency / Percentage	Mean	SD
85 - 100	A (Very Good)	-	-	-
70 - 84	B (Good)	21 (67%)	65.40	1.857
55 - 69	C (Fair)	10 (33%)	74.90	3.113
40 - 54	D (Poor)	-	-	-
20 - 39	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>71.52</b>	<b>5.072</b>

Based on the frequency distribution table for the control group on the listening post-test, of the 31 students, none were in category A (Very Good). A total of 21 students (67%) were in category B (Good) with mean score 65.40, and 10 students (33%) were in category C (Fair) with mean score 74.90. There were no students who fall into categories D (Poor) or E (Very Poor). The result was 8.13, it was less significant than the experimental group due to the lack of treatment.

### **Descriptive test analyses of Speaking test**

After conducting the Pearson correlation analysis between the assessments of the two raters, the results indicated that all correlations were statistically significant at the 0.01 level. This finding demonstrated a good level of consistency and a significant relationship between the assessments provided by the two raters. Consequently, the

researcher proceeded to the subsequent phase of the analysis, which included the assessment of treatment effectiveness

Table 3.7 The students' Pre-test and Post-test Speaking in Experimental Group

STUDENT	PRE-TEST	POST-TEST	N GAIN SCORE
1	35	45	67
2	39	46	64
3	49	50	100
4	22	30	29
5	39	50	100
6	29	40	52
7	38	45	58
8	33	40	41
9	49	50	100
10	24	31	27
11	42	46	50
12	30	40	50
13	40	50	100
14	30	40	50
15	44	50	100
16	28	38	45
17	50	50	100
18	39	46	64
19	30	40	50
20	42	50	100
21	21	30	31
22	46	50	100
23	33	42	53
24	40	50	100
25	28	40	55
26	42	50	100
27	48	40	55
28	30	30	82
29	40	42	20
30	21	31	34
31	48	50	100
<b>TOTAL</b>	<b>1105</b>	<b>1348</b>	<b>243</b>
<b>MEAN</b>	<b>35.65</b>	<b>43.48</b>	<b>7.83</b>

As presented in the table, it was shown that 21 was the lowest score and 50 was the highest score of the pre-test. Meanwhile, the lowest score of the post-test was 30 and the highest was 50. In addition, the mean of the pre-test was 35.65, and after conducting the post-test, the mean difference between the pre-test and post-test was 7.83. The mean post-test score in the experimental group was 43.48. To determine in specific the results of descriptive analyses of pre-test and post-test in Experimental group was presented in the following table:

Table 3.8 Pre-test Speaking Scores Analyses in Experimental Group

Score Range	Category	Experimental Group (Pre-Test Speaking)		
		Frequency / Percentage	Mean	SD
45-50	A (Very Good)	5 (18%)	48.00	1.225
37-44	B (Good)	11(35%)	40.45	1.809
26-36	C (Fair)	11 (35%)	30.18	2.442
11-25	D (Poor)	4 (12%)	22.00	1.414
0-10	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>35.65</b>	<b>8.554</b>

The table above showed that the pre-test score analyses in the control group. It was shown that 5 students were categorized as A (Very Good), 11 students were categorized as B (Good), 11 students were categorized as C (Fair), 4 students were categorized as D (Poor), and no students were categorized as E (Very Poor). In percentages, there were 18% of 31 students in the A (Very Good) category, 35% in the B (Good) category, 35% in the C (Fair) category, and 12% in the D (Poor) category. There were no students in the E (Very Poor) category.

The mean score was 71.52, and the standard deviation was 5.072, indicating that the scores were spread out around the mean, but not excessively so. This suggests a moderate level of variability in the students' pre-test speaking scores. Overall, the pre-test results in the control group showed that most students fell into the B (Good) and C (Fair) categories, indicating a range of speaking abilities within the group.

Table 3.9 Post-test Speaking Scores Analyses in Experimental Group

Score Range	Category	Experimental Group (Post-Test Speaking)		
		Frequency / Percentage	Mean	SD
45-50	A (Very Good)	17 (56%)	48.47	2.154
37-44	B (Good)	10 (32%)	40.20	1.135
26-36	C (Fair)	4 (12%)	30.50	.577
11-25	D (Poor)	-	-	-
0-10	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>43.48</b>	<b>6.562</b>

The table provided an overview of the speaking test results after students in the experimental group used podcasts as a learning method. From the table, it is evident that most students showed improvement in their speaking skills. A total of 56% of the 31 students achieved a very good score, with an average of 48.47. Additionally, 32% of the students achieved a good score, averaging 40.20, while 12% achieved a fair score with an average of 30.50. Although data for poor and very poor score categories were not

reported, the overall results indicate that using podcasts had a positive impact on students' speaking abilities, reflected in an overall average score of 43.48.

### Descriptive analyses of Speaking Test Result in Experimental Group

Table 3.10 The students' Pre-test and Post-test Speaking in Control Group

STUDENT	PRE-TEST	POST-TEST	N GAIN SCORE
1	31	34	16
2	40	46	60
3	37	40	23
4	26	30	17
5	28	30	9
6	30	40	50
7	28	36	36
8	31	36	26
9	22	30	29
10	22	31	32
11	30	46	80
12	30	36	30
13	22	36	50
14	35	40	33
15	49	50	100
16	38	41	25
17	28	40	55
18	28	46	82
19	38	40	17
20	37	40	23
21	22	30	29
22	38	42	33
23	33	42	53
24	37	41	31
25	26	34	33
26	44	50	100
27	26	36	42
28	29	30	5
29	40	42	20
30	29	31	10
31	48	50	100
<b>TOTAL</b>	<b>1002</b>	<b>1196</b>	<b>194</b>
<b>MEAN</b>	<b>32.32</b>	<b>38.58</b>	<b>6.26</b>

As presented in the table, the lowest score on the pre-test was 22 and the highest score was 49. Meanwhile, the lowest score on the post-test was 30 and the highest score was 50. In addition, the pre-test average was 32.32, and after carrying out the post-test, the average post-test score was 38.58. The average difference between pre-test and post-

test is 6.26. To determine in specific the results of descriptive analyses of pre-test and post-test in control group was presented in the following table:

Table 3.11 Pre-test Speaking Scores Analyses in Control Group

Score Range	Category	Control Group (Pre-Test Speaking)		
		Frequency / Percentage	Mean	SD
45-50	A (Very Good)	2 (6%)	48.50	.707
37-44	B (Good)	9 (29%)	38.78	2.279
26-36	C (Fair)	16 (53%)	29.35	2.442
11-25	D (Poor)	4 (12%)	22.00	.000
0-10	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>32.32</b>	<b>1.316</b>

From the analysis of pre-test scores in the control group, it was known that there were 2 students categorized in category A (Very Good), 9 students categorized in category B (Good), 16 students categorized in category C (Fair), and 4 students categorized in category D (Poor). There were no students categorized in category E (Very Poor). In percentage terms, 6% of 31 students were in category A (Very Good), 29% of 31 students were in category B (Good), 53% of 31 students were in category C (Fair), and 12% of 31 students were in category D (Poor). There were no students in category E (Very Poor). In addition, the standard deviation of the overall score was smaller than the average score ( $1.316 < 32.32$ ), which means that the data distribution was small and the data was homogeneous. Thus, the pre-test score results in the control group varied, but the majority of students were categorized in categories C (Fair) and D (Poor).

Table 3.12 Post-test Speaking Scores Analyses in Control Group

Score Range	Category	Control Group (Post-Test Speaking)		
		Frequency / Percentage	Mean	SD
45-50	A (Very Good)	6 (19%)	48.00	2.191
37-44	B (Good)	11 (35%)	40.73	.905
26-36	C (Fair)	14 (46%)	32.86	2.770
11-25	D (Poor)	-	-	-
0-10	E (Very Poor)	-	-	-
<b>Total</b>		<b>31 (100%)</b>	<b>38.58</b>	<b>1.123</b>

The post-test score analyses in the control group revealed that 6 students were categorized as A (Very Good), 11 students were categorized as B (Good), and 14 students were categorized as C (Fair). There were no students categorized as D (Poor) or E (Very Poor). In percentage terms, 19% of the 31 students were in the A (Very Good) category, 35% of the 31 students were in the B (Good) category, and 46% of the 31 students were

in the C (Fair) category. Additionally, the standard deviation score was lower than the mean score ( $1.123 < 38.58$ ), indicating that the data distribution was small and the data was homogeneous. Therefore, the post-test scores in the control group varied, but most of the students were categorized in B (Good) and C (Fair).

### Statistical Analyses of Listening Test Results

The researcher applied version 26 to analyse the results of students' tests in the experimental and control groups. Four statistical analyses were utilized in this study: (1) normality test, (2) homogeneity test, (3) paired sample t-test, and (4) independent sample t-test. Before conducting the t-tests, the writer first performed the normality and homogeneity tests to determine whether the samples were normally distributed and to assess whether the experimental and control groups were homogeneous.

Following this, after conducting the normality and homogeneity tests and it known was known that the data were normally distributed and come from homogeneous, the researcher employed the paired sample t-test and independent sample t-test. The paired sample t-test was utilized to examine the difference in mean scores of students' listening comprehension achievement before and after treatment using podcast. The results of the paired sample t-test addressed research questions 1 and 2.

### Paired sample t-test

After confirming that the data were normally distributed and homogeneous, the researcher proceeded to calculate the pre-test and post-test listening scores from the experimental group and control group to answer research question number 1 with hypotheses: In this study, the paired sample t-test was implemented through the assistance of SPSS v.26. The purpose of the paired sample t-test was to determine whether there was a significant enhancement in students' listening comprehension achievement among the seventh-grade students of SMP Xaverius Maria after being taught using podcast.

Table 3.13 The Result of Paired Sample Test Listening

Variable	Paired Sample T-Test							
	Experimental Group				Control Group			
	Pre-Test	Post-Test	MeanDiff	T-Value & Sig.	Pre-Test	Post-Test	MeanDiff	T-Value & Sig.
Listening comprehension achievement	66.61290 3	81.580 645	-14.967742	-10.250379 .000	63.387 1	71.5161	-8.12903	-10.481 .000

First of all, for the achievement of listening comprehension in the experimental group, it could be seen that the average post-test score was higher than the pre-test average score ( $81.580645 > 66.612903$ ) and the average difference between the pre-test and post-test was ( $-14.967742$ ), which meant there was an increase in the average value of the experimental group. Apart from that, the t-obtained value was higher than the t-table value ( $-10.250379 > 0.2913$ ) with a significance (2-tailed) of the data in the experimental group of 0.000. Data could be classified as increased if significance (2-tailed) was lower than 0.05 ( $<0.05$ ).

Meanwhile, for the control group, it could be seen that the average post-test score was higher than the pre-test average score ( $71.5161 > 63.3871$ ) and the average difference between the pre-test and post-test was ( $-8.12903$ ), which indicated there was an increase in the average value of the control group. Furthermore, the t-obtained value was higher than the t-table value ( $-10.481 > 0.2913$ ) with a significance (2-tailed) of 0.000. Data could be classified as increased if significance (2-tailed) was lower than 0.05 ( $<0.05$ ). Based on the results, the significance (2-tailed) was 0.000, which meant it was lower than 0.05 ( $0.000 < 0.05$ ). Overall, both the experimental and control groups showed a significant increase in listening comprehension achievement, with the experimental group demonstrating a larger improvement compared to the control group. In this study, the paired sample t-test was implemented through the assistance of SPSS v.26. The purpose of the paired sample t-test was to determine whether there was a significant enhancement in students' speaking achievement among the seventh-grade students of SMP Xaverius Maria after being taught using podcast. The statistical analyses for the experimental and control groups were presented in the table

Table 3.14 The Result of Paired Sample Test Speaking

Variable	Paired Sample T-Test							
	Experimental Group				Control Group			
	Pre-Test	Post-Test	Mean Diff	T-Value & Sig.	Pre-Test	Post-Test	Mean Diff	T Value & Sig.
Speaking Achievement	36.4194	42.9677	-6.54839	-8.169.000	32.3326	38.5806	-6.25806	-7.871.014

First of all, for the achievement of speaking in the experimental group, it could be seen that the average post-test score was higher than the pre-test average score ( $42.9677 > 36.4194$ ) and the average difference between the pre-test and post-test was ( $-6.54839$ ), which meant there was an increase in the average value of the experimental group. Apart

from that, the t-obtained value was higher than the t-table value ( $-8.169 > 0.2913$ ) with a significance (2-tailed) of the data in the experimental group of 0.000. Data could be classified as increased if significance (2-tailed) was lower than 0.05 ( $<0.05$ ). Based on the results above, the significance (2-tailed) was 0.000, which meant it was lower than 0.05 ( $0.000 < 0.05$ ). As a result, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted.

Meanwhile, for the control group, it could be seen that the average post-test score was higher than the pre-test average score ( $38.5806 > 32.3326$ ) and the average difference between the pre-test and post-test was ( $-6.25806$ ), which indicated there was an increase in the average value of the control group. Furthermore, the t-obtained value was higher than the t-table value ( $-7.871 > 0.2913$ ) with a significance (2-tailed) of 0.014. Data could be classified as increased if significance (2-tailed) was lower than 0.05 ( $<0.05$ ). Based on the results, the significance (2-tailed) was 0.014, which meant it was lower than 0.05 ( $0.014 < 0.05$ ). Overall, both the experimental and control groups showed a significant increase in speaking achievement, with the experimental group demonstrating a slightly larger improvement compared to the control group.

**Independent Sample t -Test**

After confirming that the data were normally distributed and homogeneous, the researcher proceeded to calculate the pre-test and post-test listening scores from the experimental group and control group to answer research questions 3 and 4: to determine whether there was a difference in the average listening comprehension between students taught using podcasts and students who were not taught using podcasts, using an independent t-test.

Table 3.15 Independent Sample t -Test LCA

Variable	Independent Sample T-Test					
	Mean Post-t Exp.	Mean Pos-Cont.	Mean Difference	t	df	Sig.(2-tailed)
Listening comprehension achievement	81.580645	71.516129	10.064516	7.223719	60	.000

First of all, to achieve listening comprehension, it could be seen that the average post-test score in the experimental group was higher than the post-test average score in the control group ( $81.580645 > 71.516129$ ) and the average difference between the

experimental group and the control group was (10.064516), which meant there was a greater increase in the average value of the experimental group compared to the control group. Apart from that, the t-obtained value was 7.223719 with degrees of freedom (df) of 62 and significance (2-tailed) of 0.000. Data could be classified as increased if significance (2-tailed) was lower than 0.05 ( $<0.05$ ). Based on the results above, the significance (2-tailed) was 0.000, which meant it was lower than 0.05 ( $0.000 < 0.05$ ). As a result, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted.

Thus, it could be concluded that there was a significant difference between the average listening comprehension achievement of students who were taught using podcasts and students who were not taught using podcasts. These results indicated that the use of podcasts as a teaching method was more effective in improving students' listening comprehension.

Table 3.16 Independent Sample t -Test SA

Variable	Independent Sample T-Test					
	Mean Post-t Exp.	Mean Pos-Cont.	Mean Difference	t	df	Sig.(2-tailed)
Speaking achievement	42.967742	38.580645	4.387097	2.607553	60	.011

First of all, for the achievement of speaking, it could be seen that the average post-test score in the experimental group was higher than the post-test average score in the control group ( $42.967742 > 38.580645$ ) and the average difference between the experimental group and the control group was (4.387097), which meant there was a greater increase in the average value of the experimental group compared to the control group. Apart from that, the t-obtained value was 2.607553 with degrees of freedom (df) of 60 and significance (2-tailed) of 0.011. Data could be classified as increased if significance (2-tailed) was lower than 0.05 ( $<0.05$ ). Based on the results above, the significance (2-tailed) was 0.011, which meant it was lower than 0.05 ( $0.011 < 0.05$ ). As a result, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. Thus, it could be concluded that there was a significant difference between the average speaking achievement of students who were taught using podcasts and students who were not taught using podcasts.

This research aims to activate the effectiveness of using podcasts in improving the listening and speaking skills of grade VII students of SMP Xaverius Maria. This study

used a quasi-experimental design with two groups: an experimental group that used podcasts in learning, and a control group that did not receive similar intervention. Data were collected through pretest and posttest to measure changes in students' listening and speaking skills. In this research, the implementation of podcasts as a treatment spanned 12 sessions, specifically designed for the experimental group. This approach aimed to enhance students' listening and speaking achievements by offering them rich, contextualized auditory input, thus fostering a deeper understanding and better acquisition of the English language. The results of the statistical test showed that there was a significant difference between the post test scores of the experimental group and the control group. The results of this research indicate that students who learn using podcasts show significant enhancement in their listening and speaking achievement compared to students who do not use podcasts. This shows that the use of podcasts as a learning medium is effective in improving both skills. This confirms that the treatment given (use of podcasts) makes a real contribution to the development of students' listening and speaking skills. Overall, the data show that the use of podcasts significantly enhanced students' listening and speaking achievement. The greater enhancement in the experimental group and the statistically significant test results support the hypothesis that podcasts are an effective tool in developing language skills.

The result is related with the previous research by (Suriani, Chandra, Sukma, & Habibi, 2021), found that using podcasts in language learning significantly increases students' interest in learning. According that research, the use of podcasts offers diverse and relevant content to everyday life, making students more interested and motivated. Align with this, several aspects of listening and speaking skills are enhanced after treatment using podcasts in this research, as follows: listening comprehension, students become better at grasping the meaning of conversations they listen from the audio which played repeatedly (Suprihadin, Angraini, & Iman, 2023). Listening to audio podcast serves as an effective tool for improving listening comprehension skills by exposing learners to the natural flow of spoken language. It allows students to understand how words are pronounced, while also familiarizing them with different patterns of intonation and varying accents. This continuous exposure helps students become more adept at recognizing and interpreting spoken language in diverse contexts, ultimately enhancing their overall listening ability. Student learn to understand the message of conversations it may slowly make the students understand the meaning of conversation. Another aspect that researcher highlighted as an enhancement is in detail retention, students become

more capable of recognizing and remembering specific information they hear. Conversation in podcast is consist of some details such as facts, numbers, and important events mentioned by the speakers. During treatment they were asked to catch the important details, this aimed to train students' critical ability, in the other hand it stimulates them to ask some question to the teacher, they may not understand the meaning of the conversation because of the intonation. However, the intonation and emotion identification are highlighted as an enhancement, students learn to recognize voice intonation, as well as the emotions and nuances conveyed by the speaker. This helps them understand the speaker's attitude and feelings, which are not always apparent from the words alone. By reviewing the improvements in listening aspects, it is very possible that the ability to processing speakers' speed is also enhance, it is allowing them to follow conversations more quickly and easily at a later time.

According Brown (2003) there are several aspects of speaking, kinds of those aspect are enhanced after treatment by using podcasts, the first one is pronunciation, students hear examples of correct pronunciation from native speakers who are in the videos, as an input, it is enabling them to mimic and improve their own pronunciation. During the treatments, teacher asked to students to pronounced the words in correct way by imitating the speakers and noted the new vocabulary the just got. Indirectly, the vocabulary treasury is also enhancing, it is because podcasts often introduce students to new words and phrases they may not have encountered before. During the treatments students were asked to make conversation with their pairs in English alternately in small group which was consisted of three students, they may absorb some new vocabularies from the speakers in the podcasts. This enriches their vocabulary and helps them speak more fluently. In the other hand, student be more fluent, by frequently listening to natural conversations in podcasts, students become more accustomed to the rhythm and flow of the language, which in turn helps them speak more fluently and confidently. The researcher also repeated the audio and the exercise multiple times, allowing students to arrive at the correct answers. This is in line with (Jumbrowati, Permana, & Angraini, 2023) the audio repetition is able to make students be more enaged and familiar with the excercises. Moreover, the students demonstrated increased motivation to improve their listening comprehension skills. Students know more about sentence' structure, they learn how to construct proper sentences by following the patterns they hear in podcasts and the help of teacher. This helps them form better sentences when speaking. The use of podcasts not only helps in improving listening skills, but also has a positive impact on

students' speaking skills. This shows that podcasts can be used as an effective learning tool in developing overall language skills.

## CONCLUSION

Based on the findings and interpretations of this study, researcher was able to draw several conclusions. First, there was a significant improvement in students' listening comprehension achievement before and after being taught using podcast media. The use of podcasts was found to be effective in enhancing listening comprehension achievement in the experimental group at SMP Xaverius Maria. Most of the students in the experimental group showed greater improvement, as evidenced by the results of the post-test score distribution. Second, there was a significant improvement in students' speaking skills before and after being taught using podcast media. The use of podcasts also proved to be highly effective in improving speaking achievement in the experimental group. Most of the students in the experimental group demonstrated better progress, as reflected in the results of the post-test score distribution.

Third, there was a significant mean difference in listening comprehension achievement and speaking achievement between the experimental group, who were taught using podcasts, and the control group, who were not taught using podcasts. The analysis results showed that podcasts had a significant positive impact. In conclusion, the findings of this study underscore the significant positive impact of using podcasts as a learning tool in enhancing both listening comprehension and speaking skills among students. The substantial improvements observed in the experimental group highlight the effectiveness of podcasts in engaging students and fostering language development.

Based on the findings of this study, several key recommendations are proposed. For English teachers, integrating podcasts into the curriculum is highly recommended due to their demonstrated effectiveness in improving students' listening and speaking skills. Additionally, incorporating interactive activities such as group discussions, role-plays, and quizzes around podcast content can enhance students' active participation and reinforce their learning.

For students, it is crucial to engage actively with podcast materials by listening attentively and participating in related classroom activities. Developing a habit of regular practice in speaking English and seeking out additional podcast content can further enrich their language skills and boost their confidence. Students should also make efforts to

explore various types of podcasts to gain exposure to different language contexts and vocabulary

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