

ENHANCING EFL LEARNING THROUGH PODCAST AUDIO-ASSISTED LISTENING

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Abstract: This study investigates students' experience in using podcasts to support their learning in the classroom. This research involves 18 private senior high school students in West Java province. There are three instruments used in this study. Classroom observations from recorded videos are used to capture the listening activities conducted in the classroom and students' responses. Students' opinions on the usage of podcasts are collected through a questionnaire that includes closed-ended questions with dichotomous (Yes/No) questions and elaborated answers on the choices. The interview session exposes the students' reactions to the podcast application, which aids students' listening skills. The study results show that students can use podcasts to scaffold their language-learning listening experiences. Furthermore, students find that listening to podcasts helps them focus and explore various intriguing topics.

Keyword: *Podcast; listening comprehension; listening skill.*

INTRODUCTION

Listening skills play a vital role in effective communication and learning. They enable students to understand and interpret information accurately, follow instructions, and engage in meaningful conversations. In every level of education, where students are exposed to complex subjects and diverse learning materials, strong listening skills become even more crucial. It is mandatory since it is treated as an essential skill among the other language skills for students to communicate effectively and achieve good academic results (Mohamed, 2018). Additionally, according to Sreena and Ilankumaran (2018), when students are good at listening, they can quickly master any other skills that they need in communication. As one of the receptive skills

besides reading, listening requires the listener's attention to pronunciation, clarity, intonation, and memorization of the ideas being spoken to get a correct message. To understand the material, listening also requires the listeners to put more effort into concentrating on the dialogue and monologue text (Indahsari, 2020). Considering the process of interpreting and understanding what we hear (Wah, 2019), listening needs more attention and concentration to comprehend the ideas being spoken.

While teaching listening comprehension in the classrooms, the teacher can use many ways to make the students understand the material quickly. First, it uses the speaker, radio, and cassette player. Those things can be used as media to teach listening. Additionally, the use of

computers and smartphones, including a variety of applications, also can be used (Stefancik & Stradiotová, 2020; Kassaie et al., 2021) since technologies are thought to be able to facilitate teachers with the integration of listening activities (Rahman, 2018). With the help of those media, teachers can adequately give the listening material to the entire student in a class by utilizing those tools. Second, teachers can also provide material to increase the student's interest. Choosing a good material can also help the teacher teach listening, as it can make the students curious about the material and increase their motivation to learn (Yoestara & Putri, 2019). As the students' curiosity emerges, they might learn independently and improve their listening skills. Hence, using some media and choosing exciting materials can be seen as ways to help students comprehend the material they are learning.

Nevertheless, some previous studies pointed out several factors that influence the low of students' achievement or performance. The first factor, as found out by Perks and Turner (2019), is that the school seldom conducted the listening class, even only two or three times a month. It can make students not familiar with the listening itself and also listening with English native speakers. The students also had a problem with the length and speed of listening. Next, students could not write what they heard correctly—referring to a study by Lestari and Wahyudin (2020). The last, the listening input by the teachers is rudimentary (Mutiah et al., 2021). Therefore, to overcome those problems, teachers need to know what media to teach English in listening classes, and teachers should think carefully about how to make the activities successful and engaging content.

Podcasts expose students to authentic language use, including different accents, intonations, and speech patterns. With exposure to authentic language, students can enhance their listening skills from various podcasts topics, for example, by listening to real-life situation conversation (Yoestara & Putri, 2019). This kind of exposure also helps improve their comprehension and interpretation skills. Additionally, previous research by Malushko et al. (2018) revealed that podcasts provide students with several advantages, such as enhancing their speech patterns, enlarging the boundary of their listening and cognitive skills, and developing their competencies. Concerning comprehension, podcasts also possess considerable potential to support students in enhancing their listening comprehension (Rahman, 2018; Yaacob et al.,

Related to this, English can be taught by using technology. As we know, that technology today develops increasingly more sophisticated from year to year. A variety of learning resources are made available by this technology and can be accessed at any time. The employment of educational, engrossing, and inspirational media in the teaching-learning process has various benefits when the development of teaching and ideas is publicly accessible. Referring to Tan (2021), learning by using technology can provide the latest innovation. It means that by utilizing technology in the learning process, teachers are made easier to teach, and students are made easier to learn.

In today's technologically advanced world, audio devices such as podcasts have become increasingly popular. Podcasts, as digital audio files, offer a unique opportunity for students to improve their listening skills. They provide a wide range of content on various topics, including educational content specifically designed for high school students. That said, podcasts have begun to be used in the classroom to facilitate the learning process (Saragih et al., 2022), offering authentic listening sources that language learners can use to benefit from (Abdulrahman et al., 2018). Additionally, referring to a study by Indahsari (2020), utilizing podcasts in the classroom can offer some benefits, such as encouraging students to learn and improving their listening skills. In this case, teachers might choose some podcasts with different topics to facilitate learning listening skills in the classroom while motivating the students to learn. By incorporating podcasts into the classroom, teachers can create engaging and interactive learning experiences for their students. (2021). Regularly listening to podcasts makes students more comprehensive and accustomed to real-life communication.

Listening to podcasts exposes students to a wide range of vocabulary and helps them develop a deeper understanding of word meanings and usage. According to Rahmasari et al. (2021), the podcast-mediated blended L2 learning scenario appeared as the most successful scenario in L2 vocabulary learning. Similarly, Bueno-Alastuey & Nemeth (2022) also claimed that podcasts can enhance students' receptive vocabulary ability. This indicates that using podcasts can simultaneously enhance students' vocabulary expansion. Also, podcasts can be a resource for pronunciation practice, as students can listen to native speakers and emulate their speech patterns. Martins et al. (2020) underlined that students can

remember examples from the podcast for much longer than they can place a simple vocabulary term. Further, research conducted by Kafes and Caner (2019) elaborated that the simplicity of creating, editing, and publishing, as well as the portability, ease of access, flexibility and ease of use (pausing, rewinding, repeating), dynamism, and interactivity, are some of the features that make podcasts desirable personalized learning tools in teaching pronunciation. With that being said, it is undeniable that podcasts bring benefits in building up students' vocabulary and pronunciation while learning English.

Podcasts often include discussions, interviews, and debates on various topics. By listening to these conversations, students are exposed to different perspectives and are encouraged to think critically. They can also participate in activities such as note-taking, summarising, and discussing the podcast content, which promotes active engagement and deeper understanding. In addition, Bakshs and Gilakjani (2021) support this by stating that using podcasts in the classroom can increase students' motivation to study English. With the increased motivation of the students, they might become more active in learning in the classroom since they are interested in the podcasts' content. Further, Killean and Summerville (2020) also evaluated the impact podcasting had on skills development, education, and community. They found that students developed a sense of community, improved their links with other students, and improved their understanding of podcasting technology and teamwork skills. In sum, this suggests that podcasts are a potentially valuable source of skills development

Podcasts offer flexibility in terms of when and where students can listen to them. Students can access podcast episodes at their convenience, whether they are at home, or on the go. This flexibility makes students integrate listening practice into their daily routines, making it a consistent and sustainable learning habit. Moreover, Andersen and Dau (2021) explained podcasts could lead to deeper learning because the students involve themselves in the learning process while listening to podcasts by taking notes, for instance. Still, Andersen and Dau also revealed that podcasts support students' engagement and cognitive strategies, which later stimulate their self-regulation skills during their studies. Podcasts allow students to listen while doing other activities and thereby draw their attention to their learning because, as one study

suggests, listening to podcasts requires less mental energy than more traditional learning formats, such as textbooks (Riddell, 2020). In accordance, Andersen, et al (2018) found that listening to podcasts gives the students a feeling of being well-prepared and makes the students look forward to learning more about a topic.

Incorporating podcast audio-assisted listening skills in the classrooms can significantly benefit students by improving their listening skills, expanding their vocabulary, promoting critical thinking, and providing flexible learning opportunities. However, not much research on the same topic was conducted at the senior high school level. Most of the previous studies were done approximately at higher education level (Abdulrahman et al., 2018; Gonulal, 2020; Harahap, 2020; Naidionova & Ponomarenko, 2018), as it has more supporting factors to realize the implementation of podcasts in listening skills for higher education students. Thus, inspired and triggered by the usefulness and benefits of Podcasts as teaching media discussed above, which several writers verified empirically, this study aims to investigate whether Podcasts can also affect senior high school students' listening comprehension. By harnessing the power of Podcasts, it is expected that students can create engaging and interactive learning experiences that enhance their overall academic performance and communication skills.

METHOD

This study used a qualitative method to conclude the data. Tjora (2018) stated that qualitative research is a loosely defined category of research designs or models, all of which elicit verbal, visual, and tactile data in the form of descriptive narratives like field notes, recordings, or other transcriptions from audio or video tapes, other written records and pictures or film. The purposes of the qualitative method are to describe and explore the research (Tomaszewski et al., 2020). Hence, the findings of this investigation, as stated by Willis (2019), will be presented in narrative form rather than as a scientific report.

A private senior high school in Bandung serves as the research location. The participants in this study are 18 students in class 11. Several meetings are held to conduct the research. The teacher taught the themes Chance, the Natural World, and News Report, which are the three themes covered in the meetings. The topics chosen align with the school's implementation of the Cambridge Curriculum.

Three types of instruments for data collection, including classroom observation, questionnaires, and interviews for the participants in the observations, were used in the present study. The observation sheet was used during listening activities utilizing podcasts to track the implementation of podcast-assisted listening in middle school.

The observation data were analysed from recorded videos during the activities conducted in the classroom. The participants did the activity during the observation. The listening activity and students' responses are included in the observation. One benefit of performing classroom observations is that it offers a constructive critical framework for assessing one's practice, developing strengths, and improving skills (Barogo, 2020).

The questionnaire is distributed to the 18 participants in a classroom of eleventh graders in a private school in Bandung. The questionnaire is close-ended with dichotomous questions (Yes/No) to convey students' opinions on using podcasts in the classroom. The elaborated answers to the questions are also provided to elaborate further on students' perceptions of podcasts in listening. Moreover, the advantages of podcasts and podcasts as a medium are also provided as the choices for the students to express their opinions. Thus, the questions are divided into four parts. The first part (Part A) is about the participants' background information about the podcast. The second part (Part B) consists of participants' access to the podcast and the category liked by the participants. The two parts of the questionnaire are expected to give insight into how the participants use technology in their learning

process in listening. The third part (Part C) consists of students' opinions about podcasts as a medium in their learning process. The last part (Part D) consists of the advantages of podcasts in listening skills, students' difficulties, and their suggestions for further lesson in using podcasts for listening.

Interview sessions are conducted in the research because of the need to investigate complicated phenomena and capture peoples' viewpoints, understandings, and experiences in particular contexts or circumstances (Bayeck, 2021). Hence, in this research, the eight-question interview session is employed to reveal the students' responses toward the podcast application in assisting students' listening skills. The interview in this research is an unstructured interview with open-ended questions. An unstructured or informal conversation interview means there are no fixed procedures to follow or predetermined questions to ask (Rueda et al., 2020). In other words, the queries come up naturally in the conversation.

The data analysis in this case study, the instruments that consisted of classroom observation and the interview were analyzed qualitatively with a descriptive design. There are main stages to explore those instruments: data validation, data analysis of classroom observations, data analysis of questionnaires, and the data analysis of interviews.

RESULTS AND DISCUSSION

Students' knowledge about podcasts (students' cognition)

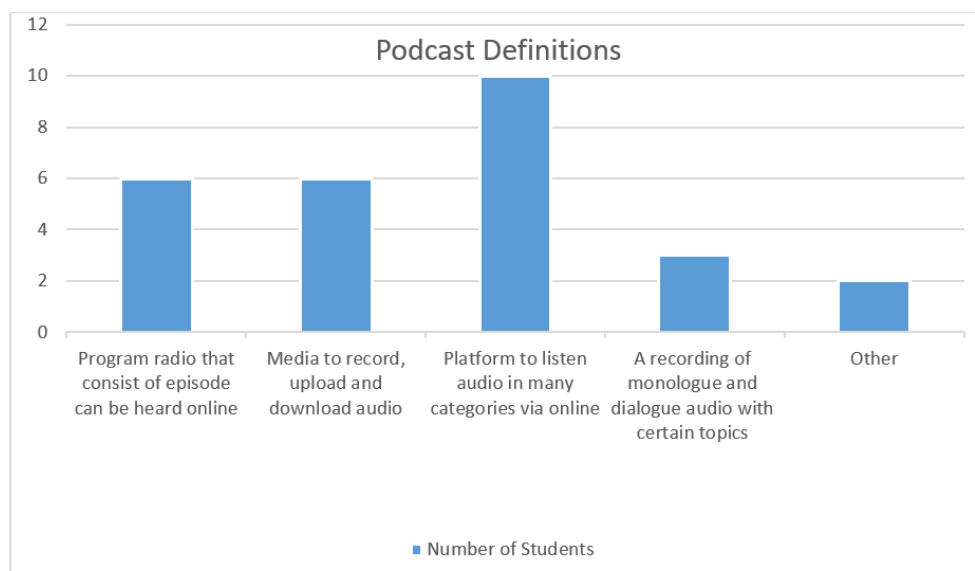


Figure 1. *Students' knowledge about podcast*

From the chart above, it can be seen that most of the students define podcasts as a platform to listen to audio in many categories via online. Based on the previous research from Li et al. (2020), it is argued that podcasts have been one of the fastest-growing online audio-streaming media over the past decade. The popularity of podcasts has created an enormous market and significant demand on many online streaming platforms that have traditionally focused on music, such as Pandora, Spotify, Apple, etc. (Panagiotidis, 2021). In addition, Yang et al. (2019) also stated that podcasts are portable and on-demand forms of spoken-word audio content, which have emerged

as a significant channel for information, entertainment, and advertising. Meanwhile, the other six students clarified that a podcast is a radio program with episodes that can be heard online. It is in harmony with the theory of the nature of podcasts based on Sims (2021) in a radio and audio media journal. Podcasting refers to digital audio files (e.g., MP3s) delivered to an internet-connected computer or portable media player.

Students' responses towards the way to access the podcast in the classroom (students' affection)

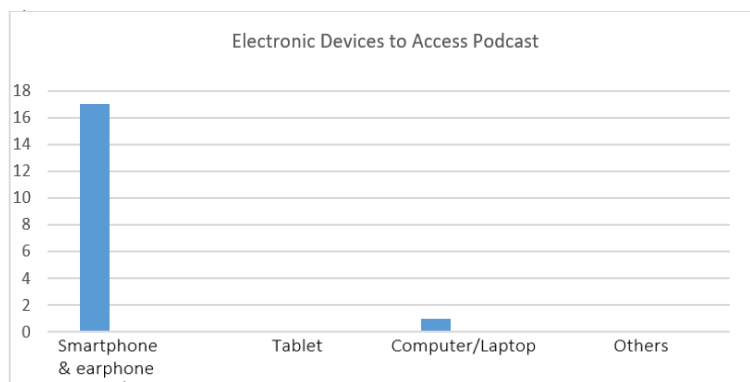


Figure 2. *Students' responses towards the access to the podcast in the classroom*

Based on the chart above, 17 students used their smartphone to access the podcast; meanwhile one student used a laptop to access the podcast. The students used their smartphone or laptop to access the podcast because the gadget is used daily, making it easy to access the podcast. There were statements in the classroom observation and questionnaire that included the media to access podcasts. Those statements in the classroom observations are numbers; meanwhile, the statements in the questionnaire are numbers 1 and 2 in part B. As explained in Zafari and Kamal

(2020) stated that podcasting refers to digital audio files delivered to an internet-connected computer or portable media player. In other words, Pignetti and McCharty (2015) maintain that podcasts can be streamed or downloaded through podcast aggregators for either computers or mobile apps.

The way to access podcast (students' psychomotor)

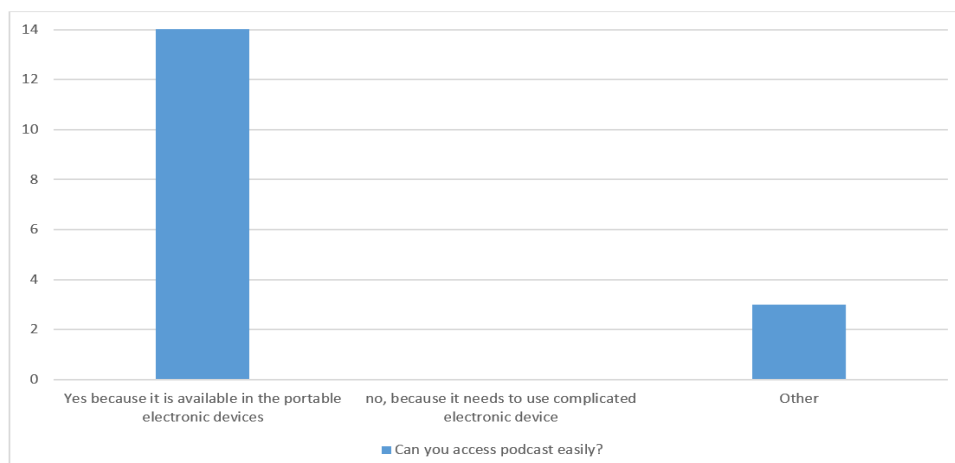


Figure 3. *The way to access podcast*

From the chart above, 14 students can access the podcast easily because it is available on an electronic device (smartphone). Meanwhile, no one chooses no or not easy-to-access podcasts. However, four students choose other answers. Their answers are (1) no, because the laptop is heavy and I do not have quota; (2) yes, but sometimes there is a difficulty of accessing podcast because sometimes podcast does not appear on my smartphone if I do not try it more than once; (3) yes, but sometimes I do not have an internet connection, so I cannot access podcast. Based on those three other answers, they have problems accessing podcasts. It is because in accessing podcasts, the students need an internet connection, and sometimes the connection is not working smoothly, so they need to reload the page to make the podcast listenable. These findings are

in line with the previous study by Yoestara and Putri (2019), which stated that even though podcasts can encourage self-regulated learning outside of the classroom, and the convenience they provide, such as 24/7 accessibility, task value, simplicity, and portability, allowing students to listen to the English language repeatedly at almost any time and from any location, a smooth and well-functioning internet connection is still required. Additionally, as we can see from the students' answers about how they usually access the podcasts, Saragih et al. (2022) also argued that smartphones are one of the best tools for exploring podcasts from different sources as it offers unlimited flexibility and practicality.

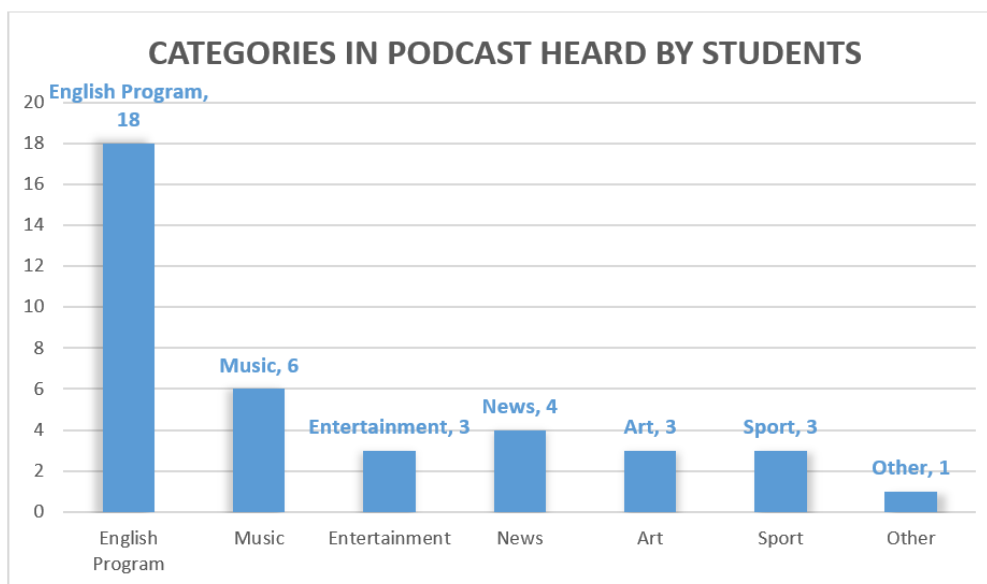


Figure 4. *Categories in podcasts heard by students (students' affection)*

The activity in the classroom provides the students with an English program only. However, as seen in the chart, many students have heard of the other categories as can be seen in the chart. Six students ever listened to music; three students listened to entertainment; four students listened to the news; three students chose art, three students chose sports program, and another one chose another, it is about science. In the English program, there are many episodes consisting of the topics entitled Chances, Natural World, and News Reports topics. All of the students heard it as the material in the listening activity in the classroom. Hence, this indicates that students can practice listening through numerous podcast materials. According to a research conducted by

Lee and Chan (2007), this self-regulated listening activity will likely improve English, mainly because the students are responsible and have control over their own learning in terms of choosing what, when, and where to listen from the podcasts. Besides, this self-regulated learning is also essential to develop students' autonomy, which will further improve their language learning performance (Al-Fadda & Al-Qasim, 2013).

Students' responses towards the podcast as a medium of instruction

Question part C number 1 (students' affection): Do you like learning by using podcasts?

Table 1. *Students' responses towards the podcast as a medium of instruction*

	S 1	S 2	S 3	S 4	S 5	S 6	S7 S	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18
Yes because it can be accessed easily	√	√			√	√					√	√		√	√		√	√
Yes because it consists of interesting contents.						√		√								√		
Yes because the speaker is native						√		√						√				
No, because it is hard to use																		
No, because it is difficult to be accessed	√																	
No, because it makes me boring			√															
No, because the content is difficult to understand																		
Other			√				√			√			√					

Based on the table above, the majority of the students mostly like podcasts because they are easy to access. It is because they use their gadgets that they use in their daily life. It is in harmony with the theory by Pignetti and McCharty (2015) maintain that podcasts can be streamed or downloaded through podcast aggregators for either computers or mobile apps. Followed by podcasts involving interesting content that make the students want to hear it. In addition, teachers who use podcasts in the classrooms will reveal an inexpensive but meaningful experience as it allows easy access to a worldwide audience (Tarchichi & Symusiak, 2021). Besides, the findings showed that students prefer to use podcasts as a medium of instruction because they contain exciting content, and students will find it more captivating when the speakers of the podcasts they are listening to are native English speakers. Moreover, it is believed by

Rachmaniputri et al. (2021) that the apparent benefit of podcasts for students is that podcasts offer up-to-date content and authentic native voices, which are suitable for listening practice. Only two students assumed that podcasts barely benefit them and others; for instance, one believed that podcasts are difficult to access, and the other one believed that podcasts often make students bored in the listening process. Thus, it is summarily thought by the students that as a digital recording, podcasts can be used to support English language learning, particularly on listening comprehension for any level of education.

Question part C number 2 (students' psychomotor): Do you find any difficulties when using podcasts?

Table 2. *Students' difficulties in using podcast*

Students' Answer	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S1 8
Yes, when accessing				√	√					√			√	√	√			√

the internet																		
Yes, when looking for content that is suitable for learning							√										√	
Yes, when understanding the contents from native speakers																	√	
No, because it can be accessed easily via internet and gadgets used in daily activities.	√	√			√	√							√			√		√
Others	√		√			√											√	

From the findings above, most students encountered obstacles while trying to access podcasts in their learning process, such as the unavailability of good internet connection at particular time. Therefore, as advocated by Hur and Suh (2012) advocate, teachers should be involved and accompany the students when using podcasts. Podcasts should not replace teachers' role. Furthermore, teachers should accompany students in using podcasts. Teachers need to consider internet connection and make sure that internet connection problem can be overcome. By and large, podcasts are a good medium to motivate and contribute to English language learning, but it still needs to be controlled by the teachers.

Furthermore, students also struggle to discover suitable podcasts for their learning when the topic has been decided before in the classrooms, as well as the unfamiliarity of native English speakers' accents, which were quite difficult to grasp based on students' responses. This finding is also in line with the study conducted by Rachmaniputri et al. (2021), which found that apart from the rate of speech, accents become one of the factors that challenged students in listening to podcasts. In this case, the familiarity of speakers' accents becomes crucial since it affects students' comprehension of the materials of podcasts.

Students' responses towards podcast advantages in listening skill (students' affection)

The advantages for students' listening skills are; (1) Students can download authentic podcast materials from the internet that allow students to be engaged in plenty of listening practice; (2) Podcasts can be used as a tool for developing students' pronunciation; (3) Podcasts can be accessed easily and quickly by the learners; (4) Podcast used in a classroom help students' improvement understanding of the topic, clarify concepts and focus on important points and in turn, in preparation for assessments.

Seven statements in the questionnaire included the podcast advantages for students' listening skills. Those statements are in part D (numbers 1-7), including students' suggestions for further meetings in the listening subject. The statements in part D are also the end of the questionnaire session. The analysis of the students' responses towards podcasts' advantages of the student's listening skills is explained below:

Podcast advantages for students' listening skills

This session covered podcast advantages based on theories. Based on theories, there were five advantages of podcasts that the students in education can gain. Then, each student could give their opinion based on their experiences using podcasts, as seen in the table below.

Table 3. Students' choice on podcast advantages

Podcast advantages	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Can be used anytime and	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√		

anywhere) (15)																		
2. Easy to be accessed via internet (9)	√	√		√	√			√				√			√	√		
3. Contains a variety of interesting content to listen to (4)	√							√	√								√	
4. The speaker is a native, so it plays the correct grammar and spelling (4)				√			√		√						√	√		
5. Increase concentration (8)						√		√							√	√	√	√
6. Others (2)								√									√	

Statement number one is that podcasts can be accessed anytime and anywhere. Fifteen students choose the number one statement meaning that Podcasts can be accessed anytime and anywhere learners can select from, subscribe to, and download podcasts via the internet. This advantage of podcasts is the highest tendency chosen by the students, followed by statements number 2.

Unpredictably, this research has new findings; podcasts can increase students' concentration. Eight students have the opinion that podcasts increase their concentration. It is because they are using earphones when listening to the audio so that they can focus on it. Students' interviews also support this finding. As stated by S13, "I focus more when I listen with earphone assisted, different with speaker that makes the sound broken".

The other advantages chosen by the four students are the variety of interesting content for the students meaning that Podcasts provide an up-to-date, varied, and extensive online audio source.

After that, four students chose the statement of a podcast containing a native speaker; it made the students know the correct grammar and pronunciation. Ducate and Lomicka (maintained that students liked the ability to repeat the recordings many times to practice pronunciation in context, which would be helpful to students. This type of practice could be accomplished by having students repeat longer discourses, such as dialogues.

Students' answer to podcast motivation: Do the use of podcast make you motivated to learn listening skills?

Table 4. *Students' answer of podcast motivation*

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18
1. Yes because podcast provides convenience to learn listening skill.						√		√							√	√		
2. Yes, because podcast contains interesting content to listen to.							√						√			√		
3. Podcast increasing my concentration when I heard through gadgets that I commonly used.	√			√	√	√			√	√	√			√	√	√		

4. No, because podcast is difficult to use/																			√	
5. No, because content in the podcast is difficult.																				√
6. Others.			√	√				√						√						√

It is an unpredictable finding of a podcast assisted in listening skill. Students mostly stated that they can increase their concentration using their gadgets and earphones. They said that it felt like they did self-learning because they used all the tools individually. Indahsari (2020) found that podcasts are very useful in language learning because it does not only help students master the listening skill, but also motivates students to learn and practise all the language skills. Moreover,

Heilesen (2010) concluded that many students were interested in podcasts as a genuine improvement to the study environment, and they used the new tool rationally as a supplement to their study activities.

Students' opinion for media using native speakers: Do you like listening to the media using native speakers?

Table 5. *Students' opinion about media using native speaker*

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18	
1. Yes because it helps me in understanding the right spelling and grammar.	√		√	√	√		√			√	√			√	√	√			√
2. Yes because the content is interesting.													√		√	√			
3. No, because the pronunciation is difficult.									√										√
4. No because the intonation is too fast.								√					√						√
5. Others.		√				√													

The findings revealed that the majority of students liked listening to podcasts from native speakers since it helps them to learn more about correct grammar and spelling. A theoretical concept of podcasts written by Silvers and Pullen (2018) stated that podcasts should be easily listened to without grammar, punctuation, or spelling errors. It also has various choices of exciting content that students can use in learning. As a digital tool in language learning, podcasts can attract students' attention through different podcast content (Indahsari, 2020). Furthermore, teachers can choose appropriate content for the

students' abilities. Nikolou and Darra (2018) found that students expressed that podcast content is interesting and helpful. Therefore, it can be concluded that podcasts can be easily incorporated into the curriculum, and once the content is deemed appropriate, podcasts can enhance students' performance.

Students' difficulties in listening English podcast: What difficulties did you encounter in listening to English Podcast?

Table 6. *Students' answer to the question number 5*

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18
1. The			√	√														

content is complicated																				
2. The content is not easy					√					√										
3. The pronunciation and intonation is too fast and difficult	√					√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4. Nothing																				√
5. Others		√																		√

From the table above, the difficulties faced by students mostly is intonation or articulation spoken by the speaker is too fast. Following this, a study by Gavenila et al. (2021) explained that the speed rate of intonation and articulation of the speakers makes it hard for the students to get or understand what the speaker says, as well as it being followed by the complicated content in the podcast. The content and the native speaker in the podcast are adjusted to the curriculum used in the school. Teachers can choose content that is appropriate for the students' ability. In other words, the teacher needs to arrange the implementation of podcasts in listening skills.

CONCLUSION

From the study, it can be concluded that students can use podcasts to scaffold their listening experience in language learning. Students perceived it as an audio resource to explore various topics accessed via online, which makes it easier for the students to access it through their gadgets, such as laptops and smartphones. Although gadgets can make accessing podcasts easier, some students encounter difficulties in accessing podcasts because of the need for an internet connection which some students do not have. Also, the internet connection can be unstable, leading to the students having to refresh to listen to the podcast. Aside from the technical difficulties, students encounter problems in listening to the podcast when the native speaker is talking too fast. The problem arises when a podcast's contents are beyond the students' level. Thus, the teacher needs to further manage the chosen audio from podcasts in the listening classroom. Despite the difficulties, students find podcast increasing their concentration and help them explore various interesting content.

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