

## THE USE OF PODCAST IN LEARNING ENGLISH LISTENING COMPREHENSION

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### Abstract

This study aims to determine the use of podcasts in learning English listening comprehension. Descriptive design and qualitative is used as a method in this study. The population in this study were a class of English education postgraduate students. The data of the research is the process of making the materials, beginning from preparing the topic, recording the conversation, questions-answers until designing the questions for the deep understanding. The data were collected through test, interviews, note-taking and documentation. The result shows that the use of podcasts in learning English listening comprehension can boost the learner's autonomy and understanding. The students can produce the object for listening, they can listen to it for speaking all at once. In conclusion, the researchers suggest continuing the program since it uses the up-to-date way of learning by optimizing it using technology.

**Keywords:** Podcast, Listening Comprehension, English Learning.

### INTRODUCTION

Technology has impacted the educational world by delivering incredible outcomes in recent years. With the advancement in Online platforms, students or teachers can now easily access technological tools at affordable prices. Thus, it has presented an excellent chance for students and teachers to access multiple resources from which they can effortlessly find essential information. Moreover, as students and teachers can also produce engaging content to deliver your lecture effectively. However, after The COVID-19 pandemic is quickly demonstrating why education use technology should be a vital part of teaching and learning. By integrating technology into existing method in education, as opposed to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool. While, The traditional lecture delivery method is no longer working as students are becoming more intelligent than before. Sometimes, they will outclass you by posting an unanswerable question you have never thought of. Answering their queries is not quite a simple task. Therefore, you have to take the assistance of technology in education to provide information more effectively.

Technology has played a role in teaching and learning for now nearly 40 years. Classrooms now have more tools and are able to incorporate ways of learning outside of the age-old textbook dominant curriculum. Having various digital tools and technology as part of the classroom environment is the new norm. Teachers can teach the same content in various ways, and students are able to experience difference types of learning methods. Talking about technology, technology has a method called a podcast. Podcasts provide teachers with the ability to grow podcast usage, and new classroom activities to improve a student's learning experience. A common belief is that because teachers have not been using podcasts in their classrooms, trying to implement them would create difficulties within the classroom environment. However, evidence shows that teachers

have been using podcasts as a learning resource at an increasing rate. For instance, the website “Teacher Pay Teachers (where teachers can purchase lesson plans from each other) saw an increase in downloads of plans related to podcasts in 2014 and 2015” (Fehennig, 2017).

Listening to podcasts is a way for students to experience the benefits of audio learning. Whether it is in the form of reading an article while listening, or just a standalone listening activity, students are able to receive these benefits. People, especially children, enjoy watching the same television or reading the same book repeatedly. According to FeHennig (2017), podcasts make it easy to listen to the same episode over and over again, and allow kids to learn something new each time, fitting into existing routines such as drives to school and bedtime stories. An evidence that technology goes hand in hand with education and keeps up with the times that affect student behavior patterns in learning.

### ***A. Podcast in English learning***

The podcast approach centres upon exposing learners to a series of spoken texts. The emphasis is on repeated encounters rather than on the quality of the listening that takes place. A large assumption is thus made: that learners become more competent listeners as the number of English as L2 listening experiences increases. With some learners, this may indeed happen, but there can be no guarantee that it will. Instead, somebody who is a weak listener at the outset might well become increasingly demoralised by their lack of perceptible progress.

The chief problem with an approach based upon ‘one text after another’ is that the learning that occurs is localised and may not extend to future listening experiences. Learners are given feedback on whether their answers are correct or not; they are sometimes allowed to hear problematic passages again. But that does not mean that they take away from the experience the kind of generalised technique that will enable them to avoid a similar problem of understanding if one occurs in future. A learner might come to realise that a sequence that sounds like might- adun in the voice of a male taxi driver corresponds to the grammatical pattern might + have + done. Learning has taken place in respect of this sample of speech, and the knowledge will assist the learner if she ever hears the same recording again. But it may not assist her in deconstruct- ing shouldadun or mightathought, encountered in a different context and in the voice of a female academic.

Conventional listening courses often claim to be progressive; but they do not in fact develop learners’ competence in any systematic way. They are progressive only in the sense that the passages are graded by linguistic difficulty or that the tasks are graded by the demands they are said to make of the learner. This smacks of an obstacle race in which the organiser keeps raising the height of the barriers without ever showing the runners how to get over them. As the barriers get higher, some listeners will find their own ways of dealing with the increased challenge; others will simply decide that what is being demanded of them is too difficult and withdraw their cooperation. It is very difficult to persuade somebody to lend attention to a piece of speech if they believe that they are incapable of making any sense of what is said. Now that come about podcast, While listening to podcasts will primarily help improve learners listening and speaking, they can also help improve learners reading and writing. For reading, learners can read the

transcript before listening. What words didn't the learners understand, then if using a podcast that has key vocabulary, this can be a helpful study aid.

### **B. Listening Comprehension**

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016). Rost (2009) told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016). Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice. There are different definitions of the term "listening comprehension." Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.

O'Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

According to Chastain (1988), listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. Rivers (1981) said that the understanding of spoken messages depend on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable.

The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand (Chastain, 1988).

Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus the last component is comprehension. It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They

are checking the received material as opposed to trying to make an unexpected and immediate interpretation (Kaspar, 1984).

The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful (Kaspar, 1984).

## METHODS

This research is a type of qualitative research with a descriptive design. The sample in this study were a class of postgraduate students of English education. In this study, students were assigned to listen to material through podcasts. The podcast is the result of a collaboration between lecturer and students whose material has been adapted to the learning syllabus.

Data collection techniques using test, document analysis and interview. The test is used to determine students' listening comprehension competence. Students are given a number of questions in google form.

To evaluate the listening comprehension skills of postgraduate students, the researcher used a short answer and information transfer format test to obtain listening comprehension skills based on a podcast with the material title "podcast in blended learning".

Document analysis is used to check student answers regarding understanding of the contents of the podcasts that have been heard. The document in question consist of the result of student answers on the Google form.

The interview is a process of interaction between the interviewer and the source of information or the interviewee through direct communication (Yusuf, 2014). Interviews can be used to find out how far podcasts can help students understand the material, spesifically in learning English listening comprehension.

## FINDINGS AND DISCUSSION

There were eight students who filled out the Google podcast form about "podcast in blended learning". The following are the results and discussion of postgraduate student answers on the Google Forms platform as a test media.

Here are questions regarding the material in the podcast that has been listened to as test for finding out the postgraduate students listening comprehension:

How could you differentiate hybrid and blended learning? Tell me your experience as well!

What can be inferred about the difference of knowledge and skill nowadays based on Pak Dedi's explanation and your personal perspective?

What do you think about personal gadget (connection) and institutional facilities? Do you have any other ideas for our advancement of learning?

What is your own personal opinion about master degree, doctorate degree and being an expert?

How could you habituate to use those three keywords (for auditory, visual and kinesthetic) in your teaching?

Question number one asks students to explain the difference between hybrid and blended learning that has been explained in the podcast. Afterwards, students were asked to share their experiences related to the learnings. Of the eight students, all of them explained the difference between hybrid and blended learning according to their respective interpretations in accordance with the explanation heard in the podcast. However, there was one student who did not relate his experiences based on the two learnings.

“Both of these similar but different. Hybrid is focuses on the teaching in both situations (online class and Offline class) or specific to synchronous lessons that are taught live and remotely at the same time. Blanded learning is incorporation of digital learning as well as face to face learning and make the learning more inovatif”

The second question asked about differences in knowledge and skill based on Mr Dedi's explanation, then students were asked to explain their personal perspective. Seven students explained Mr Dedi's explanation heard in the podcast regarding differences in knowledge and ability and then explained their personal perspective. However, there was one student who immediately explained his personal perspective without explaining Mr. Dedi statement in it. Even so, the personal opinion conveyed was still in line with Mr. Dedi's explanation.

“To my understanding about The Knowledge based, we don’t need face to face learning. But skill we have to face to face with the students. I think now (but I don’t know in the future forward) in level of senior high school (especially in my school) we still need skill with face to face students. By knowledge, everyone can get it easily by using many platforms. But skill it is by process to get it. And remember, teacher not only teach or transferring knowledge but it’s more important educate, guide the students to be human being completely.

The third and forth questions directly asked students' opinions. Even so, students must listen first and understand the context of these questions discussed in the podcast regarding personal gadgets and institutional facilities as well the ideas for the advancement of learning as well master degree, doctorate degree and being an expert. Seven students answered their opinions regarding personal gadgets and institutional facilities and then presented their ideas. However, one student only gave ideas for improving learning without explaining his opinion regarding question number three.

“Students must have work that is useful for society.”

In addition, two out of eight students only answered questions about master degrees and doctorate degrees. All two also skipped "being an expert" questions to answer. Here are the answers.

“Master degree studies various scientific, economic, social, cultural, and other viewpoints.”

“I think master degree, doctorate degree it is like level of education but when I continue my study to next level or master degree like Mr. Dedi said it will be the next expert. So it can create or predict about education next, 5 or 10 year forward.”

The last question ask how could the students habituate to use three keywords (for auditory, visual and kinesthetic) in teaching. This question intends to ask how students implement or familiarize these three terms in teaching. However, two out of eight students only shared two of the keywords as their learning experience instead of describing how to adapt these three keywords to their teaching.

“When teaching, I usually write the point or drawing and example on the whiteboard while explaining the material to make students more understand, so I use

visual and auditory. So, the student have to fell the difference between the examples and make another examples to see their understanding.”

“I tend to audiovisual learning style. I cannot confirm something if just hear or look something. I just comprehend if both of them happend.”

The explanation above shows that students get a score of around 82% with appropriate answers based on the material heard from the podcast. The following are the results of answers to student interviews:

“if we forget about the material we can just reply again and again the podcast everytime that we need.”

“Documentation from podcasts can be studied at any time.”

This become the reasons that podcast media is quite helpful for students' understanding in listening to material through podcast media. Students can re-listen and search for the particular answer they want by simply selecting the podcast playback time. More often we hear, more we can understand something (Widodo & Gunawan, 2019).

Nevertheless, of all the questions that have been answered, students always miss a small part that must also be answered from the question. One different student made the mistake in questions number 1, 2 and 3. Then, there were two different students who made the mistake in number four and five. This is possible because almost all of the questions do not only ask one simple concept, but involve students' experiences to deepen their understanding of the material that has been heard from the podcast. In addition to listening, students must remember and elaborate on material that has been heard with students' personal answers. In a research, Harahap (2020) stated that numerous students feel apprehensive when it comes to practicing listening skills since it requires them to listen attentively, concentrate, understand, and retain the information simultaneously.

## CONCLUSIONS

The results of the postgraduate students' responses to the questions based on the podcast on "podcast in blended learning" indicate a moderate level of understanding and comprehension. Overall, students demonstrated a satisfactory understanding of the concepts discussed in the podcast, but there were some instances where they missed certain aspects of the questions or did not fully relate their personal experiences to the topic.

The interviews with the students revealed that the podcast media was helpful for their understanding and learning. They appreciated the ability to replay the podcast to review the material and found it beneficial for studying at any time.

However, it is important to note that some students struggled to fully address all aspects of the questions, indicating the complexity of integrating personal experiences and understanding from the podcast into their responses. This highlights the challenges students face in practicing listening skills, which require simultaneous attentiveness, concentration, comprehension, and retention.

Overall, while there is room for improvement in fully addressing all parts of the questions, the results indicate a satisfactory level of understanding and comprehension among the postgraduate students based on the material heard from the podcast..

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