



# Using podcast for EFL students in language learning

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One of the popular products of technology created to support language learning is podcast. As a digital recording, podcast can be used to support English language learning, specifically on the listening skill. This study reviews the effects of using podcast in supporting language learning. The aim of this study is to introduce podcast as a tool for developing language skill. Podcast as a tool has the power to motivate students in learning English. This study reviewed 20 articles published around 2020-2010 to find the effects of using podcast in teaching English to EFL students. The result of this study showed that podcast can increase language ability, especially the listening skill. Furthermore, podcast can motivate students in learning language. Teachers are recommended to use podcast as an interesting technological tool to support language learning for Indonesian students. The students confirmed that podcast is fascinating when it is used in the learning of listening skill. Podcast is a potential choice as an English learning support and it allows teachers to incorporate technology in teaching. It is important to note that the intention is not to replace teacher's presence with podcast. Therefore, it is suggested that in using podcast teachers should provide proper guidance for their students on how get its full potential.

**Keywords:** English learning, EFL, Podcast

## INTRODUCTION

English language is one of the subjects that Indonesian students learn in school. As stated by [Sodik and Wijaya \(2013\)](#), English is a mandatory major in Indonesia. As a core subject, English classes are equipped with tests and examination. There are different types of examination, such as national or final-examination, and mid-semester examination. English examinations are commonly divided into four skills; listening, writing, reading and speaking skills. Each school might employ different examination models. [Mukarrama et al. \(2015\)](#) stated that there are four skills that students learn in English as the second or foreign language, namely; listening, reading, speaking and writing. Meanwhile, according to [Asmawati \(2017\)](#) listening skill poses as a big challenge for Indonesians students because they are hardly exposed to native voice. In addition, Indonesian schools prefer to use teacher's voice to assist students in learning English listening skill rather than using native speakers' voice.

As one of the most important skills in second language acquisition or foreign language, according to [Ranukadevi \(2014\)](#), listening has a significant part in English, since it is one of the four main strengths of language development. While other abilities, such as reading, communicating and writing, are important to the growth of language skills, listening leads mainly to language competence. Listening aids us to know our environment and it is one of term in successful communication [Gilakjani et al. \(2019\)](#).

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Listening needs more efforts to attention and concentration to comprehend the material that included knowing dialogue and monologue text.

Listening is a central of learning because hearing a sound process is a skill that the students achieve an effective communication and great academic achievement among learners (Mohamed et al., 2018). According to Underwood (1989), listening means "the activity of paying attention to and trying to get meaning from something what we hear" (p.36). In addition, Listening is a process to identify, understand what speakers are saying, and the listeners are able to repeat the sound of what they heard (Hamouda, 2013).

In the real contexts, the reality of teaching listening is still far from the expectation. Listening is considered a big challenge for learners as they often face difficulties in understanding the meaning or the purpose of the sound. There are some reasons why students face difficulties in the listening aspect. Firstly, English is a foreign language which is hardly used by students in their daily life. Listening materials also mostly use different accents, different idioms, and uncommon vocabulary. Another crucial factor is that students are used to listen to non-native speakers in class and are forced to understand a listening test given in the native voice. Moreover, the length and speed of the listening materials and the lack of concentration influence how students understand and take the information Bingol et al. (2014). Those factors make it difficult for students to understand and obtain information. Based on the author's interview with 20 Indonesians' students in Sidoarjo, the students claimed that while they hardly listen to authentic speakers, they have to listen to sets of questions spoken by native speakers, such as in TOEFL test or National Examination. Moreover, Lie (2007) in her investigation found a conclusion that the greatest constraint of the EFL listening in Indonesia is contributed by a low exposure to the target language. Students consider it difficult to understand and get the idea of the topic, and they feel unprepared when they have to do test on listening skill. In other words, listening becomes a neglected skill in the field of teaching English as a foreign language.

To restrain this case, there are several media that teacher can use in language learning especially for listening skill. In addition, technology as media has a role to be not replaced the traditional education system that involves teachers, schools, and parents, but it supports teaching to be easier in variety tools (Retnawati, 2019). The teacher can use podcast for listening. Podcast is an audio publishing to the internet, it is defined as sources academic field and has several kinds of material for learning (Asmawati, 2017). Podcast is considered as a new innovation for building up students' listening and talking abilities (SZE, 2006, p. 127). Podcast has some kind of contents, it can be audio, video, and image materials (Rosell-Aguilar, 2007).

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reasons why students face difficulties in the listening aspect. Firstly, English is a foreign language which is hardly used by students in their daily life. Listening materials also mostly use different accents, different idioms, and uncommon vocabulary. Another crucial factor is that students are used to listen to non-native speakers in class and are forced to understand a listening test given in the native voice. Moreover, the length and speed of the listening materials and the lack of concentration influence how students understand and take the information Bingol et al. (2014). Those factors make it difficult for students to understand and obtain information. Based on the author's interview with 20 Indonesians' students in Sidoarjo, the students claimed that while they hardly listen to authentic speakers, they have to listen to sets of questions spoken by native speakers, such as in TOEFL test or National Examination. Moreover, Lie (2007) in her investigation found a conclusion that the greatest constraint of the EFL listening in Indonesia is contributed by a low exposure to the target language. Students consider it difficult to understand and get the idea of the topic, and they feel unprepared when they have to do test on listening skill. In other words, listening becomes a neglected skill in the field of teaching English as a foreign language.

To overcome this case, there are several media that teachers can use as supports for language learning especially for listening skill. In addition, technology as media allows the roles of traditional education system that involves teachers, schools, and parents to be maintained while it enables interactive learning supported by various learning tools Retnawati (2019). Teachers can use podcast for listening activities. Podcast is an audio recording which is published on the internet and it is defined as a source of learning Asmawati (2017). Podcast is considered as a new innovation for building students' listening and speaking abilities (SZE, 2006, p. 127). Podcast has different forms of content; it can be in the form of audio, video, and image materials Rosell-Aguilar (2007).

Nowadays, podcast is used by radio, television or social media to share interesting information to their listeners Scutter et al. (2010). Podcast as learning materials are categorized into two groups. The first is authentic contents from native speakers which is not intended for learning. These types of podcast are usually under the themes such as sport or television system. The second is podcast with learning content which is specifically designed for learning. For this type of podcast, the materials are created for designated students. A good example for this is podcast as the material which is given from the teacher for learning Fernandez et al. (2009).

Using podcast has benefit for both the students and the teachers. The obvious benefit of podcast for students is that podcast offers up-to-date content and authentic native voices which are good for listening practice Kohler et al. (2010). Furthermore, podcast is easy to find and download. Students can access podcast everywhere and anytime they want. According to Ducate and Lomicka (2009), podcast can train students to practice pronunciation. In addition, Nataatmadja and Dyson (2008) & Stanley (2006) proposed that podcast is handy to use

in learning. For teachers, the benefit of podcast first and foremost is that it aids teachers in teaching their materials, especially for listening skill. By using podcast, teachers can support the students in building self-confidence, and they can make the learning situation enjoyable. Student's self-confidence may improve because they are able to understand the rhetoric of a particular topic as a result of listening repetition. Hasan (2013) also added that podcast can be used as a support tool in teaching in EFL classrooms.

Moreover, Fernandez et al. (2009) said that podcast increases connection between teachers and students. Using podcast on learning process allows teachers to alternate their teaching approaches and it allows students to feel included and belonging to the learning community Palenque (2016). Using resources with authentic native speakers, such as podcast, is not defined as a pedagogical approach, but it provides an authentic language context with native speakers who are fluent in their spoken language. Using podcast in test preparation is an option that teachers can use to help the students in learning the English subject. Podcast presents the combination of e-learning with audio, video, and text files, which can instantly replace language laboratories, compact disc, DVD, or radio cassettes, which are usually used in ordinary language classrooms. It makes it easier for the students to be invested in their language learning. Furthermore, it does not only make students able to explore many language inputs, podcast can also stimulate them into the target language because podcast brings authentic English experience to occur in the classroom.

Podcast also encourages students to manage their focus on the task, recognize new vocabulary, memorize the sounds of the spoken words, and boost their linguistic competence in order to be a more effective listener. To use a podcast, teacher should prepare the activities that match with the students' ability; that is, podcast with very simple texts should be given to students with lower competence level. From here, they can move to the complicated authentic materials when the students have become advanced.

In a previous study by Hasan (2013), twenty journal articles were identified to investigate the effects of podcast on English as second language students' language skills and attitude. The results of the study revealed that podcast can be a medium which supports language learning. The second study was carried out by Heilesen (2010) who reviewed the literature that was published on 2004–2009 and dealt with the experiences of using podcast in higher education. Heilesen (2010) concluded that many students were interested with podcast as a genuine improvement to the study environment, and they used the new tool rationally as a supplement to their study activities. The third study by Yoestara and Putri (2019) used different sources to identify the improvement of EFL students in listening and speaking. It was concluded that podcast can develop listening & speaking skill for Indonesian students.

These journals are all concerned about the use of podcast. The first study focuses on the reviews written from around 2003 to 2013 and explores how podcast as a medium can be

applied to support language learning on EFL students. The second study is concerned on the reviews of studies conducted around 2004 to 2009 about the use of podcast in higher education. The third study is concerned on the reviews of studies written around 2018 to 2007 which talk about how podcast can improve listening and speaking performance. To put this study into the context, the focus of this study is on the reviews about the effects of using podcast produced by non-native speakers in improving students' listening skill.

## METHODS

In this paper, the author collected references from various sources, namely Google Scholar, Sinta, JSTOR, online-literature.com, Ijern.com, Scopus, Research Gate, and Science-direct. In addition, the author used podcast from various sources, which were traced using keywords including English Learning, Podcast for Learning, Podcast of EFL students, Podcast for English Learning. From these sources, the author found a total of 150 references which are relevant with the study. From 150 references, 100 were excluded because the research on podcast was conducted more than 10 years ago. Similarly, 80 journals were excluded again because the research was focused on podcast for languages other than English. Eventually, a total of 20 journals with close relevance and within 10 year publication period were selected as depicted in Figure 1. To begin the review, the articles were selected and read before the tentative research topic category was selected. The topic category is podcast in language learning for EFL students. After that, the author read and compared the theme of the first article with the second article. Each article was scrutinized and compared with each other.

## DISCUSSION

This study has identified two major themes. The first theme is concerned with the effect of podcast which is shown to be able to motivate students in language learning. The second theme is podcast can be a potential choice to assist language learning especially in improving their listening skills.

## THE EFFECT OF PODCAST IN IMPROVING THE STUDENTS' MOTIVATION IN LANGUAGE LEARNING

In this era, technology is important to support learning process. One of the products of technology that is now popular in language learning due to its breakthrough is podcast. Podcast has selections of content that can support language learning. This statement is supported by Rosell-Aguilar (2007) who conducted a survey on podcast. Rosell-Aguilar (2007) found that podcast could attract male students' attention in language learning. Talking about podcast power in language skill, Gold-

Author's Name	Year	Method	Result
Li	2010	Qualitative	Podcast has enhanced student language skill.
Knight	2010	Qualitative	Podcast can develop students' phonetics' ability.
Traphagan	2010	Quantitative	Podcasting adversely affects students' attention levels in class.
Chan, Chi & Li	2011	Qualitative	The use of podcast has an impact for the students' motivational in language.
Artyushina	2011	Qualitative	Podcast can improve students listening skill and build an education activity.
Al Qasim	2013	Quantitative	Podcast can make positive and significant difference to the listening comprehension for EFL higher education students in Arabic.
Rosel	2013	Qualitative	Podcast content help the user to learn language.
Farshi & Mohammadi	2013	Qualitative	Leaners felt that podcast help them to motivate in language learning.
Yeh	2013	Qualitative	Podcast enhanced students' language proficiency and knowledge.
Kargozari & Zarinkamar	2014	Quantitative	The use of podcast as an instructive gadget in learning vocabulary was extensively more viable.
Asoodar, Seyyede, Shahin & Piet	2014	Quantitative & Qualitative	Podcasting proved highly effective in motivating the students.
Faramzi, & Akram	2015	Qualitative	Podcast gives opportunity for the students and curriculum developer to broaden the learning style alternative in a more friendly way.
Shiri	2015	Quantitative & Qualitative	Podcast improve students' language skill.
Davoudi and Rezaeri	2016	Quantitative	There is no significant difference in language comprehension scores by using podcast.
Wei & Ram	2016	Quantitative	Podcast has a potential to improve language learning.
Goldman	2018	Qualitative	Podcast can bring education and classroom environment.
Sendag, Nuray, & Sacip	2018	Quantitative	Podcast and listening aid has a significant impact on listening comprehension.
Nikolou & Darra	2018	Quantitative & Qualitative	Podcast is interesting and attracting students' attention.
Lio	2019	Quantitative & Qualitative	Podcast can motivate the students in listening.
Xiangming, Liu & Zhang	2020	Quantitative & Qualitative	Podcast can deliver knowledge.

FIGURE 1 | List of journal articles which are analyzed in this study

man (2018), after conducting research on 13 sources, found that podcast has benefits for both the students and the teachers. Goldman stated that Podcast can improve classroom environment for both the teachers and students. Learning through podcast allows students to understand the application of technology in learning process and allows teachers to adjust with technology-based teaching.

As a digital tool in language learning, podcast can attract students attention through various podcast contents. The abundance of contents found in podcast has a good impact on students' motivation. Nikolou and Darra (2018) interviewed 28 EFL pupils to conduct a quantitative research about the use of podcast. They concluded that podcast is interesting for the students and it allows them to interact in English with others in the classroom. Through learning from podcast, students' interaction during language learning can improve their motivation. Asoodar et al. (2014), who did a qualitative and quantitative research on this topic, concluded that podcast is proven to be highly effective in motivating the students. In addition,

it was found that the male students were more attracted in using podcast as a medium than female students. Meanwhile, the female students were satisfied with using podcast in their English language process. Chan et al. (2011) also concluded that the use of podcast has an impact on the students' motivation in language learning. Podcast can help improve students' motivation because it has various choices of content that students can use in learning. Furthermore, teachers can choose a content which is proper for the students' ability. Nikolou and Darra (2018) found that students expressed that the content on podcast is interesting and helpful. It is also confirmed by a questionnaire research conducted by Farshi (2013) who concluded that learners felt that podcast contents help them to be more motivated in language learning. From the two reviews above, it can be concluded that podcast can be easily incorporated into the curriculum and once the content is deemed appropriate, podcast can enhance student's performance.

Despite its positive effects, Farshi (2013) also found that some students faced difficulty in accessing the podcast because

of internet connection problem and difficulty in filtering the content. [Traphagan et al. \(2010\)](#) who did a quantitative research in 2010, found that podcast adversely affects students' attention levels in class. Therefore, as advocated by [Hur and Suh \(2012\)](#), when using podcast, teachers should be involved and accompany the students. Podcast should not replace teachers' role. Furthermore, teachers should accompany students in using podcast. Teachers need to consider about internet connection and make sure that internet connection problem can be overcome. By and large, podcast is a good media to motivate and contribute in English language learning, but it still needs controlling by the teachers.

## PODCAST ON STUDENTS' LISTENING SKILL ESPECIALLY FOR NON-NATIVE

Podcast is a potential tool that can be used to support learning language, especially for listening skills. [Fadda and Qasim \(2013\)](#) conducted a quantitative research with 46 female EFL students in higher education in Saudi. It was concluded that the use of podcast made a positive and significant difference to the listening comprehension for EFL students in Saudi.

[Kargozari and Zarinkamar \(2014\)](#) conducted an experimental research with 32 EFL students majoring in TEF in Iran and concluded that the use of podcast as an instructive media in learning vocabulary is extensively more viable than the traditional procedures utilized generally as a part of EFL classes. [Artyushina et al. \(2011\)](#) found that podcast can improve student's listening skill and build a meaningful education activity. Furthermore, improvement in listening skill has an impact on student's language skill. This finding is also confirmed by the results of interview and questionnaire research with EFL students from Hong Kong by [Li \(2012\)](#).

In Indonesia, podcast can motivate students to learn the listening skill. [Lio \(2019\)](#) found from quasi experimental research that podcast was an effective media to teach and learn English. Indonesian students are interested in podcast and it has good effects on their listening skill. Furthermore, podcast can deliver knowledge for the listener. This statement is in line with [Xiangming et al. \(2020\)](#) who conducted a quantitative & qualitative study in 2020. In addition, [Knight \(2010\)](#) found that podcast can develop student phonetics' ability.

In addition to the points mentioned above, this study also found that there was no significant difference in language comprehension scores obtained by students after experiencing learning using podcast. However, [Şendağ et al. \(2018\)](#) did an experimental design study and found that podcast and listening aid had a significant impact on listening comprehension for students.

From the studies above, podcast can be considered a potential media for learning. Podcast has a potential to improve language learning and it can be an alternative tool in language learning. It is confirmed by a qualitative research conducted by [Wei and Ram \(2016\)](#), who concluded that podcast has a potential to improve students' skill and awareness during language learning process. In addition, podcast gives opportunity for the students and curriculum developer to broaden the learning style alternatives in a more friendly way. [Yeh \(2013\)](#) also added that podcast enhances student language proficiency and knowledge.

## CONCLUSION

From the studies, it can be concluded that a podcast shares similarity with a public library that provides materials or resources straight to users' devices. Podcast is very useful in language learning because it does not only help students master the listening skill, but also motivates students to learn. Podcast allows students to have interaction during the language learning process. In Indonesia, podcast can be a tool that can be suggested to use as an innovation. It can motivate Indonesian students to learn and practice language, especially in listening skill. Students are interested in using podcast for English language learning. Having an interest in learning determines the success of learning activities as liking or disliking objects that are valued for someone is a stimulus that leads someone to particular aims. It is also worth-noting that podcast are not meant to replace teachers' role. Teachers should be aware that they need to find podcast contents that are appropriate for the students level, and they should prepare the access to the podcast before the students can use it. Podcast as a tool that support students in learning the listening skill is more practical and helpful than using the talk and chalk method. Teachers can implement podcast into the related curriculum and the learning syllabus to support students in the learning of listening skill. This study suggests that podcast be used in language learning to develop students' listening ability. Furthermore, when teaching listening skill, podcast delivered by native speakers is proven to be more effective than using teacher or non-native voice.

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