**CHAPTER II REVIEW OF LITERATURE**

**2.1 Listening Skill**

Listening is one of four key language skills that all learners should master. Each language requires four primary skills: speaking, writing, listening, and reading. The Listening is a process of understanding the sounds that is being heard. first two are considered productive skills since the language is created. In contrast, the last two are receptive abilities because the language is only received. Their explanation is that the process depends on the listeners’ activeness, which whether they listen, react, and have some control over the listening material or not. Listening is such an important action that verbal communication cannot advance without it. Listening is an active interaction that requires communicators’ full attention and participation.

According to Brown (2004) listening as a student's verbal or written answer indicating correct or faulty auditory processing. To improve their listening skills, students must actively think during listening. Brown defines, listening is a complex action that can be improved by activating pupils' past knowledge. The following part will discuss another way teachers might help lessen the difficulties of listening: teaching students different forms of listening Language learning involves listening in both classroom and non-classroom settings. Improved listening abilities serve as a foundation for further language development..

Listening requires a sender, a message, and a recipient. Active listening involves

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paying close attention and deciphering the speaker’ s intend message. Listening is a talent that is essential for studying speaking and writing. To build a learner's talent, they should first listen to the pronunciation, then repeat it, do it again, learn to read it, and finally learn it. This does not organize to language learning or the first language because visual capabilities (reading and writing) typically outperform the aural/oral abilities. Children learn to communicate by first listening to others. Gestures and mimics can help learners acknowledge non- linguistic concepts more effectively. Listening is crucial for language development and should be value highly. Affective listening refers to an individual's impression and motivation for listening activities. Listening behaviour includes both verbal and nonverbal gestures that indicate attention and interest. Cognitive aspects of hearing; Humans employee internal operations to understand, interpret, evaluate, and make sense of speaking language. pupils who lack effective listening abilities will struggle to learn to write and speak English. Listening is the translation of spoken words and is characterized by the popularity of sound conversation. Additionally, listening is the ability to focus and pay full attention to anything. As a result, listening is the first skill that English language learners must develop, because learning a new language is mostly performed by listening.

According to Rost (2001), in journal Seo (2016) the key difference between high-achieving and low-achieving language learners is their capacity to acquire through listening. Listening is a complex interactive process in which learners interpret what they know and hear before applying linguistic knowledge

to better understand the message. From a schematic standpoint, it concerns the relationship between the information and experience people are currently gaining. The purpose of listening skills is to establish a connection with the learning process.

These characteristics indicate an active spoken interaction. Sharma (2018) distinguishes two categories of listening based on listeners’ involvement. He distinguished between participatory and non-participatory hearing. Participatory listening occurs when the listener participates in the listening process, such as adding comments or exchanging information. Non-participatory hearing involves passively listening without interaction. Both of these are used in various situations and need to be developed equally.

Improving listening abilities is essential for learning any language, whether it’ s your native tongue or a foreign one. According to Harmer (2015), listening abilities learn in one’ s mother tongue can readily be transferred to foreign language acquisition. Listening to a foreign language will be more challenging than listening to one’ s home tongue, as listeners may encounter issues they haven’ t encountered before. Listening is not often practice among language learners due to its perceived difficulty.

**2.1.1 Listening as A Process**

Listening is an essential communication skill that entails hearing, attending to, interpreting, and responding to speak communications. It is an active process that needs mental effort and involvement, Listening accurately is an active

activity that needs deliberate effort, concentration, and the ability to overcome obstacles such as personal biases, emotional states, and environmental distractions. It entails not only hearing the words, but also understanding the entire message, including context, emotions, and nonverbal signs, to respond properly. Azmi et al (2014) highlighted the various difficulties that students confront during the Listening Process. First, the quality of the record materials is critical. It may have an impact on kids’ ability to perceive sounds. Second, cultural differences might have a substantial impact on pupils’ understanding. If listening requires wholly new cultural resources, learners will have a more difficult time understanding the message. The third is the dialect. Foreign languages, both native and nonnative, can provide major hearing challenges. The fourth is unfamiliar jargon. It provides listeners time to think about the vocabulary that they hear. Finally, listeners struggle with speaker speed and interaction since they have no influence over how speakers communicate. Teachers must understand these steps when educating foreign languages. Understanding these methods can support the development of capacity for listening. It is believed that there are two procedures listeners can use while receiving a message. There are two kinds of processes based on bottom- and upward

• **Bottom Process**

The bottom-up process in listening refers to the way listeners derive meaning from the discrete sound elements (phonemes, words, phrases) that make up the spoken message.

It involves the following steps:

1. Hearing the sounds:

- The listener's auditory system detects the sound waves produced by the speaker.

- This is the physical, bottom-level process of perceiving the individual sounds.

2. Recognizing the words:

- The listener identifies the individual words that make up the speaking message.

- This involves matching the perceive sounds to the listener's lexical knowledge of words.

3. Parsing the syntax:

- The listener analyse the grammatical structure of the sentences, understanding how the words are organize.

- This allows the listener to start deriving meaning from the basic building blocks of language.

4. Comprehending the meaning:

- Based on the recognize words and their syntactical relationships, the listener begins to construct the overall meaning of the message.

- This involves using bottom-up linguistic knowledge to build an understanding of the speaker's intended meaning.

The bottom-up process is a data-driven approach to listening, where the listener starts with the most basic elements of the speaking language and gradually builds up to an interpretation of the complete

message. It is a fundamental aspect of listening comprehension, as it allows the listener to decode the linguistic content of the spoken communication. However, effective listening also involves a top-down process, where the listener's prior knowledge, experiences, and expectations influence how they interpret the message.

• **Upward process**

Harmer (2015) explains the upward process as follows: “ the reader (listener) receives comprehensive perspective of the reading or listening section by, in whatever way, collecting the whole image” . The upward or bottom-up process in listening refers to the way listeners derive meaning from the discrete sound elements (phonemes, words, phrases) that make up the spoken message. It is a data-driven approach that involves the following steps:

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- This is the physical, bottom-level process of perceiving the individual sounds.

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The upward or bottom-up process is a fundamental aspect of listening comprehension, as it allows the listener to decode the linguistic content of the speaking communication. It is a data-drive approach, where the listener starts with the most basic elements of the spoken language and gradually builds up to an interpretation of the complete message. However, effective listening also involves a top-down process, where the listener's prior knowledge, experiences, and expectations influence how they interpret the message. The combination of bottom-up and top-down processing is essential for successful and comprehensive listening.

**2.1.2 Characteristic of Effective Listening**

Communication occurs through four modes: speaking, writing, listening, and reading. Instructors frequently teach speaking, writing, and reading abilities, but listening is both the least recognized and most important of these competencies. Listening is a critical communication skill that involves complicated cognitive processes such as understanding and interpreting messages, affective processes such as motivation to pay attention, and behavioral processes such as reacting with both verbal and nonverbal cues. In other words, to be a successful listener, the listener must examine what he or she is thinking about the message being received, what he or she is feeling about the information, as well as the context of the conversation and what he or she will do in the process as a result of the communication. The features of successful listening thus span these cognitive, affective, and behavioural frameworks.

**Cognitive characteristics of good listening**

• Probing, paraphrasing, and summarizing

Asking follow-up or clarifying questions, paraphrasing individual communications, and summarizing the conversation are all examples of the listener's cognitive engagement in the conversation, indicating his or her attempts to fully understand and correctly interpret the messages being relayed.

**Affective characteristics of successful listening**

• Attention , acceptance, and empathy

The effective listener can also demonstrate his or her affective participation in the discourse by making it the main center of attention and responding with acceptance and empathy. To receive communications with empathy, the listener must resist projecting his or her own beliefs, sentiments, or prejudices onto the speaker, as well as accept the speaker's messages without concurrently attempting to formulate a response.

**Behavioural characteristics of effective listening**

• Non-verbal behaviour and advice

Effective listening includes taking action. The listener's attention should be communicated by nonverbal cues such as eye contact, erect posture, nodding, and other positive body language. The listener can also indicate engagement by widening the scope of the discourse, for as by questioning about or presenting alternatives to the topic or conclusions under consideration.

**Teaching Effective Listening**

In a dynamic classroom, both the lecturer and the students must be attentive listeners. Perfecting listening skills will enhance classroom learning by assisting students in mastering course knowledge, asking insightful questions, and learning to think critically about course content. Mastering listening skills is particularly vital for personal and professional success for pupils who do not

speak the language of teaching. Because hearing is such a complex activity, or a wide range of activities, instilling effective listening habits in students necessitates that the instructor address each of these listening processes.

**2.2 Technology**

Our current circumstance necessitates online learning rather than in-person classes. Technology enables simple access to unfamiliar knowledge, making it more accessible. The internet enables universal access to information. Furthermore, it enables pupils to complete their assignments more efficiently.

Online learning allows for more efficient quizzes and exams, as well as more effective online classes. The advancement of technology in the postmodern era has both positive and harmful implications on human life, including politics and social issues. Economics, education, and culture. Proper usage of technology can have a positive impact on our lives. Technology is widely used in education to enhance the teaching and learning process. Teachers are increasingly using internet-based technologies in the classroom to improve students' English listening skills.

According to Atsani’ s investigation, media takes an important role in the process of learning. Media can effectively stimulate pupils’ ideas, emotions, concentration, and goals, leading to a successful education (Atsani, 2020). Applying technology media for educational purposes can facilitate teaching and encourage learners to engage in educational activities. Toyyibah emphasized that a teacher’ s approach to teaching and learning greatly influences student attention.

If the process of learning is engaging, pupils will be excited and engaged about learning, and their teachers will be as well (Toyyibah 2017). Students who feel excited about learning have improved educational results and can achieve their objectives.

Nevertheless, fostering a student’ s desire to gain knowledge cannot be a simple task. Students today are heavily reliant on technology in their everyday activities. Teachers face a new problem as pupils in the digital era resist traditional instructional methods. monotonous lessons and tones might cause students to become distracted and sleepy during learning. In order to prepare children for essential, productive, and creative thinking, teachers must increase the utilization of technology in the classroom. Teachers must address this issue in their interactions with pupils. In this regard, the qualifications of teachers have an extremely beneficial impact, specifically mastery of media technologies, which is a crucial need in millennials.

Technology can enhance learning and instruction by assisting teachers in explaining complex concepts. Using technology as a learning tool does not require teachers to be anti-tech. In the modern age of technology, teachers should pay particular focus to how they employ learning resources. Today’ s fast-paced growth of information technology and entertainment has led to youngsters preferring to learn through analyse, movies, activities, and online resources instead of schoolwork. This study aims to encourage teachers in the digital era to design engaging educational materials. Because technological media has grown into an essential reference for increasing the level of learning at different current

schools at the moment. According to Sahelatua (2018), instructors encounter challenges in using technology, including limited access to devices, presentation software, and internet access. Understanding media and technology must be given equal importance as information technology in schools. This will allow students to profit from technology and achieve learning goals effectively. pechenkina and Aeschliman (2017) found students generally use technology in a narrow way, rarely engaging with technological tools unless these a represented during their learning or if they are already familiar with a particular tool and/or perceive it as useful.

**2.2.1 Using technology For Teaching Listening**

Using technology to teach listening skills reduces teacher workload and allows for quick class preparation. Teaching listening skills with technology-based aids. Students have a better understanding of material by connecting it to their prior knowledge or ideas.

Technology-based media facilitates and simplifies teaching and learning. Future teachers should include technology to foster collaboration, improve listening skills, boost awareness of technology, and encourage kids to be creative. Future studies should consider this technology-based media, which is beneficial. This technology-based approach aims to benefit educators and readers Researchers should consider how to integrate this into the educational system. While some argue that integrating technology reduces conventional teaching methods, the majority of experts feel that It brings them together around a shared objective. Researchers should consider how to integrate this into the educational system.

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Using technology to teach listening skills reduces teacher workload and allows for quick class preparation. Teaching listening skills with technology-based aids. Students have a better understanding of material by connecting it to their prior knowledge or ideas. Technology-based media facilitates teaching and learning for beginners. Future teachers should include technology to improve teamwork and listening skills, boost awareness of technology, and encourage students' creativity. Future studies should consider this technology-based media, which is beneficial.

Listening is the process of interpreting and comprehending what is heard. Understanding and digesting information involves conscious effort and focus. Good listening abilities enable us to perform better, because it is essential to efficient communication. Effective listening entails analysing incoming material to generate new thoughts.

Using technology to develop listening skills leads to more effective learning outcomes. Improving listening skills can help with various technology instruments. These tools focus on boosting learners' abilities to understand and interpret what they hear deeply. This multimedia can help learners communicate with others, learn more effectively, and better understand their surroundings. Teachers can facilitate more involve and thoughtful discussions during their lessons. Using digital tools, teachers can easily and engagingly share material

with their pupils. Technology has become an integral part of our daily lives, making it easy for everyone to adjust to its use. Minimizing distractions allows for engaged listening. These obstacles include physical noise. Distractions can be both audible and visual. This can be minimized by implementing effective approaches and strategies. Consider listening carefully and moving to a quieter environment. Using multimedia improved pupils' listening skills significantly.

**2.3 Podcast**

Podcasting is a means of publishing audio and video content on the web as a series of episodes with common theme. These episodes are accompanied by a file called a feed that allows listeners to subscribe to the series and receive new episodes automatically. Some people use the term podcast to refer to any distribution of audio/video content on the Web, but technically speaking, the feed and subscription model of file delivery is what differentiates podcasting. deal (2007) in journal winayah (2015) Podcasts are audio or video recordings made available online. The term is derived from the terms "broadcast" and "iPod," which refers to Apple's MP3 player. The term "pod" does not necessarily require an iPod or Apple device to listen to or create podcasts.

Podcasts, as a fresh and possibly informative methodology, may assist both educators and pupils learn more effectively in the learning environment. Podcasts can give many advantages to learners, including as convenience and ease, time reduction (Obanon et al, 2011) in thesis Björkroth (2022), and being possible to use at any moment and anywhere. In alongside the conceptual basis of digital media, empirical evidence on the abilities of podcasts for educational

purposes shows that podcasts are beneficial in a variety of areas, namely student development and academic accomplishment. Podcast usually consists of audio or video that may be listened or watched on television, radio, or applications, or in an educational program or performance. A podcast is made up of a variety of sources and material, including knowledge, data, games, wellness, and many others, that may be downloaded and listened to at any time and from any location, as well as heard or seen frequently. It may be one of the benefits of using podcasts on broadcasting stations. podcasts were originally introduced in 2004 and are characterized as digital media publishing or online audio publishing. The audio file is intended to be downloaded and played on a portable MP3 player or a computer. Podcasts are supplied online regularly via an internet page, distinguishing them from other types of audio. Podcasts provide a real-life listening’ platform that all foreign language listeners can benefit from. The significance of utilizing podcasts is that every student may profit from worldwide listening, regardless of whether they only listen for a few minutes per day. Podcasts can help students enhance their listening abilities and grammar understanding. Podcasts have been demonstrated to improve students' vocabulary, pronunciation, speaking, grammar, and writing skills, in addition to their listening comprehension.

Research indicates that podcasts are a valuable resource for students, providing authentic information to widen their knowledge and improve their listening skills. They are also easily accessible for download.

**2.4 Types of Podcast**

A podcast is a digital audio file that is made available on the internet for people to download and listen to. Podcasts can cover a wide range of topics and formats. A podcast is a digital audio program, similar to a radio show or broadcast, that is released episodically and made available for download or streaming. Podcasts allow listeners to access content on-demand, rather than having to tune in at a specific time like a traditional radio program.

There are several sorts of podcasts accessible through the worldwide web. Nowadays, audio podcast, enhanced podcast, and video podcast are three different types of podcasts being created and frequently used, characterized by the design of the content.

• **Audio Podcast**

Audio podcasts are a particularly famous and easiest podcast format, with content supplied purely through audio recordings. It merely stores audio and uses a little amount of space. These podcasts span a wide variety of topics, such as storytelling, interviews, news commentary, instructional information, comedy, and fiction. Audio podcasts are usually accessed via streaming platforms such as Spotify, Apple Podcasts, and Google Podcasts, or downloaded for offline listening. They provide a handy way for listeners to interact with information while managing multiple tasks, such as traveling, working out, or doing domestic tasks.

• **Enhance Podcast**

Enhanced podcasts are podcasts with audio that incorporate additional multimedia components to improve the listener experience. These features may contain graphics, presentations, hyperlinks, section indicators, or even video clips that are linked throughout the audio content. Enhanced podcasts are frequently used for educational or instructional reasons since they allow creators to include visual aids or additional details beside the audio content. They provide a more immersive and engaging listening experience than typical audio-only podcasts. Nevertheless, enhanced podcasts may necessitate the use of specific software or suitable devices in order to fully utilize all multimedia capabilities.

• **Video Podcast**

Video podcasts are those that use video material as an addition to or in place of audio. Unlike standard audio podcasts, video podcasts enable creators to visually communicate with their audience by displaying footage from videos, cartoons, interviews, demos, and other visual content. Video podcasts, like audio podcasts, cover an extensive variety of topics, such as headlines, conversations, guides, entertainment, and education. They typically reach audiences via online platforms like YouTube, Vimeo, or specialist podcasting services that handle video material. Video podcasts offer a more exciting and

complete experience for viewers, and they are frequently selected for subject that can profit from visual explanation or elaboration.

**2.5 Podcast for Student**

According to Abdi and Makiabadi (2019), podcasts can help enhance listening abilities. It helps you to learn English in offline as well as online modes. Podcasts make listening simpler as well as more efficient in educational environments.). The potential of podcasts for teaching provide that the usage of various kinds of modern technology, digital media, and podcasts affects students’ performance in school, as well as develops a greater awareness of studying. A lot of podcasts include interesting storytelling, interviews, and conversations that draw students in and maintain their interested with the topic. This participation can develop learning and help pupils retain material more successfully. Podcasts also improve enthusiasm among teachers. The podcast is also an effective and complementary tool for common educational tools, rather than an alternative for them, and it enhances student enthusiasm by allowing teachers and students to interact all the time. The greatest benefit of podcasts is that they can be accessed via cell phones, portable gadgets such as iPads as well as tablets, laptops, and more. Podcasts are available on a variety of devices, offering students to listen at any time and from any location. This ease of use allows students to include podcast listening into their daily routines.

The podcast Is Intended for English language learners and features sessions on a variety of topics, such as daily conversations, vocabulary explanations, and grammatical courses. The hosts talk gently and clearly, making

it simpler for the audience to comprehend what is being said. The podcast aimed at creating the educational process more enjoyable, pleasant, and fascinating for pupils. Students are intended to feel more comfortable, appreciate, and have fun during listening classes. Podcasts allow students to learn on their own and have more control. Students can select podcasts based on their hobbies, learning objectives, and proficiency level, helping them to adapt their listening practice to their specific requirements and preferences.

**2.6 The Benefits of Podcast**

Using podcasts benefits both students and teachers. The obvious advantage of podcasts for students is that they provide up-to-date content and authentic native voices, which are helpful for listening skills. Kohler et al. (2010) in journal Nwosu (2017). Furthermore, podcasts are easy to search and download. Students can access podcasts from anywhere and at any time. Podcasts are useful tools for learning. For instructors, the primary value of podcasts is that they help them teach their materials, particularly listening skills. Teachers can use podcasts to help students develop self-confidence and make learning more pleasant. Students' self-confidence may grow as a result of their ability to understand the rhetoric of a specific issue through hearing repetition. The podcast improves communication between professors and students. Using podcast on the learning process allows professors to vary their teaching styles, and it allows students to feel included and belong to the learning community, Palenque (2016)

Using materials with actual native speakers, such as podcasts, is not considered a teaching strategy; however, it provides an authentic linguistic

environment with native speakers who are fluent in their spoken language. Teachers might use podcasts in test preparation to assist pupils learn English. Podcasts combine e-learning with audio, video, and text files, and can rapidly replace language laboratories, compact discs, DVDs, and radio cassettes that are commonly used in traditional language schools. It makes it easy for kids to be engaged in their language study. Furthermore, podcasts not only allow students to explore a variety of language inputs, but they may also stimulate them into the target language by providing authentic English experiences in the classroom. Podcasts also enable students to focus on the subject at hand, recognize new vocabulary, memorize the sounds of spoken words, and improve their language competency in order to be more effective listeners. To use a podcast, the teacher should plan exercises that are appropriate for the students' abilities; for example, students with lower competence levels should be assigned podcasts with relatively easy content. When the students have progressed, they can move on to more complex authentic materials.

**2.7 Conceptual Framework**

In this study, the researcher employed the English Podcast Utilization as an educational media, and the outcome was the students’ improvement in listening skills. The researcher aims to assess the impact of English podcasts on students’ listening abilities and determine their usefulness in improving them. The English Podcast encourages students to listen by providing intriguing films and chats with scripts if necessary, making it easier for them to grasp the podcast. The teacher will serve as the controller, assisting pupils in comprehending the

listening throughout every English podcast. As a result, kids improved their

listening skills.

media



English Podcast



Pre-Test



Treatment

Post-Test



Listening ability

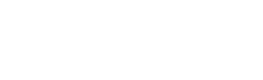


Figure 2.1 Conceptual Framework

**2.8 Hypothesis of The Study**

This study investigates how using an English podcast application can develop students’ listening skill. Based on the context of this research, the hypothesis has been developed as follows:

Ha : the podcast technology media does effect on students listening skill.

Ho : the podcast technology media does not effect on students’ listening skill.

**2.9 Relevant Study in Research**

Relevant research is an overview of previous research that has been carried out. Relevant research aims to find out what are the differences and similarities between what will be research and what has been researched.

1 . The first research is written by Sri Wiyanah (2015) with the tittle “ Improving listening skill using podcast for English department students of Universitas PGRI

Yogyakarta” this research about to improve the students listening skill by using podcast as one of material sources taken from the internet. This research used Class Action Research (CAR) method. According to the observations and post-test results, the pupils' listening skills remained low. The pre-test average was 45 (poor). The result was the explanation why the researcher conducted research on students' listening abilities and then employed podcast material obtained from the internet to reduce students' challenges in learning in two cycles.

During the first cycle, the podcast helped students improve their average score from 45 (poor) to 61 (fair). Because not all students received a good score on post test I, the teacher continued to conduct the second cycle in which the teacher combined the discussion activities, combining top-down and bottom-up strategies. The results of post-test II were satisfactory. The average score was growing, reaching 72. It revealed that the kids were more enthusiastic about learning. It also influenced their motivation to learn. They like learning through podcasts because it helped them develop their listening skills.

2. The second research is written by Dyan Indah sari (2020) with tittle “ Using podcast for EFL students in language learning” . In this research, the researcher reviews about 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. The result of researcher 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.

3. The third research is written by Talip gonulal (2020) with tittle “ Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts” . This research aims to show The present study investigated the potential of podcasting and vodcasting technology in promoting extensive listening and improving overall L2 listening skill. The first research question focused on the students' use of podcasts and videos for prolonged listening practice.

The results revealed that 68% of students used simply podcasts to practice L2 listening outside of the classroom, but only 32% conducted comprehensive listening using podcasts. Furthermore, 74% of students used smartphones for significant L2 listening practice, with computers coming in second at 23%. Only

3% of the kids utilized. The second research question examined the extent to which extensive listening to podcasts and vodcasts improved students' L2 listening abilities. Six listening exams were delivered to students over the course of two semesters to assess their development. the students' listening scores improved significantly from 42.65 (SD = 7.68, 95% CI [40.44, 44.85]) in the first listening exam to 69.34 (SD = 8.67, 95% CI [66.79, 71.88]) in the final listening test. However, the students' development during the listening logs project was not always linear. As seen in listening tests 4 and 5, at certain points, growth was scarcely evident in terms of scores.

4 . The fourth research written by Tryanti Abdulrahman, et al (2018) with tittle “ The impact of podcasts on EFL students’ listening comprehension” This research had objective to investigate students’ listening comprehension through the use of podcast in EFL classroom.

The result was, more than half of students thought their listening skills improved after listening to podcasts. Furthermore, 80% of students (60% agree,

20% strongly agree) believe that podcasts can increase their motivation to learn English. Despite the fact that podcasts provide numerous benefits, a small number of students found it difficult to understand the speech or conversation. This is demonstrated by 5% of students choosing agree and 20% selecting neutral. In terms of authenticity, most students believed that podcasts provided authentic content for English listening. The vast majority of students (70% strongly agree and 25% agree) felt that the assignments and activities offered in podcasts were entertaining. Most students felt that podcasts are accessible and simple to use. Regarding the effectiveness of podcasts, 80% of students agree, 10% disagree, and 10% remain indifferent. Even while many students believed that the time of podcasts was sufficient for them to concentrate on listening, 5% disagreed, and

10% picked indifferent. Surprisingly, 90% of students report that listening to podcasts expands their vocabulary. Finally, almost all students recommend that teachers employ podcasts in their listening classrooms.

5. The fifth research is written by Maulina, et al (2022) with tittle “ Technology- based media used in teaching listening skills” this research shows the effectiveness of technology-based media designed for listening skills.

The researchers conclude the result of using a podcast app is more efficient and can help students improve their listening skills. Furthermore, kids can learn independently at school and at home, prepare them to learn, and actively participate in teaching and learning activities. Furthermore, teachers can use this medium to help pupils improve their listening abilities. Additionally, pupils can learn individually. If the podcast application is to be used for other purposes in the future, a study of students' characteristics and needs must be conducted so that media consumption can be optimised based on students' and target needs. Furthermore, teachers should provide additional practice for children to develop their listening abilities.