Podcast on Listening: A Case Study on 2nd Year English Education Department Students In University

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Abstract

Listening is one of important skill in English language acquisition, serving as the parts for speaking and writing. It involves decoding and reconstructing information to understand communication fully. Traditional teaching methods often fail to engage students, making modern approaches essential. Podcasts, as digital audio or video media, have emerged as an effective tool for teaching listening comprehension. They provide accessible, engaging, and diverse content that motivates students to learn. Research indicates that podcasts positively impact students' listening skills, vocabulary, pronunciation, and accent recognition, while also enhancing their ability to interpret messages. At STKIP PGRI Bangkalan, podcasts were used to explore motivational themes, showing their potential as a versatile and engaging medium for teaching listening comprehension. This research pointing the value of podcasts in modern English language education, suggesting further exploration of their application across diverse contexts.

Keywords: *Listening; Podcast; Teaching*

Introduction

One of necessary basic skill of English is listening. Listening involves how do we accept information based by what communicator tell us about. Listening considered as the beginning of English study. (Rahayuningsih et al., 2021) stated that person start to speak and write in English after they listen to small conversation in English. However, (Eka Putra & Dianti, 2022) stated that the process of listening involves decoding and reconstructive the information meaning as the whole communication matter. To acquire listening comprehension, teaching

English need to be executed with modern era. (Camelia et al., 2021) state that listening teaching using traditional era is boring for the students, so that the student cannot catch the lesson in full attention. (Fachriza, 2020) stated that understanding the meaning of text related is an important matter needed in teaching listening activity.

Teaching English, especially listening needs to include an involvement of media due the material delivery process. (Halimah et al., 2025) states that by fulfilling the media requirements for English teaching will support the material delivery process. For example, students can take advantage of online learning formed of films, musics, and podcasts. One way to execute listening teaching in modern era is by using podcast. Podcast is a digital media in form of audio or video that contain information related to specific theme that is accessible throughout the internet.

(Fachriza, 2020) stated that podcast provides variety of media in form of audio and video recording that contain appropriate material for students that can be used by them to learning listening. And by using internet connection, the students can also download them using their gadget such as smartphone or computer. (Harahap, 2020) stated that Podcast can be a helper for teachers in conducting listening class material. Because podcast containing variety of topics and themes starts from songs, films, stories, and recent updates. (Erniwati et al., 2025) stated that there are several aspects that influence how podcast can enhance students' improvement on listening comprehension include students' motivation, material access, and personal variances, teacher digital divide, and internet access. There are previous studies found that applicate podcast as listening media can be suitable for listening comprehension.

(Rachmaniputri et al., 2021) has found that students' perceptions toward the use of podcast in listening class are positive. The implementation of podcast in listening comprehension also motivates students to learn English in more details, thus podcast is not only helping students with their listening, but also help them with vocabularies, pronunciation, and accent recognition. It also affects students in interpreting the message delivered in the podcast media. Since it was applicated in classroom, the environment also affects student's perception in listening to podcast in classroom. It states a suggestion to conduct future research with variety of scope to collect more response. This finding also supported by (Rahayuningsih et al., 2021) which in her research that podcast usage as listening learning medium is possible.

The students of SMP 181 Jakarta enjoy the execution of Listening learning trough podcast because the students agree that podcast are able to carry them in Listening Class. It is possible because podcast could engage students' interest on content provided in the podcast itself. This statement is also proofed by the research conducted by (Pratiwi, 2022) whom research conducted on Az-Zahrah Islamic Senior High School Palembang, where the media implementation regularly

used trough listening comprehension. (Fachriza, 2020) stated in his research that podcast implementation make the students be active to learn because the medium of learning is provided in their gadgets. Therefore, they also motivated to learn in more details on listening comprehension. He also stated that the students can achieve to master the necessary skill regarding listening comprehension trough podcast.

By statements, podcast is a media that can be used in term of listening comprehension. It involves audio or video recording to be decoded and reconstructed the content as teaching listening material. There was an application of podcast usage in listening comprehension on listening class in STKIP PGRI Bangkalan. It was implemented by lead the students to exploring podcast themed live motivation, and examine it. It can be described from the preliminary study, that podcast has been used by the lecturer in listening class. Based on the preliminary study, the students are eager to using the podcast on their listening class. They state

that by using podcast is more user friendly and enjoyable rather than using conventional materials. Before using podcast, students face difficulties to use conventional materials on listening study, because they could not understand the monotonous materials. The students have difficulties when they try to determine which words are correct in their listened-voice. However, by listening the podcast, students claim they can understand efficiently due the expression delivered. They also claim that students receive more variety of vocabulary, because the podcast contain numerous theme and topic that could be enjoyed by students. It also states that the students' listening results are improving after listening with podcast.

Therefore, the researcher executes the research on 2nd year students of English Education Department in STKIP PGRI Bangkalan. The 2nd year students have an English listening lecture program on their semester. The lecture also involves digital learning by using media and applications as the study material, and the assignment procedures. This research is executed based on stated reference, which stated that researches are executed for high school students. However, this research gaps from references by determine the research process throughout different level by execution which involve University students. The theme of the podcast is determined by following the students' founding on the listening process.

Based on the research background and references, the objectives of this research are stated as:

1. To know how the implementation of podcast for listening comprehension for English Education Students of STKIP PGRI Bangkalan.
2. To know if podcast is recommended to implemented on listening comprehension for English Education Students of STKIP PGRI Bangkalan.

Method

The English Education Department of STKIP PGRI Bangkalan provides English listening study to the students. In term of listening, the variety of material are necessary to be delivered in the listening study. It also based on the student's way of response to match the material provided so the students can study the English listening, especially for the 2nd year students. 2nd year are filled with students whom enjoy to study by using media. One of the media exist that can be listened to is podcast. Researcher determine to implement podcast as English listening material based on the case regarding English listening study. Therefore, research design that uses in this research is a case study-based design. (Sekeon et al., 2020) stated that case study research design aims to analyze information in detail of focused responses. Based on the research, it aims to make the subject express their thoughts on a topic without having much guidance or direction toward the research.

The research's objectives are to know how the implementation of podcast in listening class. For the subjects' criteria, researcher decides to set up that the subjects need to being under process of Listening subject study. The subjects are also need to be recorded as active student which studying officially on English Education Department of STKIP PGRI Bangkalan. The subjects also limited to one class of one year due the permit granted from Staffs of STKIP PGRI Bangkalan. Therefore, the research involves 12 people of 2nd year students and one listening class's lecturer of English education department in STKIP PGRI Bangkalan as subjects on this research. In addition, these students are currently progressing trough advanced

listening subject in STKIP PGRI Bangkalan. The data instrument and collection technique of this research involves interview, which uses to acquire the results regarding the research process after the execution of podcast listening. Interview conducted to gain data based on the subject's true experience. (Pratiwi, 2022) stated that there is a necessary procedure regarding data collection process. Therefore, the interview process involves; question preparation from researcher to the subjects, and record the interview process from an online based interview. The interview conduction is executed by delivering open-ended interview process that includes questions as listed down below.

a. Have you listened to podcast before? If yes, what type of podcast have you listened before?
b. How is the step for listening to podcast?
c. How do you feel after listening to podcast regarding your trial for listening comprehension?
d. Would you recommend using podcast for English listening study?

It is also supported by the uses of observation, which conducted on the listening comprehension class agenda. Observation was under purpose to capture the real time condition of the students when they using the podcast in term of listening study. Data analysis process involves procedure as listed down below.

    a. Triangulation; Organizing the data acquired from observation and interview result into written text.

    b. Data sharpening; Reduce the written result into related written text based on the research theory.

    c. Data display; Present the data written with shaped-form.

    d. Verification; Re-check the data.

    e. Report writes; Form the final results.

To ensure the validity of the data, researcher collects the student's data as the subjects to be clarified with the lecturer, so that the research process and results are officially executed. Reliability of the research is achieved by conducting an audit of the total research progress. The research is under supervise by the lecturer of Advanced listening study subject. Under the permission acquired from STKIP PGRI Bangkalan's staff of administration, and acceptance from the lecturer of advanced listening lecturer, the research conduct observation process through one meeting with the students and the lecturer. It began with observation points stated as; students can find the podcast with the favorable theme, students are able to keep their attention trough the podcast they used, students are able to understand and gaining the vocabulary trough the podcast they used. The interview is executed by using Google form as an open-ended interview.

Finding and Results

Observation Results

This study is aiming to investigate the implementation of podcast on listening comprehension class. Observation was conducted in the Listening class of 2nd year English Education students on STKIP PGRI Bangkalan. Based on the observation results, students are eager to using podcast as their media on their listening class. They started to search for the podcast based on their interest topic so that they can enjoy the listening process through podcast. The students access podcast through network services known as YouTube and Spotify. It shown that students are focus to the podcast they try to listen.

Table 1. Observation results

Num.	Research Point	Notes
1.	Students can find the podcast with the favorable theme.	1) All of 12 students are using their smartphones to access podcast by using network service, and earphones to listen by the podcast. 2) Ten students are listening to their podcast trough YouTube, the remaining two students are listening to their podcast trough Spotify. 3) One student is listening to City development-themed podcast. 4) Five students are listening to Celebrity-themed podcast. 5) Six Students are listening to Motivational-themed podcast.
2.	Students are able to keep their attention trough the podcast they used.	1) All of 12 students focusing themselves when listening process. 2) Three students are done with the listening process through their podcast after 3 minutes since start time. 3) Five students are done with the listening process through their podcast after 5 minutes since start time. 4) Four students are done with the listening process through their podcast after 10 minutes since start time.
3.	Students are able to understand and gaining the vocabulary trough, the podcast they used	1) From 12 students, five students are shown that they understand their collected podcast by able to keep their composure until their podcast are done. 2) The remaining seven students are shown that they have some parts of their podcast which they did not understand enough by their behavior during listening session such as frowning their face, also scratch and shaking their heads.

Interview Results

Interview results based by the prepared points as listed down below.

Num.	Questions	Results
1.	Have you listened to podcast before? If yes, what kind of podcast have you listened to?	All of 12 students have listened to podcast before. The theme of podcast they listened have variety as education, motivation, and celebrity life.
2.	How is the step for listening to podcast?	All of 12 students began with opening application, which is YouTube and/or Spotify with their smartphone, and typing their desired theme or keyword for the podcast.
3.	How do you feel after listening to podcast regarding your trial for listening comprehension?	All of 12 students are claims that they feel good, happy, or efficient for using podcast on their listening comprehension. Although they are 4 students stated that they have not catch the parts of their podcasts, they still use it until the end of the podcast.
4.	Would you recommend using podcast for English listening study?	All of 12 students are recommending podcast for listening. However, 2 students claim that podcast for listening is possible for advanced listening only due the

Student's Experience with Podcast

Students claim that podcast is broadcasted media with forms of audio and video that contain specific information spoken inside. It is based on student's statement as "Podcast is a digital audio program that you can listen to online or download". Students also claim they are listened to podcast by YouTube and Spotify. It is also supported by the observation results that shown students' application used in the listening section. There is an option between open-sourced podcast content, and subscription podcast content.

However, all of the students choose the open-sourced podcast to be used.

Student's Process to Podcast Listening

Regarding the podcast use in listening procedure, the students' state that they using application such as YouTube and Spotify on their smartphone. The process of podcast implementation in listening comprehension began with accessing the application which students use to searching the podcast. The students input the

search keyword to determine which podcast they want to be listened. In the listening process, students take notes of the words they listened. Students claim that they acquire new vocabulary from the podcast they listened

Student's Impression of Podcast Implementation

The feedback earned from the podcast implementation of the students are positive. Students claimed the podcast use on listening study are good. There is also challenge the student got on the listening process to the podcast as misinterpret words, and the clarity of speech. However, the students claimed that using podcast in English listening study can enlarge their vocabulary and knowledge of the desired information. The podcast implementation claimed by the students that it was helpful because they can access the podcast by their own gadget without any restriction. Moreover, compared with regular conventional listening material, podcast being claimed more interesting because the students feel the expression of the speaker in the podcast. Therefore, students are stimulated in listening study.

Based on the results, it is recommended for future research to conduct longer-term research with variety of samples in term of podcast implementation for English listening comprehension. It is recommended to apply the specific theme of podcast used for listening comprehension to earn more variation of student's response. It also possible to investigate the further impact of more selection regarding podcast which being applicated on listening study, like how is the improvement of student's listening score after using podcast for listening.

Conclusion

Listening is a crucial skill in English language learning, forming the foundation for communication, speaking, and writing. Traditional listening teaching methods often fail to engage students, making modern approaches like podcasts a valuable alternative. Podcasts, as digital audio or video media, provide accessible, engaging, and versatile content that enhances listening comprehension. Research has shown that podcasts positively impact students' motivation, vocabulary acquisition, pronunciation, and ability to interpret spoken messages. Previous studies are stating that podcast is an effective and enjoyable medium for learning.

They appreciate the flexibility of accessing podcasts on their gadgets and the opportunity to explore topics of interest, making the learning process more interactive and engaging. The implementation of podcasts in the listening class at STKIP PGRI Bangkalan further supports these findings. Observation results revealed that students were eager to use podcasts, focusing intently on the information contained and actively taking notes to learn new vocabulary. Interviews with students confirmed that podcasts helped them improve their listening skills, expand their knowledge, and feel more motivated compared to traditional methods.

While challenges such as misinterpretation and speech clarity were noted, students found podcasts to be a helpful and innovative tool for learning. The ability to access podcasts anytime and anywhere, combined with the expressive nature of the speakers, made the experience more stimulating and enjoyable. Furthermore, podcast offer a student- centered approach that not only improves listening skills but also provides variety of vocabulary, pronunciation, and overall engagement. As technology continues to evolve, integrating podcasts into language education can provide a more interactive and effective learning experience, catering to the diverse needs of students in today's digital age.

Acknowledgement

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