USING PODCASTS TO IMPROVE LISTENING AND SPEAKING SKILLS:A LITERATURE REVIEW

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Article Info	ABSTRACT
Article Process: Accepted: July 25, 2022 Revised: August 2rd, 2022 Approved: August 10th, 2022 **Author:** **Retno Setya Budiasningrum** **Rahmi Rosita**, Business Administration, Politeknik LP3I Jakarta, Jakarta, Indonesia, retnosb18@gmail.com	Listening and speaking are fundamental communication skills. Language learners who study a foreign language need to learn these skills seriously to communicate well. Unfortunately, learning those skills is difficult for them. As podcasts have many benefits for the students, those resources help students to learn the language. The paper, discussed how podcasts are helpful for foreign language learners to improve their listening and speaking skills. This literature review indicated several previous studies recommending using podcasts as learning support in improving listening and speaking skills. Keywords: Podcasts, Listening skills, Speaking skills.

1. INTRODUCTION

Teaching and learning a foreign language are a challenge. Since the language is vastly different than the native language of the learners, it has many barriers to learning. A good teacher will be able to create an effective learning environment and will be able to manage their classes to make the student learning outcomes at an optimal level. Hence, teachers need to find a way to make students understand the delivery subject easily.

Listening and speaking are fundamental to communication skills. To make a good communication, people need to listen and understand the utterances. It is necessary to develop those communication skills for effective communication. In fact, those are the most difficult skills to learn in language learning. It needs more effort for the learners to master those skills. Besides, they need to motivate themselves towards it.

Currently, it is a trend for people to use technology. Many people, especially language learners, have many activities in using it. In accordance, selecting the appropriate technology for supporting language learning is a good decision. Podcasts are the most popular ones.

A podcast is a program that is available digitally. According to Díez, M. T., & Richters, M. A. (2020:40), the terms 'podcast' and 'podcasting' (a blend of Pod – from Apple iPod– and broadcast) refer to a digital audio file (generally in MP3-format), as well as a system of distribution or syndication on the Web: RSS (Really Simple Syndication). This program is an innovative mobile technology consists of series video and digital audio broadcast that could be downloaded and played on mobile devices (Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018:24).

These files can be accessed directly from the desktop or transferred to a portable media device such as an MP3 player to be listened to 'on the go', McGarr, O. (2009). People can access the media anytime and anywhere. As Shelly & Frydenberg, 2010 in Gonulal, T. (2020:312) claimed that podcasts are automatically delivered to subscribed users and they can listen to them whenever and wherever they want.

Podcasting has developed within education to support the learning process. It is often used as an education tool to provide information. Podcasts are a rich hotspot for legitimate materials that

could be used in educating and too learning outside dialects, (NamazianDost, I., Bohloulzadeh, G., & Rahmatollahi, R. (2017:60). They are cheap and have a lot of information, consequently the students can acquire various vocabulary and use them contextually, (Hajar, I., et al., (2020:238).

Nozari & Siamian (2015) in Hajar, I., et al., (2020:238) stated that educating using software is able to provide rich resources as well as can be an opportunity for growth in learning, and creating a collaborative environment that allows students and teachers to find relevant resources, and to learn various things. Some foreign academics stated in Chaikovska, O. (2020:2) that podcasts provide positive students' attitude towards learning (Chan, Chi, Chin, 2011; Fernandez, Simo, Sallan, 2015; Golonska, Bowles, Frank, 2014), behaviour and self-efficacy (Kavaliauskienė, Anusienė, 2009), this innovative mobile technology may offer a rich input through authentic speech (Edirisingha, Salmon, 2007) and raise language awareness, allow learners to carry out homework assignments at their own pace and under non-threatening conditions (Istanto, 2011).

It is a good choice to choose podcasts as a supporting language learning process. There are many advantages that teachers and students can get from these resources to booster the learning process.

How does podcasting play a role in the language learning process? Through a literature review, this article is intended to explore the use of podcasts in language learning in terms of listening and speaking skills.

2. METHODOLOGY

This article is literature review which maintain couple sources namely book and journal related to the discussion. Data Analyses were used to compare the effectiveness of using podcast in developing students listening skill.

3. RESULT AND DISCUSSION

Podcasts in Learning Process

Podcasting is one of the digital technology tools that is useful as a supporting tool in a learning process. Podcasting is one of the new, useful and interesting tools that can be used inside and outside of class by learners and teachers to advance and discharge educational elements and contents and to help and encourage learners to learn foreign languages better, Shafiee, F., & Salehi, H. (2019). This tool can help teachers to improve their teaching performance in the class and can develop learning   activities as well. On the student side, the technology promotes the student's attitude towards learning, (Nova, M., 2022:39).

The use of podcasts in tertiary education is considered to promote motivation and engagement, cognition and learning, learner autonomy and innovative opportunities for teaching and presenting (Salmon & Nie, 2008 in Phillips, B. (2017:159). Bustari, A., Samad, I. A., & Achmad, D. (2017:99) claimed that podcast media affirmatively shows good point for students in case of it would bring the students closer to the target language, and it affects students' attitude and motivation. It is supported by Rahimi & Katal, 2012 in Shafiee, F., & Salehi, H. (2019), they stated that learners can use podcasts for various aims such as replacing classroom presentations, adding more materials for classroom teachings, and increasing creativity, innovativeness and cooperation among students. Furthermore, podcasting can be a very powerful tool to increase class interaction and foster collaborative learning by developing the skills needed to work towards a shared goal, (Phillips, B. 2017: 161). In addition, Middleton (2009) in Phillips (2017:162) found that student-generated podcasts enhanced student creativity in their academic work, and Armstrong et al. (2009) found that the team-based podcast project proved to be "a creative outlet for students to express

ideas, share perceptions and bring experts to the classroom". Alfia, N., Sumardi, S., & Kristina, D. (2020:436) reaffirmed that in the educational environment, digital literacy is considered a set of skills that claimed to be able to improve students' higher-order thinking skills such as analysis, cooperation, and creation, to bridge students to access more accurate and credible information quickly and easily.

The students can learn at their best when they feel at ease and get opportunity to experience the materials (Sultana, Muthurajan & Khairuddin, 2017 in Wulan, O. R. N. (2018:1175). These programs can create the best learning experience especially for the students, because if the students feel comfortable with learning, the subject of study can impact well to the students, (Dewi, S. A., & Ahmad, Y. B. (2021:110). Accordingly, a podcast can be a good starting point for learning a new language.

Podcast for Listening and Speaking Skills

As a digital recording, podcasts can be used to support English language learning, specifically on the listening skill, (Indahsari, D., 2020:103). It is supported by Sartika D.H (2020:891), she said that podcast is an alternative teaching media to support students' Listening Skill. These programs are generally conducted by someone or people who manage a conversation, do stories telling or share stories, or provide information to the media. As Bamanger, E. M., & Alhassan, R. A. (2015:66) stated that those resources provide students the opportunity to experience authentic forms of the language and get personal involvement to learn various skills in the language of English. They contain the original speech of the native speakers. Hence, language learners can listen to the original speech sound and learn to pronounce and speak the target language from the native sources, and help them improve their listening and speaking skills. As Yaman, I. (2016:64) stated, that as podcasts consist of audio and video files, they constitute an invaluable tool that contributes to the development of listening and pronunciation skills, especially in foreign language learning contexts it is hard to access authentic materials but podcasts remove this barrier through original speech, dialogues, radio and TV programs, etc. Furthermore, podcast is produced in real frame-time and can be recorded into audio file (Naidionova & Ponomarenko, 2018 in Nova, M.,2022:40). The language learners will be able to listen to their own voices. Hence, they can identify the mistakes they made and correct them instantly.

The Previous Studies on Benefits of Podcasts in Language Learning

Several researchers have declared that podcasts have a positive effect on language learning process, especially in listening and speaking skills. Rahman, A. (2018) conducted a study on podcast effects on EFL Learners' Listening comprehension. The result proved that the using of the podcast was superior than the using of the textbook. The researcher suggested that teachers can integrate podcast into the related curriculum and the learning syllabi to support them in the teaching of listening.

Wulandari, T., et al. (2021) found out that the students could get some exposures of different English spoken and they felt easy to listen to English spoken by using podcast and the researcher as the teacher felt that teaching listening was easy and simple. It was because the researcher could give the material of listening by downloading it from the internet.

Wafia Desdous, & Karima Boutas (2018) carried out a research about impact of podcasts on listening skills. The result of the study showed that implementing podcasts in language learning has great potential in improving listening skills. To accommodate both teachers and learners, the selection of podcasts for teaching should consider the criteria of content, the genres, the topics, and the length of the performance. It revealed that students prefer listening to native speakers' podcasts related mainly to art, culture, health, and sport, content which is both vocal and music, and the podcasts lasted for about 6 minutes to 10 minutes. Similarly, teachers had the same preference

concerning contents, topics and approximate length of podcasts (from 4 to 6 minutes) to implement in language teaching for their students to listen.

Radoslav Stefancik, & Eva Stradiotová, (2020) assested that most respondents perceived the podcast as the interest variegation of traditional teaching. They appreciated that they could play the recordings via mobile phones or tablets. Hence, they did not have to use a notebook or a computer. They didn't like recordings that were hard to understand. The respondents thought after three months of listening to audio recordings and tasking in uploading extra materials for listening on the podcast, their listening ability improved, and their vocabulary enriched.

Wulan, O. R. N. (2018) stated that implementation of the podcast can make the activities conducted in the classroom motivating and challenging. It also attracts the students' attention and influence them to participate doing the activities.

According to Kassaie, L., Shairi, H. R., & Gashmardi, M. R. (2021) listening comprehension of the participants developed significantly after five sessions of podcast instruction. They extended familiarity with the technical terminology related to environmental issues and the speed and accent of the speakers in the podcasts. It indicates that listening to authentic podcasts could improve their listening and speaking ability. The students overcame their anxiety about making mistakes in front of their classmates and tended to make longer utterances compared to the first session. At the end of the research, the students were more comfortable making much more complicated structures, and they seemed willing to gradually leave their comfort zones and use more complex structures without considering the risk of making syntactic mistakes. They also attempted to use the new vocabulary they had heard on the podcasts more frequently.

Utri Fitria, Machdalena Vianty, & Ismail Petrus, (2015) performed a study on using podcast to improve students listening and speaking achievements. Based on the findings and interpretations of the study, there are six reasons that podcasts could be one of alternative and innovative computer-based learning tools that might improve the students' understanding and their achievement in listening and speaking. First, Podcast exposes students to the authentic materials which attract students' attention. Second, Podcast provides meaningful tasks which help students to have better comprehension. Third, Podcast supports students in enriching their vocabulary and knowledge which contribute to their skill improvement. Fourth, Podcast facilitates the integration of technology into teaching and learning activities which increase students' motivation. Fifth, Podcast provides students the useful and fun learning experience. Six, the 5 minutes of Podcast duration is more effective than the longer one. And the feedback towards the use of Podcast in learning listening and speaking were favorable.

Shahid, S. H., & Ali, Z. (2017) stated that nowadays, both EFL teachers and students in the the present high-tech-ridden environment feels more motivated toward technologies. But it is essential to pay attention to the pedagogical design and usage of the podcasts to show practitioners its most effective use in higher education. The role of the teacher is important in that design.   The present study noted that the students required assistance and explanations of the content in the video podcasts pertaining to catching up on abstract ideas that were beyond their understanding. Thus, the most appropriate content of the Video-Podcasts with the assistance of the teacher can take podcast-aided instructions up to maximum effectiveness.

Koçak, A., & Alagözlü, N. (2021) researched on the effect of learner Podcasts on EFL students' speaking development. In this study, students' performance was assessed through a pre- and post- speaking test. The data gathered from the speaking tests revealed that students who took part in the study significantly developed their English-speaking skills after they created learner podcasts as compared to their level of speaking skills before they experienced developing learner podcasts. This finding indicates a potential benefit of student-made podcasts for EFL students' speaking skills in that the use of learner podcasts as a technology-based supplementary teaching tool enabled learners to develop their speaking skills".

Talip Gonulal, (2020), performed a research towards improving listening skills with extensive listening using Podcasts and Vodcasts. The result of the study concluded that there was students' significant progress in their overall listening skills by the end of the year. It was measured by listening progress tests and proficiency tests. Students found extensive listening practice with podcasts and vodcasts highly effective not only in helping them improve as L2 listeners but also enhancing their pronunciation abilities and knowledge of words and phrases showed that students spent approximately one hour per week on extensive listening with podcasts or vodcasts outside the classroom.

Alfa, R. R. (2020), stated that by applying podcast, the teacher provides an authentic material in classroom to improve students' speaking performance. Besides, the teacher can assign students outside classroom by implementing podcast as a model to make the students practice and improve their speaking skill autonomously and independently.

Prasetya, E. P., & Nuraeni, N. (2021) conducted a study on the use of podcast to promote students' speaking ability in online learning at the covid pandemic 19. The result proved that learning by podcasts help the students to promote their speaking ability because more they listen more they get new words and will be brave to speak up in English. Accordingly, the teacher can elaborate student to explore by themselves to find new knowledge.

In the study of Fatemeh Shafiee and Hadi Salehi (2019) on the effects of podcasting on listening and speaking skills revealed that podcasts set the students' attention to raising their motivation and developing their comprehension. The result indicated podcast as effective and creative technological learning equipment in the English classroom, particularly in incorporating listening and speaking. The language learners interested to use podcasting into their language learning processes. Overall findings of the present study expressed the positive effect of podcasting on listening and speaking skills in general.

Islam NamazianDost, Ghassem Bohloulzadeh, Rezvan Rahmatollahi (2017) conducted a research on the effects of using podcast on listening comprehension among Iranian pre-intermediate EFL learners. This study showed that using podcast is an effective technique for teaching and learning English. The findings of this study may be effective for the students to develop their listening since the results of this research confirmed the usefulness of applying podcasts, using audio in MP3 format in language learning process. Effects, attitudes, and perceptions towards podcasts have been investigated and in the most cases, positive effects and attitudes towards podcasting are documented. In accordance, the researchers stated that EFL teachers can utilized podcasts both in and out the classroom as a supplementary apparatus. It is better to pay special attention to students' likeness to take advantage of new technology. With the growing interest in using internet among young learners, teachers and curriculum developers should try to bring technology to the classroom. It not only gives the teachers a good asset in following their teaching goals but also will be a motivating factor for students to pursue their learning more meaningfully.

The other study was conducted by Sayadi, M., & Mashhadi Heidar, D. (2018). The findings of this study indicated that learners should be provided with appropriate materials in which they can learn how to understand the English language. By using podcasts, instructors can allow learners to listen to native speakers' speeches. This research showed that the participants would like practice their listening ability from the podcast. They wanted to use it both in classroom and outside of to improve their listening and speaking English skills. They believed that by practicing regularly, they could achieve efficiency in listening and speaking skills. Moreover, most participants appreciated the fact that podcast can be used anytime, anywhere. The interest in becoming an autonomous learner was quite vivid.

Faramarzi, S., Tabrizi, H. H., & Chalak, A. (2019) performed a research on the effect of vodcasting tasks on EFL listening comprehension progress in an online program. The results of the present study revealed a positive effect of the treatment in enhancing the listening proficiency of Iranian intermediate EFL learners. There are five reasons of the result of the positive effect of the

treatment. First, the integrative nature of the podcasting technology by itself can easily change the style of presenting the materials in a way that can focus on different skills at the same time. Second, podcasting technology as a whole and its different version like vodcasting can be regarded as a logical method for instruction in a pure distance language learning program. Third, the accessible online nature of the application provides an opportunity for everyone to have permanent access to the materials and thus, maximize the chances of studying and reviewing. Forth, the online forum provides an excellent opportunity for everyone to get in touch with other peers and the instructor. Fifth, the interactive and multimodal nature of the Vodcasting tasks provides a path for other skills to thrive and improve.

Korucu-Kis, S., & Sanal, F. (2020) This article reported on action research designed to identify the sources of EFL student teachers' speaking anxiety and address the concerns generated by these factors. Before the treatment, the majority of student teachers were experiencing anxiety in oral production primarily due to fear of negative evaluation, competitiveness, feelings of inhibition, and lack of self-esteem. Implementing a sociocultural perspective and a collaborative learning approach inside the classroom and podcasts outside the classroom, as a treatment, helped to release the anxiety of participants in practicing their speaking. They worked cooperatively in a positive learning environment to achieve learning goals, focusing on the meaning rather than language forms, having frequent opportunities to develop their communication skills, and sensing self-efficacy over the accomplishment of tasks.

Asyifah, D. A., & Indriani, L. (2021) explained that the podcasts provide a lot of material even for all levels, even for a beginner who is just learning a foreign language. According to the researchers, the teacher should allow students to freely choose the material they are interested in and make sure to start the learning from the easiest one and don't push them. Most importantly, none of the students encounter difficulties in using podcasts.

Tryanti Abdulrahman, Nonny Basalama, Mohammad Rizky Widodo, conducted a study on the impact of podcasts on EFL students' listening comprehension. This study found that students in experiment class has high motivation to study English by using podcast due to the features provided by podcast such as various ELT classroom activities. Specifically, podcast offers students opportunity to enthusiastically respond to teachers so the levels of their learning speed up desirably. Some exercises and assignments of podcasts motivates students to use their creativity as well as to sharpen their listening skill. This motivation can be seen directly from students' enthusiasm during treatment period using podcast media in the classroom.

Iskandar Abdul Samad, Ahmad Bustari, Diana Ahmad (2017), suggested to teachers that podcasts are appropriate to be implemented in the classroom. This helps teachers to improve students' speaking skills and to provide correct teaching materials. Nowadays, teachers do not need to worry about how to provide suitable material for teaching. There are many materials available on the internet. Thus, the podcast is recommended for a teacher in solving problems.

4. CONCLUSION

The literature review asserted that podcasts have benefits in improving the skills of language learners in listening and speaking. Podcasts could be an alternative and innovative computer-based learning tool that might improve the students' understanding and achievement in listening and speaking. Podcasts provide authentic materials that learners can learn from the native sources. It contains a lot of information. With this media, learners can experience fun learning that leads them to positive perceptions towards the use of podcasts in learning English listening and speaking. The podcast is an effective and efficient learning media. This podcast is an effective program that supports education. The device is simple and easy to find. Every learner can listen to podcasts anywhere and anytime. Those who are used to multitasking can listen while doing other activities or homework. Those provide an effective program that makes the language learners more active and creative. Besides, they can experience a fun learning atmosphere. Moreover, they get their motivation and self-

confidence. Furthermore, those digital programs can give teachers a good asset to prepare their learning activities more effectively and enjoyable.

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