The Use of Podcast to Teach Listening Comprehension to EFL Students: A Library Research

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ABSTRACT
This research provides a review of the current literature on podcast in listening comprehension of EFL students. The type of research is library research study. The aim of this research is to analyze the effect of podcast in improving listening comprehension skills on EFL students. This paper reviewed six articles conducted between 2010-2020 utilizing multiple databases, they are *ProQuest, EBSCOhost,* and *Springer Link* through the digital library e- resource *Perpustakaan Nasional RI*. Furthermore, Google Scholar and Research Gate were used as additional resources. Each relevant publication screened according to some parameters; year of publishing, country, research purpose, research participant, methodology, research finding, type of article, and article in English text. A preliminary synthesis indicates that the majority of studies related to podcasts in improving listening comprehension to EFL students focused on the themes namely: (1) the effect of listening to podcast in improving students' listening comprehension and (2) how podcast improve students' positive perception and satisfaction in learning, then finally affected the improvement of students' listening comprehension skills. A number of suggestions for future research have emerged from the quality and the content of previous studies. They are methodology and quality design of podcast to determine the long-term effects of podcasting on learning outcomes.
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INTRODUCTION

Listening is an essential skill that should be mastered because it helps students improve other English skills. Hashim (2015, p. 7) emphasized that listening is a channel for comprehensible input, and about 40-50 percent of the time students spend in learning a foreign language is devoted to listening. For instance, teaching listening to students learning English as EFL to some extend will approach to real English. Because in daily life, people listen more than they speak, write, or read. To obtain the information effectively, the students who learn English

as EFL students should be able to improve their listening comprehension. by practicing or using reliable source and media to help them become familiar with how English words are pronounced. As have been stated by Bunau (2020, pp 28-33) teaching and learning by taking from available sources which are proven, valid, standard and reliable will familiarize students with sounds, spelling, number, pronunciation, structure and culture of English. Today, innovative media have emerged due to computer technology in facilitating language learning. Merzifonluouglu and Gonulal (2018) said "digital technology is preferred by many as the first go-to source of a dynamic hub of knowledge and learning". The digital technology has to some extends, transmited into a more flexible and cost- effective format without being limited to a physical space or time Hulme (2009, pp. 157-165) Further, this technology provides materials that can benefit EFL students to improve listening through listening to the audio of native speakers' voice. Apart from that, the implementation of this technology tool as a method of learning can be both embrace mobile technology and combine flexible and extensive learning Abdous, Camarena and Facer (2009)

Technology tools are transforming the work, and more specifically, it supports students in the classroom. Technology tools to facilitate students' listening for examples are: podcasts, blogs, online videos (e.g., those available via TeacherTube or YouTube), online, collaborative web construction tools (e.g., wikis), and social networking tools (e.g., Facebook, Ning), "that provide a platform for the creation, co-creation, commenting, and sharing of usergenerated content" Symthe & Neufeld (2010, pp. 488-498) Among the technology tools mentioned above, the primary tool that will be discussed in this paper is podcast. Hollandsworth (2007, pp 39-44) calls podcasts "a digital media file or a series of such files, that is distributed over the Internet using syndication feeds for playback on portable media players and personal computers".

Podcast is a multimedia file in the form of audio or video. It contains a monologue or dialogue which discussing about a lot of different topics. One of the 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. Podcast as internet-based distribution of audio or video (vodcasting) recording of audiovisual had been used as a media of teaching. Podcast offers 'a real-life listening' source that all foreign language students are allowed to benefit from it. As it has been using for educational purposes there are amounts of research study published report the effects of podcast in language learning to improve English listening skills with students from certain level as the research participant, from intermediate to higher education. In accordance to it Vicence, Sallan and Simo (2015, p 305) narrated "existing literature has

identified a long list of uses of features of podcast, much remains of the studied, particularly in the field of education". Therefore, this present paper conducted to see the relevant publications about the use of podcast in educational purposes as a media of teaching, especially for EFL students and how it affects students listening comprehension skills.

METHOD

The type of methodology that is being used in this secondary research was a library research. The researcher collects the data from e-library to getthe relavant data in literary form. Library research used in the process of collecting the data and to see references of others similar research. According to Zed (2008) library research is a series of activities related to the data collection of literature methods, reading, recording and processing the data by doing a comprehensive reading from a text or books, journals or website.

Therefore, in conducting this library research, the researchers used some exsiting journals from the e-library which comes from multiple databases such as *ProQuest, EBSCOhost,* and *Springer Link* through the digital library e-resource *Perpustakaan Nasional RI*. Furthermore Google Scholar and Research Gate were used as additional resources.

Number of steps must be taken to create a review that meets the requirements of publication. There are four main steps involved in conducting library research: They are planning, conducting, analysis and reporting Synder (2019, pp. 336- 337)

Furthermore, the articles assessed by using the SPIDER method (*sample*, *a phenomenon of interest*, *dessign*, *evaluation, research type).* SPIDER is a format of research which adapted from the PICO method. SPIDER is designed specifically to identify relevant qualitative and mix-method studies Cooke, Smith & Booth (2012)

Tabel 1. The Criteria of Inclusion and Exclusion

SPIDER Framework	Criteria of Inclusion	Criteria of Exclusion
(S) Sample	EFL Students	College students, workers, students at advance level.
(PI) Phenomenon of Interest	Listening comprehension skills	Writing skills, reading skills, speaking skills,pronunciation,
(D) Design	Conclusive researchdesign and exploratory research Design	-
(E) Evaluation	The improvement ofstudents listening comprehension skills	-
(R) Type of sources	Original researcharticle	Books, Thesis, Dissertation, articlesreview, conference papers, publisher's websites, online discussion.

FINDING AND DISCUSSION

After the researcher read, understood, and analyzed the data and the result of data analysis of the six articles. The research objective was concerned with what the research

tells about the effect of podcast in improving listening comprehension skills to EFL students and to identify gaps in the research that have a need for further exploration. Furthermore, this section is devoted to setting out the result of the statistical analysis under the two themes (1) the effect of listening to podcast in improving students'listening comprehensi on and (2) how podcast improve students' positive perception and satisfication in learning, then finally affected the improvement of students' listening comprehension skills. The results of this research might not all be directly relatedto specific hypotheses, however the researcher try to structure the result around the key themes as stated below.
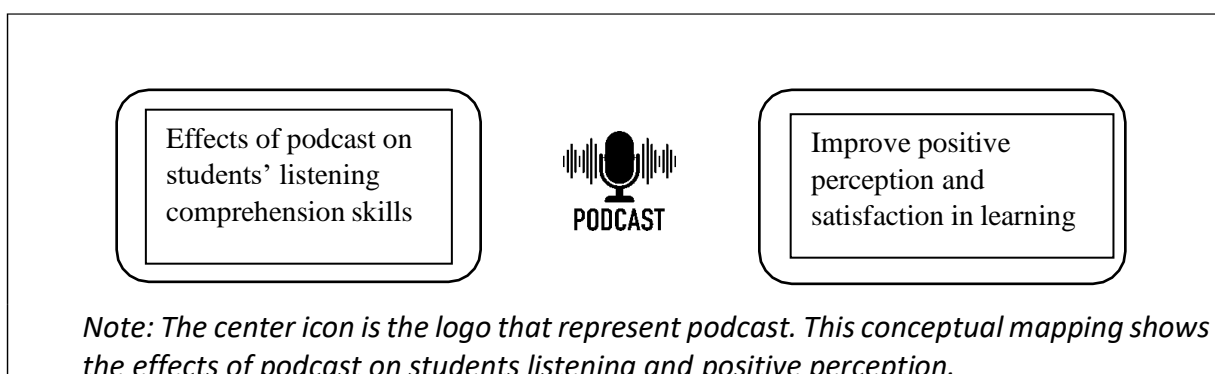

| Effects of podcast on students' listening comprehension skills | PODCAST | Improve positive perception and satisfaction in learning |

Note: The center icon is the logo that represent podcast. This conceptual mapping shows the effects of podcast on students listening and positive perception.

Figure 2. Conceptual Map of Themes

a. Effects of podcast on students' listening comprehension skills

The result of data analysis found the effect of podcasts and its reason how it can help students improve their listening comprehension. It supports from some indicators such as:

1. Ease in access (portable media)
2. Ease in use
3. Effectiveness and efficiency
4. Abundance contents

When asked about the use of podcast in the interview, the respondents tended to say that podcast is a learning tool that can be used outside of the classroom which allows them to listen more, it can be paused and resumed, and podcast as a popular technology nowadayswhich they can feel the presence of a new age of technology. The EFL students in iranian school most respond that they would like to listen and practice more with podcast and carry it in their mobile phone and listen to it during the leisure time, and they appreciated the fact that podcast can be used anytime and anywhere. The relevance quotation was also from Shiri (2015, pp 156-165) in his research, he interviewed 34 EFL and he concluded that participants had a positive attitude toward podcast and grow an interest in listening. It happened due to the convenience of using podcast.

b. Perception Toward Podcast

To assess the effectiveness of podcast to enhance learning experience, the researcher utilized evaluation from the result of survey in the qualitative data analysis from

the articles. The survey result in the six articles collected through questionnaire and open-ended questions. As the questionnaire and open-ended questions was designed to assess the precise point at which the influence of podcast affects the listening comprehension skills for the students. Specifically, the influence and effectiveness of podcast in this process.

This section is devoted to providing a critical discussion of the findings and initial analysis. The overall aim of this study is to examine the effect of podcast in improving EFL students' listening comprehension skills and identifying the gap in the research that have a need for further exploration. Scholars such as Sze (2006, pp. 115-134) mentions that podcast is the innovative media which can meet the students' and classroom needs. Podcast offers potentials in improving listening comprehension and it integrates teaching the language with technology, Eventually promotes the development of teaching and students' listening skills. Heilseen (2010, pp. 1063-1068) states "increasing students' acceptance of podcasting as a useful tool for studying may help improve the academic environment". This view is shared by some of the researchers who conducted interview and questionnaire and to the studentsabout their perceptions of podcast as a language learning tools Chan et al., (2005); Farshi & Mohammadi (2013, pp. 1381-1386) Hasan and Hoon (2012, pp. 128-132); Lee and Chan (2007) ; Edirisingha et al., (2007). The results were similar students find podcast attractive, amusing, and helpful. They feel motivated to learn language through podcast. What they like most about podcast is the flexibility that it provides. Students enjoy learning anywhere anytime. Moreover, they are happy to have the opportunity to listen to an audio file again and again to improve their language skills at their own pace.

This is strongly evidenced in the articles which determined the majority of the respondents perceived that they consider podcasts as useful learning tools and it happened due to the convenience of using podcast. The relevance quotation was also from Shiri (2015, pp. 156-165) in his research, he interviewed 34 EFL and he concluded that participants had a positive attitude toward podcast and grow an interest in listening. It happened due to the convenience of using podcast. In the result of qualitative research from the questionnaire sheef (2019, pp. 58-68) revealed that the mean score of the students' responses is above 2,5 (the average) while the mean scores is 3,29 from ten items of questions which respectively are above the statistical average.

Therefore, indicators such as: ease in access (portable media), ease in use, effectiveness and efficiency, abundance contents are the indicators in growing the interest of the students toward podcast. When asked about the use of podcast in the interview, the respondents tended to say that podcast is a learning tool that can be used outside of the classroom which allows them to listen more, it can be paused and resumed, and podcast as a popular technology nowadays which they can feel the presence of a new age of technology. Podcast offer a good impact on students' motivation, meaningful and appropriate content for listening, portability, and benefits.And students are also exposed to new vocabulary and content knowledge through activities and tasks of podcasts. The EFL students in iranian school most respond that they would like to listen and practice more with podcast and carry it in their mobile phone and listen to it during the leisure time, and

they appreciated the fact that podcast can be used anytime and anywhere. However, students' behavior was observed by looking at the characteristics of indicators; the listening scores and the survey results.

The relevance quotation was also from Sayadi and Heidar (2018, pp. 73-81) examined students' opinions of their learning through the use of podcasts. Moreover, most participants appreciated the fact that podcast canbe used anytime, anywhere. Therefore, they were interested to carry it in their mobile phones and listen to it during their leisure for which their interest in becoming autonomous learner was quite vivid.

Additionally, the results of the quantitative data analysis of the articles which using ANOVA as the data analysis technique, the most striking result to emerge from the data is that the groups of EFL students (experimental groups) who received the instruction through using Podcast performed better in the post-test by the significance of ($p<.05$). the control and experimental groups had different achievement after giving treatments. As mentioned in the result of the research, it indicated that the result of the control and experimental groups in pre-test was almost the same, however on the post- test the experimental group outperformed than the control group. Thus, this finding of the study clearly supported the literature as there is a positive link between the use of podcast and students' scores.

Further granular analysis of this relationship revealed supporting factors that affect listening comprehension outcomes of students based on the result of qualitative data analysis which are mentioned in the findings of the articles. The first is students prior knowledge and second is the roles of teachers. Students' prior knowledge is the key to picking the podcast appropriate for students' interest and capability level. their overall listening, time, and vocabulary size. Then the roles of teachers also crucial in achieving the better result or in other words piloting. Piloting had been proved that the students were able to do the given task after carefully listening several times to the materials. The roles of teachers to find podcast contents that are appropriate for studens' level is important and they should prepare the access to the Podcast before the students use it. Dost, Bohloulzadeh & Rahmatollahi (2017). This study refers to the language learners which enhance and advance along the regular request when they learn English as a foreign language. The improvement in the listening comprehension of the students in the test gathering may be owingto the supplementary information they got which was painstakingly chosento be recently past their capability level and subsequently intelligible.

CONCLUSION

The review of six articles to examine the effect of podcast as a medium of teaching listening comprehension skills to EFL students, Showed a significant positive effect. Therefore, the use of Podcast during time of treatment can't be determined as a single factor in improving students' performance. T here are supporting factors in helping students improve their listening comprehension performance such as role of teachers and students' prior knowledge. Character design of Podcast also indicates the success of the EFL students in listening, accessability, efficiency and ease of access and use as a portable media can meet students' need for convenience in learning. As a result, podcast does affect the

improvement of their listening score and improve their positive behaviour in learning.

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