The Impact of Podcasts on EFL Students' Listening Comprehension

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Abstract

This study aimed to determine the impact of podcasts on students' English listening comprehension. Quantitative methods were utilized with a one-group pre-test-post-test pre-experimental design involving 20 seventh-grade students from MTsS DDI Seppange during the academic year 2023/2024. Quantitative methods were utilized with a one-group pre-test-post-test pre-experimental design involving 20 seventh-grade students from MTsS DDI Seppange during the academic year 2023/2024. Technical term abbreviations were explained upon first use. The research instrument consisted of questions assessing students' spoken English comprehension ability. Data processing for this study indicated that the pre-test average score was 29.00, categorized as "poor," while the post-test average score was rated as "poor" but at 73.35 points. The obtained p-value of .000 was smaller than α (0.05), and the t value (10.138) exceeded the t table (2.101), indicating statistical significance. This study's findings reveal that seventh-grade students at MTsS DDI Seppange demonstrated an improvement in listening comprehension following several treatments. The increase was only slightly significant since the average scores of the initial and final exams remained in the "poor" range, despite a gain of 47.35 units. Upon experiencing a listening focused instruction for the first time, the school's implementation of podcasts enhanced students' comprehension. Furthermore, pupils exhibited eagerness and participation in class by communicating with both their peers and the instructor. Even so, the research has certain limitations, such as the lack of necessary facilities, which makes the utilization of video podcasts less than optimal.

Key words-- *podcast, listening comprehension*

INTRODUCTION

Listening is a crucial skill for students to acquire during the teaching process, and one of the primary types is extensive listening. Listening is a crucial skill for students to acquire during the teaching process, and one of the primary types is extensive listening. This practice involves students engaging in active listening, both inside and outside the classroom. Listening is a crucial skill for students to acquire during the teaching process, and one of the primary types is extensive listening. Comprehension is a critical aspect of listening, as it enables students to capture the meaning of spoken language by adjusting their comprehension.

Therefore, listening comprehension entails the activity of listening to understand what is being said. Capturing meaning involves the active process of the listener comprehending what they hear through their cognitive faculties. Subsequently, the listener processes the information to

analyze multiple aspects of the message. To enhance this skill, an aid is required to assist in understanding the lessons, which include the significance, message, and other relevant details. Among the various sources of aid available, podcasts can be a valuable medium for training (Fachriza, 2020).

Podcasting is a technological concept that enables the consumption of video/audio content through various digital devices such as computers and smartphones (Rahman et al., 2018). It is a concise and objective form of communication, with its logical structure featuring causal connections between statements. Technical term abbreviations are defined upon first use, and the language is formal and value-neutral, free from filler words, colloquialisms, and ornamental language. The structure follows standard academic conventions, with clear section titles, consistent citation, and appropriate footnotes. All sentences are grammatically correct, and word choice is precise, enabling a balanced and unbiased presentation of the evidence.

In the acquisition of English language, the skill of listening comprehension holds paramount importance for students. By acquiring this skill, learners can enhance their proficiency or, at the very least, recognize its significance. Discussion-based learning, which fosters a connection between educators and learners, typically facilitates this process. his framework by Blundell et al. (2022), provides an objective approach to evaluating technology's impact on learning. It is used in EFL education to assess how podcasts can transform the learning experience via substitution (replacing traditional learning media with modern ones), augmentation (facilitating access to learning materials), modification (enhancing learning design), and redefinition (participation in podcast projects).

The framework ensures a logical structure, clear and concise language, proper formatting, grammatical correctness, and impartial language to avoid bias. Technical term abbreviations are explained, and precise subject-specific vocabulary is used where needed. Students must learn how to effectively utilize technology in today's advanced technology-based society. Selecting suitable podcasts for academic purposes poses a vital challenge. Customizing educational materials to students' requirements is paramount. Initial clarification of technical term abbreviations, adherence to style guidelines, and consistent citation and footnote formatting are crucial. Technology advances have led to cutting-edge and creative learning and teaching tools. Initially, podcasts could only be accessed through radio broadcasts or DVDs. Nowadays, they are easily accessible through mobile phones, gadgets, or laptops. The accessibility of podcasts makes them an attractive educational tool for the population targeted in this important era.

Digital-based learning can augment student enthusiasm, particularly since their generation is experiencing rapid technological advances. The advancement of technology, learning, and media must be coupled with the progress of subsequent generations. Gradually, improvements in learning have been witnessed. In the past, students were expected to concentrate by only listening to audio, with the perception that visuals would only distract them. However, this perception has changed over time, owing to educational development. Nowadays, it is possible to practice listening skills through videos. It appears that using only audio for learning yields varying results. Audio-based learning is advantageous solely for auditory learners. Conversely, video-based

learning benefits both visual and auditory learners, making identifying a student's learning style critical (Gilakjani, 2011).

Therefore, this research was conducted on junior high school students utilizing two types of podcasts simultaneously. The first type, audio podcasts, catered to auditory learners or those who are easily distracted by visual stimuli, while the second type, video podcasts, catered to visual learners or individuals who feel uneasy relying solely on audio. This study examines the impact of utilizing the YouTube application with descriptive text topics in an easy level on English language learning among junior high school students. The research sample was limited to students from this level. YouTube was utilized as an interesting application for classroom use.

The evaluation of these instructional media determined their effectiveness in facilitating English language learning (Astuty et al., 2022). The researcher conducted preliminary experimental research at MTsS DDI Seppange. Based on pre-observation, it was noted that the students do not practice listening comprehension; instead, they merely fill in the blanks provided by the teacher without audio. Consequently, the researcher aims to study the use of podcasts in the classroom for the first time and assess its impact. This study is necessary to assess the influence of podcasts on students' listening skills at the particular institution.

LITERATURE REVIEW

Listening Comprehension

One of the four essential skills for acquiring a new language is the capacity to comprehend spoken words by others, referred to as listening comprehension (Marisol & Miniguano, 2021). Listening comprehension involves the ability to comprehend speech in either a first or second language (Nisa, 2019). According to Ramli (2017), listening comprehension is a means of understanding what the speaker expressed. Listening comprehension is the ability required to comprehend spoken language, including its grammatical aspects, allusions, and meanings.

However, based on Handayani et al. (2023), there are certain difficulties in implementing this ability in classrooms, such as:
a. Students facing sound quality issues while learning through media,
b. Cultural disparities or daily mundane routines,
c. Accents can affect the interpretation of spoken words, causing differences in meaning,
d. Students often encounter difficulty understanding English expressions and identifying what is being said
e. Short sentence lengths in listening activities can also pose a challenge to comprehension, and
f. External factors, such as outside noise or classroom distractions, can further complicate the listening process.

Moreover, According to Gilakjani & Sabouri (2016), they argue that listening comprehension lessons should prioritize five goals for both teachers and students to be mindful of (p. 1674). Those are as follows:
a. Careful and gradual arrangement,

b. Active student participation,
c. Required attention and communication during sessions,
d. Emphasis on the conscious memory problem in listening comprehension, and
e. Focus on teaching rather than testing.

Podcast

Podcasting is a modern technique for generating and distributing audio material online that has a broad range of applications in science, education, specialized fields, and entertainment (Fardavoodi et al., 2020). Podcasts are audio or video files that are created, recorded, and displayed on a website or the internet for download and consumption by the public at their convenience (Harahap, 2020). While Azmee (2022), says that podcasts are audio documents that individuals typically download via the internet in mp3 format. Podcasts serve as a medium that can be used to foster auditory training through easily accessible audio and video resources.

It is important to note that podcasts can include two types of media: audio and video podcasts, as previously mentioned in studies conducted by Indahsari (2020) & Nisa (2019). However, there are 2 more types of podcasts, namely enhanced podcasts, and novel podcasts to (Djebbari et al., 2016).

a. Audio podcast is a technological program that outputs sound in MP3 format and requires minimal storage, featuring only audio content. Both podcast types expand on the traditional audio podcast format.
b. Video podcast combines audio and video into a single file.
c. Enhanced podcasts combine audio and visual elements, often incorporating manipulated images and slideshows with narration. This format closely resembles a narrated slideshow.
d. Podcast novels are collections of literary works in audiobook form.

Influencing Factors of Learning Outcomes through Podcasts

a. Assessment and Feedback

Formative assessment is an ongoing process that collects feedback and information on students' comprehension and abilities throughout their learning journey (Morris, 2010). Podcasts provide a dynamic and engaging method of supplying authentic language input that can be incorporated into various assessment tasks. Podcasts typically do not offer immediate feedback or self-correction features since they are designed for one-way communication, with the listener as the receiver of information or entertainment from the content creator. Nevertheless, feedback and self-improvement options can be incorporated into the podcast listening experience by providing show transcripts and notes, companion websites or apps, incorporating podcast quizzes, interaction podcasts, and teacher-student interaction (Kehrer et al., 2013).

b. Individual Differences

Learner autonomy refers to individuals taking control of their own learning in education (Little & Dam, 1998). Podcasts offer students several advantages, including the capacity to choose their own content, flexibility in when and where to listen, exposure to genuine language, and the chance to actively engage with the material. Furthermore, podcasts afford a pathway for autonomous language learners to proficiently achieve their linguistic goals independently and efficaciously. It is pivotal to take into account individual students' learning styles when choosing the suitable podcast for their necessities (Pashler et al., 2008).

c. Cultural and Societal Factors

Content producers should consider the following in order to create podcasts that are attractive to listeners from diverse cultural backgrounds and ensure better understanding or comprehension (Bandura, 2002). Ultimately, in order to effectively reach a broad audience, content producers and educators need to grasp the influence of cultural origins on podcast preferences and comprehension.

Research Hypotheses

The researcher decided on the hypothesis in the following way:
a. The null hypothesis (Ho): there is no positive impact of podcast in the classroom to students' EFL listening comprehension ability.
b. The alternative hypothesis (Ha): there is positive impact of podcast in the classroom to students' EFL listening comprehension ability.

RESEARCH METHOD

This study adopts a quantitative research method with a pre-experimental one-group pre-test-post-test design. one-group pretest-posttest design to assess the impact of podcasts on the listening skills of 20 seventh-grade students enrolled in the academic year 2023/2024 at MTsS DDI Seppange. The research instrument utilized a topic related to describing people. The students completed listening tasks during each treatment to evaluate the effectiveness of the podcasts. The students acquired knowledge through audio and video podcasts and their comprehension was evaluated. The data was analyzed by calculating the students' scores and classifying them. The scores were then subjected to a paired-sample test using SPSS 22 to compare their pre-test and post-test scores.

FINDINGS

The Percentage and Frequency of Students' Pre-Test and Post-Test Scores

The podcast implementation followed established procedures. The research went as planned, despite the presence of some difficulties. following are the results of the student pre-test and post-test and the classification:

No	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	93-100	0	0	2	10
2	Good	84-92	0	0	6	30
3	Average	75-83	0	0	4	20
4	Poor	<75	20	100	8	40
	Total		20	100	20	100

Table 4. 1 The Percentage and Frequency of Students' Pre-Test and Post-Test Scores

Based on the data above, the pre-test value of all Based on the provided data, the pre-test value of all students was below 75, resulting in a "poor" classification. However, there was a notable improvement in the post-test results, with 2 students achieving a "very good" rating, 6 students receiving a "good" rating, 4 students scoring an "average," and 8 students still classified as "poor." It is significant that the 8 students classified as "poor" in the pre-test demonstrated improvement, with all scores improving above 50 in the post-test.

The Mean Scores and Inferential Statistics of Pre-Test and Post-Test

After collecting the research data, it is processed in the paired sample test analysis section of the IBM SPSS Statistics version 22 data processing application. The subsequent results are presented below:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	29.00	20	14.832	3.317
	Post-Test	73.35	20	15.332	3.428

Table 4. 2 Paired Samples Statistics

Table 4. 2 indicates that the mean score in the pre-test was 29.00, while in the post-test, it was 73.35. Additionally, the standard deviation value also increased from 14.832 to 15.332.

		Paired Differences		t	df	Sig. (2-tailed)
		Mean	Std. Deviation			
Pair 1	Pretest-Postest	-44.350	19.564	-10.138	19	.000

Table 4. 3 Inferential Statistics

The results of the calculation of the increase in pre-test and post-test scores are evident from the t-value compared to the t-table and from the significance value. Here are the results of

the paired sample test data calculation. The table 4.3 above displays the sig. (2-tailed) value of .000 and the t-value of 10.138. The significance level (α) is 0.05. The t-value (10.138) exceeds the critical t-value (2.101) while the p-value (two-tailed) is lower than α (0.05). Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected. Conversely, if the p-value (two-tailed) is larger than α (0.05) and t-value is less than the critical t-value, then the null hypothesis is accepted, and the alternative hypothesis is rejected.

Students' Development in Listening Comprehension after using Podcasts

The researcher conducted four treatments in this study to enhance students' listening comprehension skills. The researcher conducted four treatments in this study to enhance students' listening comprehension skills. Each treatment consisted of quizzes or assignments. Technical term abbreviations are explicitly defined upon first use. The text adheres to conventional academic formatting and citation style, with clear organization and logical progression of information. Personal opinions are not included unless explicitly marked as such:
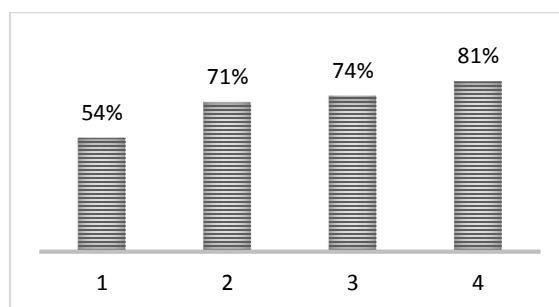

Figure 4.1 Quiz Scores

The results indicate that the students' performance improved over the duration of the treatments, with average scores of 54%, 71%, 74%, and 81% in the first, second, third, and last quiz, respectively. Language is formal, objective, and free from grammatical errors, employing standardized American English spelling and grammar. The interventions administered to the students enhance their listening comprehension as the mean scores consistently increase in each session

DISCUSSION

Listening comprehension is a skill that is widely practiced, but differences arise when comparing comprehension in one's native language versus a foreign language. Educators aim to equip their students with this important language skill, prioritizing it in school curricula. Through ample teaching and training, students can achieve an appropriate level of understanding. The selection of methodologies and media must be thoughtfully considered to ensure success. One of the mediums utilized in this research is podcast media, providing sound and visuals for students to understand discussions in basic English, tailored to their level of study.

Additionally, the researcher employed descriptive topics, detailing people's appearance, personality, hairstyle, color, and clothing. In the initial phase, students received vocabulary on the topic of "appearance" through the first audio podcast. Subsequently, they completed an assessment

on the same topic, resulting in an overall score of 54%. In the following stage, students were exposed to audio podcasts on "personality" accompanied by a quiz, resulting in an increased overall score of 71%. During the third treatment, a researcher utilized a video podcast discussing "hair style" alongside a quiz pertaining to the subject matter. The quiz yielded an overall score of 74%. Subsequently, in the final treatment, the researcher introduced a video podcast on clothing, followed by a final task that produced an overall score of 81%. The researcher discovered that the implementation of podcast media had a beneficial effect on student learning. Specifically, students displayed significant improvements in listening comprehension, which was corroborated by the results of data analysis that fulfilled the criteria for assessing their proficiency.

This occurs because the teaching process employs the bottom-up strategy, which involves analyzing the sound and grammar components of a text. The Bottom Up Strategy is a method used to understand information by analyzing sounds, word meanings, and grammar (Gebhard, 2000). The development of a profound comprehension of language structure relies heavily on correct sound decoding and vocabulary recognition. The students' average score increased from 29.00 to 73.35 after the researcher provided treatment, showing the effectiveness of this approach. In the initial assessment, all students were rated as "poor" based on their test results, indicating low scores ranging from 10 to 50. However, in the follow-up assessment, the students showed significant improvement, with results ranging from "poor" to "average," "good," and "very good." Two students achieved perfect scores with a grade of "very good", while four received a grade of "good", six students achieved an "average" grade, and eight students received a "poor" grade. Although some students received a "poor" grade, their scores were in the 50-75 range, which shows improvement over previous grades. The standard deviation of the pre-test and post-test increased, with a pre-test value of 14.832 and a post-test value of 15.332. Additionally, the value of t (10.138) exceeds the value of t table (2.101), indicating that t value > t table. Finally, the p-value (sig. 2-tailed) of .000 is less than the value of $\alpha = .05$.

Based on the results of this data, it reinforces the conclusion that incorporating podcast media, encompassing both audio and video, can enhance students' listening proficiency in English language acquisition. The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected based on the study's findings. The researcher observed an increase in students' mean score after treatment, from an initial score of 29.00 (poor) to 73.35 (poor). However, despite the increase of 47.35, the qualification of the students' mean score remained in the "poor" category, indicating a lack of significant improvement.

The use of podcasts in the classroom enhances the learning experiences of MTsS DDI Seppange students who have not previously utilized this medium. Students eagerly engage with audio and video components incorporated into assigned coursework. The selection of materials and topics is tailored to the research sample, comprised of new seventh-grade students. The selection of materials and topics is tailored to the research sample, comprised of new seventh-grade students. The selection of materials and topics is tailored to the research sample, comprised of new seventh-grade students. The age-appropriate materials foster an optimal learning

environment, devoid of obstacles. The researcher reviewed individual and group tasks and subsequently introduced relevant vocabulary to aid students' comprehension of the topic.

While certain data analyses suggest that podcasts can enhance students' understanding of the conversation, the degree of improvement is not significant. Viewed from the mean, the initial average score was classified as "poor". Despite implementing several treatments, the final average score improved, but remained in the "poor" classification. The utilization of podcasts in the classroom has several positive impacts on students at MTsS DDI Seppange, which are as follows:

1. After the treatments, the students demonstrated an improved ability to comprehend spoken language.

Their initial learning outcomes, rated as "poor," improved significantly. During the first podcast session, the students expressed confusion and surprise. Prior to the treatment, they were unaccustomed to listening to English conversations in their daily lives, which presented a challenge for the researcher. This issue is related to social conditions, which is one of the factors that affect students' learning outcomes (Bandura, 2002). Their environment constrains their knowledge, impeding its development. To overcome this, becoming familiar with their daily experiences and the language they regularly use is imperative. Educators can choose appropriate pedagogical approaches, sequential learning objectives, and teaching tools to match their level. It is also essential to use simple vocabulary to facilitate open expression and a comfortable learning environment.

As a trainer in the organization, the researcher had no difficulty selecting the teaching methods and strategies. The researcher's understanding of the students' daily routine, both in and out of school hours, enabled an objective selection of appropriate vocabulary for the lesson after evaluating their learning levels. The students initially appeared confused, but with each meeting, their comprehension improved, as demonstrated by the quiz score data management indicating an increase in average scores at each session. The quiz score data management results indicate an increasing trend in the average scores from each meeting, suggesting an improvement in student understanding daily. After undergoing several treatments, a post-test measuring their comprehension ability was administered, highlighting a greater variance in scores than before, with two students achieving perfect scores. These outcomes suggest a strong grasp of the subject matter regarding character depiction, despite an initial reception of low scores. However, the scores subsequently improved with higher predicate scores. Overall, these outcomes demonstrate a firm understanding of character depiction, despite initial setbacks in performance. There is increased variability among student scores in comparison to previous evaluations, with two students achieving perfect scores.

2. The students eagerly anticipate learning English through listening.

Their enthusiasm is not surprising, given their strong affinity for English classes and the chance to experience listening-based learning for the first time. The lesson employs a connectivism approach, which fosters discussion among students and enables them to continue learning beyond

regular school hours. Ensuring student motivation is paramount. Self-determination theory is a psychological framework that examines the factors influencing individual motivation, particularly in the learning context (Khotimah et al., 2022). Technical term abbreviations will be explained when first used. The proper structure of the information presented was achieved by using clear, concise, and necessary information in simple sentences. Consistent citation was used throughout, with a consistent footnote style and formatting features while following the style guide. The theory is also believed to have long-term effects beyond the learning process. Biased, emotional, figurative, or ornamental language is also avoided while promoting clear, objective, and value-neutral language in a passive tone and impersonal construction. The text is free from grammatical errors, spelling mistakes, and punctuation errors. Technical vocabulary is used when it conveys meaning more precisely than similar non-technical terms.

The theory identifies three fundamental conditions for individual intrinsic motivation: competence, autonomy, and relatedness. The language used in this text aims for a formal register by avoiding contractions, colloquial words, informal expressions, and unnecessary jargon. Causal connections between statements are necessary, and sentences and paragraphs create a logical flow of information. Quotes were clearly marked, and filler words avoided. The text will be structured conventionally and employ a balanced, clear, and objective tone with passive constructions. A formal register will be used, avoiding colloquial language, contractions, and informal expressions. Providing podcast-based learning that meets students' needs for proficiency, autonomy, and belonging has the potential to increase intrinsic motivation. Participants in the language program acquire increased fluency, autonomy over their learning experience, and a sense of belonging among peers and instructors.

During classroom sessions, students actively engaged in discussions and inquiries led by the instructor. They also gathered additional vocabulary and took notes on the material covered, which sets them apart from other classes that primarily rely on provided information. This approach is motivated by the students' desire to review the previous meeting's content at the beginning of each session. It is important for students to effectively communicate and demonstrate their acquired knowledge. The researcher invites students with individual differences either by directly addressing them or without mentioning names. Encouraging active participation in class can foster enthusiasm, and the use of objective evaluations as well as positive feedback can alleviate students' anxiety.

3. It was evident to the students that podcasts can serve as an effective medium for learning English skills.

Initially, students in this educational institution did not employ learning resources aimed at boosting their listening abilities. This study indicates to both educators and pupils that, aside from being a means of obtaining information or engaging in dialogue, podcasts can be utilized to develop pupils' ability to grasp English conversations. Through participation, students are exposed to spoken English which diverges from written English in terms of pronunciation, accent, vocabulary, terminology, and pace. By gaining an understanding of how English is commonly

spoken, students can select podcasts that are aligned with their preferences or topics appropriate for their level of proficiency. Additionally, educators have the ability to choose podcasts that align with their students' levels, habits, interests, and abilities.

During instruction, students receive lessons aimed at understanding the various components of listening comprehension, which include meaning, presupposition, inference, and message. This skillset is closely tied to the overall mastery of listening comprehension in language. To this end, test questions and assignments for students incorporate these components to ensure the objectives of the research are achieved. These impacts can be realized despite some implementation challenges. Those are:

1. Limited knowledge and habits

As the students at the school were not used to listening to conversations in English. Consequently, the implementation of podcasts encountered difficulties, including teaching strategies for students to grasp the meaning conveyed in the podcasts.

2. Inadequate facilities

This study opted for a specific type of visual podcast, using only laptops as an intermediary in the learning process due to insufficient resources available in schools. This factor is a significant challenge because the learning outcomes of students are affected by their conditions and environment.

3. Type of podcast selected

The selection of teaching media is a challenge, particularly when targeting seventh-grade students. A podcast is a form of audio conversation that discusses a topic suitable for high school students on average. However, this limitation was successfully addressed by conducting further research to identify suitable podcast genres relevant to the topic.

4. Short learning time

In addition, the learning time provided at the school was slightly shorter than anticipated, which led to a compressed learning process. Nonetheless, the researcher managed to overcome this obstacle by developing a lesson plan tailored to the available time.

Podcasts provide students with a valuable tool for improving their English listening skills outside of the classroom. This medium is accessible, free, and can be utilized both in-school and independently. Podcasts are available on various platforms, including the widely recognized application, YouTube. In addition to students, teachers can select the appropriate podcasting method to create a suitable teaching atmosphere. The use of podcasts as a medium for language acquisition is a product of ongoing social trends. They offer a versatile tool for learners, accessible from any location and at any time.

In the present era, technology has made internet-based education highly convenient, and podcasts can be a powerful means of acquiring knowledge. In the present era, technology has made internet-based education highly convenient, and podcasts can be a powerful means of acquiring knowledge. They may also encourage self-motivation among students, as learners can personalize their learning experiences to suit their individual needs. These findings are significant because they suggest that listening skills may hinder the development of aural comprehension (Aeni et al., 2018).

The efficacy of this medium is satisfactory for students and suitable for employment in the classroom for enhancing the students' listening abilities. It is evident that the auditory element is a crucial aspect of communication, requiring instruction in the academic setting. The study has limitations, specifically related to the limited provision of treatment (four occurrences only) and the researcher's restricted knowledge and abilities in imparting basic vocabulary, pronunciation, and learning strategies to students. Additionally, the researcher used only one class as a sample group, without a control class, due to the limited number of students in the school.

CONCLUSION

Based on the research findings and data analysis, the researcher has concluded that podcasts provide a positive impact on students' listening comprehension. It is important to note that the study focused on the use of podcasts in an academic context. Causal connections between podcasts and students' comprehension were established, indicating that students who listened to podcasts demonstrated higher levels of understanding compared to their peers who did not utilize podcasts. These results suggest that incorporating podcasts into academic coursework could be advantageous for students' learning outcomes. The data processing results confirm that the students' pre-test and post-test scores have improved, although not significantly. Therefore, we accept the alternative hypothesis (H_a), and reject the null hypothesis (H_0). The study indicates that podcasts have a positive impact on student learning. The following are descriptions of the impact of podcast use:

1. They improve the understanding of what speakers say compared to before treatments.
2. They increase excitement and enthusiasm for learning English through listening.
3. They acknowledge that podcasts can serve as a medium to learn English skills.

SUGGESTION

1. For students, podcasts should be chosen based on their listening comfort level and desired theme, accent, and duration. Plenty of applications and online resources facilitate podcast-based learning, including YouTube, Instagram, TikTok, and others.
2. As for teachers, they must provide engaging and effective strategies tailored to their students' level. Choosing the proper podcast format is vital for effective learning; the ideal type must be selected to help process the conversation efficiently.

3. For future researchers, this study suggests exploring treatments with topics that students can easily narrate and understand. Additionally, researchers should investigate engaging strategies, methods, and podcast formats beyond audio and video podcasts.

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