

**The Use of News Podcasts as an Extensive Listening to Improve Listening  
Comprehension of SMA YP UNILA 11th Grade Students**

**(A Undergraduate Thesis)**

**By**

**Ravly Galeno Asri**

**2253042008**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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## ABSTRACT

### **The Use of News Podcasts as an Extensive Listening to Improve Listening Comprehension of SMA YP UNILA 11th Grade Students**

By  
**RAVLY GALENO ASRI**

The objective of this research is to investigate whether there is a significant improvement in students' listening comprehension after being taught using news podcasts as extensive listening materials. The research employed a quantitative approach with a one-group pretest-posttest design. The population of this research was the eleventh-grade students of SMA YP UNILA Bandar Lampung, with class XI.1 consisting of 27 students selected as the sample. The instruments used for data collection were a pre-test and a post-test in the form of multiple-choice questions, supported by Listening Logs to monitor students' autonomy. The data were analyzed using the Paired Sample T-test in SPSS. The results showed that the mean score of the pre-test was 78.36, and the mean score of the post-test was 92.85. The hypothesis testing revealed a significance value (Sig. 2-tailed) of 0.000 ( $p < 0.05$ ), indicating that the alternative hypothesis was accepted. And also, It is shown on the T-Table of df (26) is 2.054 and the result shown T-value of the test is 9.684 indicating alternative hypothesis was accepted.

***Keywords: Listening Comprehension, News Podcast, Extensive Listening, Senior High School Students***

## ABSTRAK

### **Penggunaan Podcast Berita sebagai Metode Mendengarkan Ekstensif untuk Meningkatkan Pemahaman Mendengar Siswa Kelas 11 SMA YP UNILA**

oleh  
**RAVLY GALENO ASRI**

Tujuan penelitian ini adalah untuk menyelidiki apakah terdapat peningkatan yang signifikan dalam kemampuan pemahaman mendengar siswa setelah diajarkan menggunakan podcast berita sebagai bahan pendengaran ekstensif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pretest-posttest satu kelompok. Populasi penelitian ini adalah siswa kelas XI SMA YP UNILA Bandar Lampung, dengan kelas XI.1 yang terdiri dari 27 siswa dipilih sebagai sampel. Instrumen yang digunakan untuk pengumpulan data adalah pretest dan posttest berupa soal pilihan ganda, didukung oleh Listening Logs untuk memantau kemandirian siswa. Data dianalisis menggunakan Uji-t Sampel Berpasangan di SPSS. Hasil menunjukkan bahwa skor rata-rata pretest adalah 78,36, dan skor rata-rata posttest adalah 92,85. Pengujian hipotesis menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0,000 ( $p < 0,05$ ), yang mengindikasikan bahwa hipotesis alternatif diterima. Selain itu, pada Tabel T dengan df (26) tercantum nilai 2,054, sedangkan nilai T yang diperoleh dari pengujian adalah 9,684, yang menunjukkan bahwa hipotesis alternatif diterima.

***Kata kunci: Pemahaman Mendengar, Podcast Berita, Mendengar Ekstensif, Siswa Sekolah Menengah Atas***

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**By**

**Ravly Galeno Asri**

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**Student's Name** : **Ravly Galeno Asri**



**Student's Number** : **2253042008**

**Study Program** : **English Education**

**Department** : **Language and Arts Education**


**Faculty** : **Teacher Training and Education**

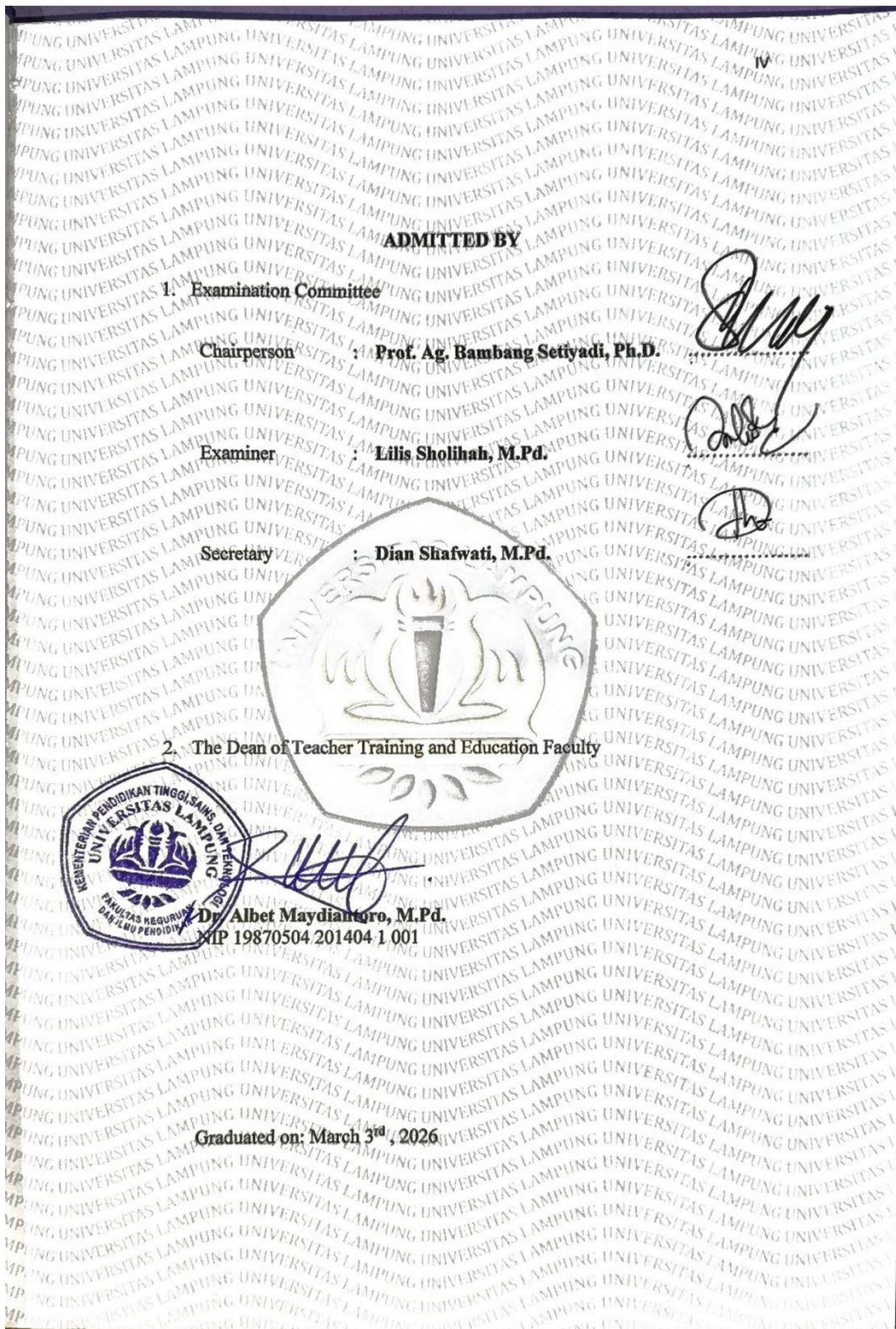
**APPROVED BY**  
**Advisory Committee**

**Advisor**  **Co-Advisor** 

**Prof. Ag. Bambang Setiyadi, Ph.D.** **Dian Shafwati, M.Pd.**  
**NIP 195905281986101001** **NIP 198909132019032012**

**The Chairperson of**  
**The Department of Language and Arts Education**

  
**Dr. Sumarti, S.Pd. M.Hum.**  
**NIP 19700318 199403 2 002**



ADMITTED BY

Examination Committee

Chairperson : Prof. Ag. Bambang Setiyadi, Ph.D.

Examiner : Lilis Sholihah, M.Pd.

Secretary : Dian Shafwati, M.Pd.

2. The Dean of Teacher Training and Education Faculty

Dr. Albet Maydiantoro, M.Pd.  
NIP 19870504 201404 1 001

Graduated on: March 3<sup>rd</sup>, 2026

**LEMBAR PERNYATAAN**

Saya yang bertandatangan di bawah ini:

Nama : Ravly Galeno Asri  
NPM : 2253042008  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Use of News Podcasts as an Extensive  
Listening to Improve Listening Comprehension  
of SMA YP UNILA 11th Grade Students

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 03 Maret 2026

Yang membuat pernyataan,



Ravly Galeno Asri

2253042008

## **CURRICULUM VITAE**

The researcher of this thesis is Ravly Galeno Asri, who was born in Kotabumi on January 7th, 2004. He is the third child of Mr. Asri and Mrs. Elva, and grew up alongside his two older siblings, Afrieza and Vadly.

His educational journey started at TK Muslimin Baradatu in 2009, followed by his elementary education at SD Negeri 1 Tiuhbalak Pasar a year later. In 2015, he attended SMP Negeri 1 Baradatu and successfully graduated in 2019. He then pursued his high school education at SMA Negeri 1 Baradatu, graduating in 2022. In the same year, he was accepted into the English Education Study Program at the University of Lampung to pursue his bachelor's degree.

During his university years, he actively participated in the SEEDS English Department student organization. Moreover, he completed his community service program, or Kuliah Kerja Nyata (KKN), in Bumi Dipasena Abadi, Tulang Bawang. He also gained teaching experience through the Pengenalan Lapangan Persekolahan (PLP) program at SD Negeri 1 Bumi Dipasena Abadi.

**MOTTO**

*Everything happens for a reason.*

*There is a purpose for every event, and a lesson in every experience.*

**- Aristotle -**

**DEDICATION**

*In the name of Allah Subhanahu Wa Ta'ala,  
The Most Beneficent, The Most Merciful.*

*This piece of work is proudly dedicated to my beloved parents and brother, who  
have always worked so hard for me:  
Ayah, Ibu, & Abang.*

*And also,  
dedicated to the loving memory of my late grandmother, Emak (Nenek).*

*And, for:  
My lovely sister (Uni), my dearest love, and my best friends.*

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The researcher hopes that this thesis will be beneficial for the readers, future researchers, and the English Education Study Program.

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The Researcher

Ravly Galeno Asri

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## I. INTRODUCTION

This chapter provides a brief description of the research including research background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### 1.1. Research Background

In the context of foreign language acquisition, particularly English, exposure to authentic audio materials is imperative for cultivating authentic listening skills. News podcasts, as a widely accessible form of this media, have been recognized for their capacity to enhance student engagement and cognition in profound ways. This pedagogical approach directly addresses one of the most challenging aspects for learners: listening comprehension, by providing relevant, real-world content.

The use of modern digital media, particularly news podcasts, in the context of Teaching English as a Foreign Language (TEFL) has received considerable attention due to its potential to enhance listening comprehension through authentic materials. This focus is critical because listening is one of the four fundamental skills of language learning, along with speaking, reading, and writing. Listening is defined as following the sound and understanding its meaning; in other words, hearing with a purpose. The acquisition of these skills occurs in a specific order: humans naturally learn to listen first before they can speak, read, and write. Thus, prior to engaging in speech, one must first develop the capacity to listen. It can be concluded that the purpose of listening is trying to catch the meaning or understanding the ideas (Bramasto, 2009).

Listening is a fundamental skill in language acquisition and plays a central role in successful communication. In the context of learning English as a foreign language, students often struggle to develop their listening comprehension due to limited exposure to authentic spoken language. Traditional instruction, which often focuses on textbook dialogues and scripted recordings, may lack the variety

and realism of everyday communication (Renandya & Farrell, 2011). According to Vandergrift and Goh (2012), listening comprehension improves when learners are regularly exposed to varied and authentic audio input. Podcasts, especially news-oriented ones, feature native speakers, real-world vocabulary, and spontaneous speech patterns, making them ideal for language learners. Krashen's (1985) says that theory of *comprehensible input* also supports this approach; he argues that language acquisition occurs when learners are exposed to language slightly above their current level in a low-anxiety environment. Podcasts meet this criterion by allowing learners to listen at their own pace and revisit segments as needed, facilitating natural acquisition. Renandya and Farrell (2011) emphasize the importance of extensive listening in second language learning, noting that regular and sustained exposure to interesting listening materials can significantly enhance learners' listening fluency and overall comprehension. News podcasts, with their topical and up-to-date content, provide an engaging medium for this purpose.

Previous research on using podcasts in teaching listening was conducted by Hania Fadhilatun Nisa, Lidyatul Izzah, and Muhamad Sofian Hadi (2022), their study utilized a quantitative method with a pre-experimental research design, involving one class of seventh-grade students at SMP Muhammadiyah 35 Jakarta as the sample. Data was collected using both a pre-test and a post-test as instruments. The results revealed a significant improvement in students' listening skills after the implementation of podcasts, with the average post-test score (89.4) being considerably higher than the average pre-test score (62.5). The statistical analysis using a t-test confirmed this, showing that the calculated t-observation value (17.986) was greater than the t-table value (1.721), leading to the conclusion that using podcasts is an effective medium for improving students' listening comprehension.

Second previous research on using podcasts in teaching listening was conducted by Gonulal (2020) explored the effectiveness of podcasts and vodcasts as tools for

extensive listening to improve L2 listening skills among 49 Turkish EFL college students over a one-year period. Using an action research design, students engaged in weekly podcast and vodcast listening activities outside the classroom and submitted either written or oral summaries. The study used listening progress tests, proficiency tests, and a listening log questionnaire to collect data. Results revealed that students who regularly practiced extensive listening with podcasts and vodcasts showed significant improvement in their listening proficiency. The study also found that while students preferred podcasts over vodcasts due to accessibility and convenience, both media contributed positively to their listening comprehension, pronunciation, and vocabulary acquisition. Despite facing challenges such as fast-paced speech and technical issues, most students reported positive experiences and expressed a willingness to continue using podcasts and vodcasts in the future.

Based on initial observations conducted by researchers at SMA YP UNILA have found that students in grade 11 face challenges in developed listening comprehension. Some students failed to focus or show enthusiasm during listening sessions using available audio materials. Students clearly struggled with answering comprehension questions after the audio was played. This clearly indicates a need for more varied and relevant learning materials that align with students' interests. These materials must enhance their motivation and active engagement in the listening learning process.

This study aims to describe how news podcasts, used as an extensive listening tool, can enhance the listening comprehension of senior high school students. It will focus on the practical application of this method and its potential benefits for teachers seeking effective and motivating instructional resources.

## **1.2. Research Questions**

Based on the background above, the researcher determined the research question as below:

1. Is there any significant improvement in SMA YP UNILA of 11<sup>th</sup> grade students' listening comprehension after using news podcasts as an extensive listening?
2. Which aspects of listening comprehension show the improvement after the implementation of the news podcast as an extensive listening?

## **1.3. Objectives of the Research**

Based on the research questions, the objective of this research is to find out whether there is an improvement in the high school students' listening comprehension after using news podcasts as an extensive listening and to identify which aspect of listening comprehension show the most significant improvement after the treatment.

## **1.4. Uses of the Research**

The findings of this study are expected to help English teachers improve their students' listening comprehension by providing a practical framework for implementing extensive listening activities using news podcasts. Furthermore, teachers will gain a better understanding of how this authentic material can be incorporated into their teaching practices. For students, this research is expected to be beneficial in improving their overall listening comprehension through a more engaging, autonomous, and enjoyable learning experience.

## **1.5. Scope of the Research**

This research is aimed at senior high school students and will investigate how news podcasts, utilized as an extensive listening activity, can improve their listening comprehension. This skill entails more than mere auditory perception; it necessitates active attention, comprehension of the information presented, and interpretation. The news podcasts chosen for this study will be those with clear,

factual content and structured delivery, often found in formats like short daily briefings or weekly news summaries.

### **1.6. Definition of Terms**

This study employs a number of terms. To ensure clarity and avoid any confusion, the researcher will provide an explanation of these terms.

#### 1. Listening

Listening is a fundamental language skill that involves receiving, constructing meaning from, and responding to spoken or non-verbal messages. According to Rost (2011), listening is the process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination, and empathy.

#### 2. Listening Comprehension

Listening Comprehension is defined as an active cognitive process in which listeners receive, interpret, and understand the meaning of the spoken language they hear. This process not only involves the ability to hear the sound of words (hearing), but also includes conscious processing of information to build a complete understanding.

#### 3. Teaching Listening

According to Renandya and Farrell (2011), extensive listening is a language learning approach where learners are exposed to a great deal of listening material at or below their level, with the aim of improving their overall listening fluency.

#### 4. Extensive Listening

Extensive listening is an approach to language learning where a large amount of audio material is listened to for general understanding, information and enjoyment. This approach focuses on quantity and language exposure, rather than on analyzing the details of the language (Renandya and Farrell, 2011).

## 5. Podcast

In general, a podcast refers to a digital audio program that is distributed over the internet and can be downloaded or streamed on various devices such as computers or smartphones.

## 6. News Podcast

A podcast is a digital audio file made available on the internet for downloading or streaming, often as a series, and typically features spoken word content. According to McClung and Johnson (2010), podcasts are audio broadcasts distributed via the internet, allowing users to subscribe and listen at their convenience. A *news podcast*, more specifically, is a type of podcast focused on delivering current events and news reports in audio format.

This chapter had discussed about research background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

## II. LITERATURE REVIEW

In regard to this study, this chapter presents a more advanced theoretical framework than that which will be discussed in this research. This chapter consists of definition of listening, aspects of listening, extensive listening, podcast, news podcast, teaching listening through news podcast, procedure of teaching listening through news podcast, advantages and disadvantages, theoretical assumption, and hypothesis.

### 2.1. Definition of Listening

Listening is one of the four important skills in learning English that students need to learn (Praheto et al., 2020; Sharma & Puri, 2020). Carl Rogers (1957) stated that Listening is an active process of receiving and understanding messages received either through speech or other means of communication. It requires a profound internal openness to what is being expressed by another. Listening is following the sound and understanding the meaning of the sound. In other words, listening is hearing with a purpose. It can be concluded that the purpose of listening is trying to catch the meaning or understanding the ideas (Bramasto, 2009).

Listening is very important because this ability can help in improving other skill such as speaking skill significantly (Darti. & Asmawati, 2017). This ability will also increase if you listen to English continuously, and it will affect the way we speak in English. In order to establish effective communication with others, it is essential to comprehend the messages they convey. Consequently, the capacity to listen effectively enables individuals to communicate in a natural and coherent manner with others.

Based on all definitions above, listening plays a vital role in language learning, especially in English. Through active listening, learners can internalize the language better, understand its nuances, and communicate more effectively.

## **2.2. Listening Comprehension**

Listening comprehension is a key component of learning a second or foreign language. Rost (2011) definitively states that listening comprehension involves four key processes: receiving what the speaker says, constructing and representing meaning, negotiating meaning with the speaker, and responding appropriately. It involves decoding the sounds and understanding the message being conveyed through active engagement and interpretation.

Anderson's (1985) description of listening comprehension as a three-stage process is clear: perceptual processing (identifying sounds), parsing (analyzing sentence structure), and utilization (applying the understood information). These cognitive stages clearly demonstrate that listening is an active skill involving complex mental operations.

Additionally, Richards (2008) stresses that effective listening comprehension involves both bottom-up processing—where understanding starts with recognizing sounds, words, and grammar—and top-down processing, which utilizes background knowledge and context to interpret meaning. Successful listening requires the integration of both.

As Nation and Newton (2009) definitively argue, listening is a crucial input skill in language acquisition. Repeated exposure to meaningful spoken language enables learners to process language fluently and naturally, fostering vocabulary development, pronunciation, and comprehension skills.

Listening comprehension is not a passive process; it is interactive. It demands attention, background knowledge, and linguistic ability. It is essential to provide learners with frequent exposure to rich and authentic listening input to support the development of this skill.

## **2.3. Aspects of Listening**

Listening comprehension encompasses various specific skills that learners need to master in order to understand spoken language effectively. In the context of language testing and teaching, these skills are often categorized into micro-skills and macro-skills. Based on the framework proposed by experts such as Brown

(2004) and Rost (2011), this study focuses on three main aspects of listening comprehension: identifying main ideas, identifying specific information, and identifying inference.

### 1. Main Idea

Identifying the main idea is a macro skill that refers to the ability to understand the general topic or essence of a spoken text. This is often described as “listening for the gist.” According to Brown (2004), this skill requires listeners to synthesize the information they hear and distinguish between the central theme and supporting details.

### 2. Specific Information

Identifying specific information, often referred to as selective listening or scanning, is the ability to find specific details in a text or audio. Nation and Newton (2009) explain that when listening for specific information, listeners concentrate on certain things—such as names, numbers, dates, places, or keywords—while ignoring other parts of the text that are not relevant to the listener's immediate purpose.

### 3. Inference

Identifying inference is a higher-order skill that involves understanding meaning that is not explicitly stated in the audio. Rost (2011) defines inference as the process of "filling in" missing information by connecting the spoken input with the listener's existing background knowledge (schemata).

## **2.4. Extensive Listening**

Extensive listening refers to an approach to language learning in which learners are exposed to large amounts of listening material outside of classroom instruction that is entertaining, meaningful, and appropriate for their level.

Extensive Listening is a language learning approach where learners listen to a large amount of language input—usually authentic, interesting, and level-appropriate materials—for general understanding rather than focusing on every word or grammar point. It contrasts with intensive listening, where learners listen to short audio passages and analyze them in detail (e.g., grammar, pronunciation,

vocabulary). Typical materials for extensive listening include: Podcasts, Audiobooks, TV shows, YouTube videos, Songs, Movies or series.

According to Renandya and Farrell (2011), extensive listening is a listening exercise outside of class in which learners are given access to a variety of audio materials to improve their listening skills and general comprehension.

### **2.5. Podcast**

A podcast is a digital audio file that is made available on the Internet for downloading or streaming. Podcasts are often published as series and usually deal with specific topics such as news, education, or entertainment. According to McMinn (2008), a podcast is an audio or video program that is distributed via the Internet using a syndicated feed for playback on mobile devices and PCs.

Stanley (2006) emphasizes that podcasts are beneficial for language learners because they provide access to the language patterns, pronunciation, intonation, and natural rhythm of the target language spoken by native speakers in a fear-free environment.

### **2.6. News Podcast**

A news podcast is a type of audio-based digital medium that provides news content in spoken form and is usually accessible via the internet. According to McHugh (2016), a podcast is a form of digital audio transmission that is distributed via the internet, usually in the form of a series, and is often available to subscribe to. A news podcast specifically refers to podcasts that provide current information on current events, politics, culture, and global issues. These podcasts can range from brief news summaries (e.g., "5-minute news") to in-depth interviews and analyses, making them a rich resource for language learners.

In language teaching, news podcasts can serve as valuable tools for extensive listening exercises in which learners focus more on general comprehension and enjoyment than on detailed understanding or intensive analysis (Renandya & Farrell, 2011).

## **2.7. Teaching Listening Through News Podcast**

Teaching listening comprehension refers to the process of promoting students' ability to understand spoken language through various strategies and media. According to Vandergrift and Goh (2012), listening comprehension is not a passive skill, but an active process in which meaning is constructed from spoken information. Teaching listening therefore involves guiding students to develop both bottom-up (e.g., recognizing sounds, words, and grammar) and top-down processing skills (e.g., using background knowledge and context).

According to Rosell-Aguilar (2015), a podcast is a digital audio file that is made available for download on the Internet, often in the form of a series, and can be used for language learning purposes due to its authentic and engaging content. Podcasts offer learners the opportunity to familiarize themselves with real English in different contexts and with different accents, making them valuable tools for listening comprehension.

Field (2008) suggests a structured approach: (1) Pre-listening activities are designed to prepare students for the listening task by activating their prior knowledge, setting purposes for listening, and building anticipation for the content, (2) While-listening activities occur during the actual listening process and focus on comprehension tasks that guide students in processing and understanding the auditory information, (3) Post-listening activities take place after the listening task and involve discussions or exercises that help students reflect on and reinforce their understanding of the material. Vandergrift (2007) emphasizes the significance of evaluating listening abilities and offering constructive criticism. Such an approach can assist students in identifying areas requiring improvement and encourage self-reflection.

## **2.8. Procedure of Teaching Listening through News Podcast**

According to Renandya W.A (2011), the key to successful extensive listening is comprehensive, interesting, and meaningful language exposure (rich, meaningful, and comprehensible input). The goal is to promote unconscious language acquisition, similar to how native speakers learn language, rather than conscious language learning.

According to Renandya and Farrell (2011) and Akbar Tantowi (2024) after doing the pre-test, the researcher gave treatment based on some of their procedures to improve students' listening abilities. This treatment was completed using Podcast media. The steps to provide treatment are as follows :

### **A. Pre-listening activities**

1. Opening the class by greeting and asking about the students' condition
2. The teacher introduced herself as well as told the students about the purpose of her presence.
3. Pray together and check student attendance.
4. Prepare physical and psychological students in starting learning activities.
5. The researcher introduces Listening Log, Podcast media, news podcasts and tells them the advantages of using podcasts. (for first treatment)

### **B. While-listening activities**

1. Next, the researcher provided a variety of audio (example: audio from U.S National Public Radio contains 3 headlines news) and researcher chose one
2. The researcher plays a news podcast that lasts about 5 minutes for students
3. The researcher gives questions (e.g. multiple choices or questions) according to the audio and students respond to answer the question. The audio will be played three times.
4. The researcher asked the students to pair and write their findings and submit them to the researcher.

### C. Post-listening activities

1. Researcher open discussion and Q&A session
2. Researchers summarized the learning material.
3. Researchers provide 3 new audio recordings to listen to at home (*NPR News Now*). Students will hear as much as they like. Teacher will provide a website containing of news podcast (will use <https://npr.org>)
4. Students write their listening log, write their response (*e.g. interesting things they hear in the audio and recommend the audio to others*), search for keywords (at least two), and briefly summarize the audio recordings. And students bring their notes for the next session to discuss.
5. Researcher closed the class.

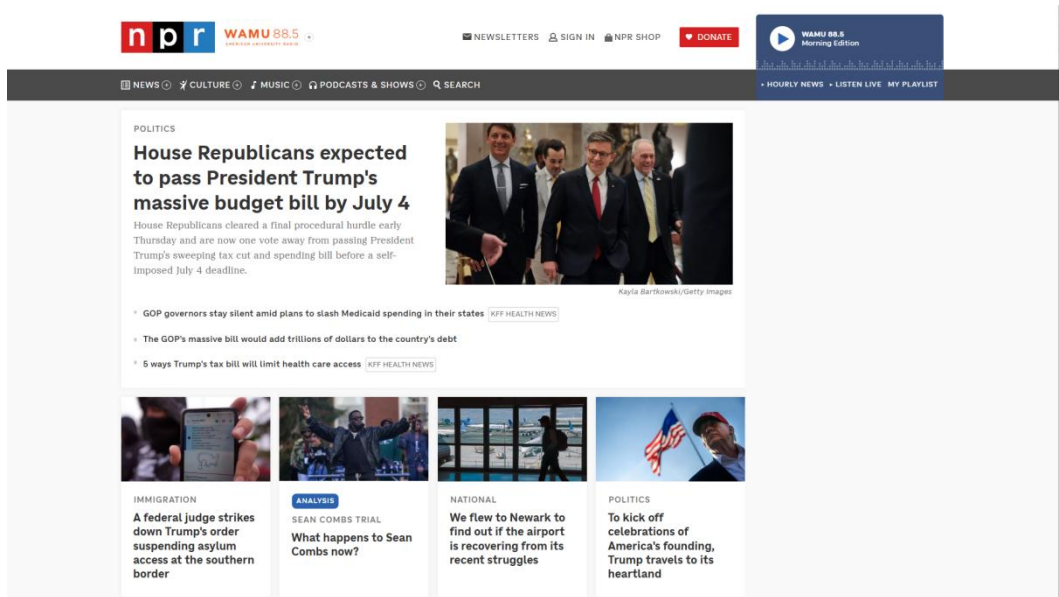
Based on the explanation above, there are pre-listening activities, while-listening activities, and post-listening activities.

### **2.9. Procedure of Using Podcast**

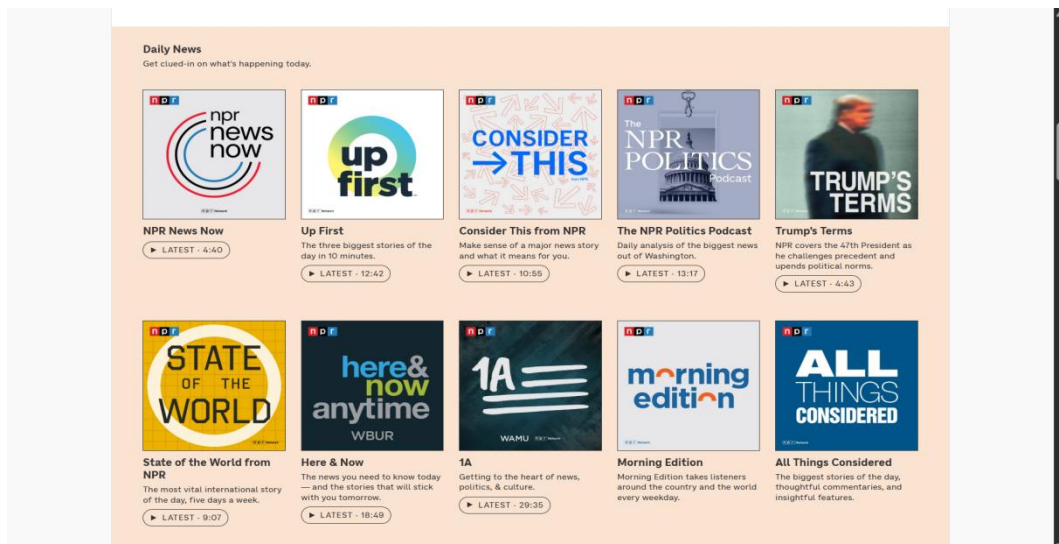
According to (Fox, 2008), in the use of audio podcasts as a medium of learning in English language teaching, it is necessary to pay attention to some of the following steps of use:

1. Listen to feel comfortable and happy.
2. Teachers need to prepare a glamorous before listening learning begins so that it can help provide instructions to students to be easily accessible to lower levels.
3. Listen to short audio.
4. Teachers can use audio snippets to practice dictation to students. This is a very useful training process for many teachers to highlight and train the accuracy of grammar.
5. Listening to audio using a slowed or fast version: Windows Media Player 10 or PotPlayer (Microsoft Corp, 2007) but in this case, the audio will play on the browser. Perhaps the audio can be downloaded first.

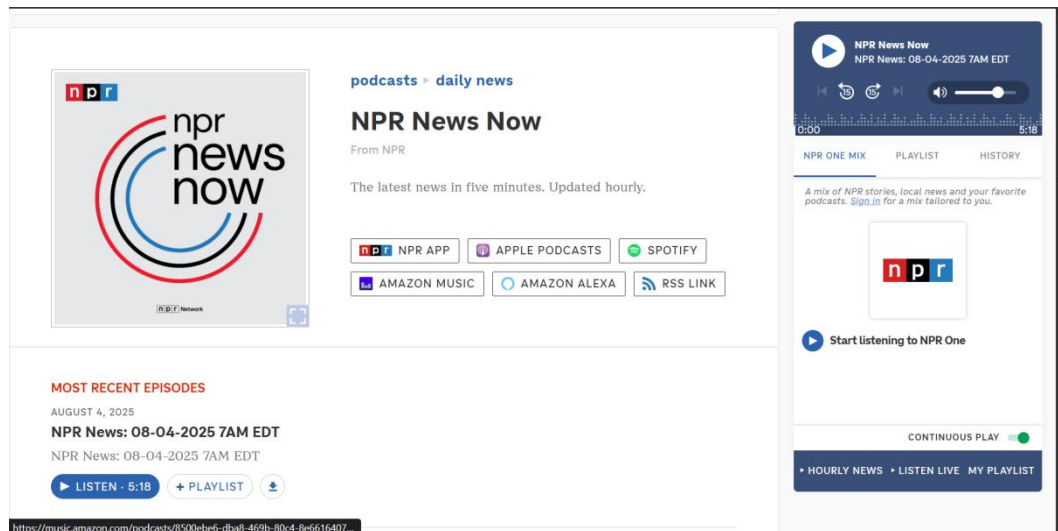
### Screenshot 2.1 Students access npr.org then click Podcast & Shows



### Screenshot 2.2. And then students choose NPR News Now or All Things Considered



### Screenshot 2.3. And then students choose NPR News Now or All Things Considered



#### 2.10. Advantages and Disadvantages

There are advantages to using news podcasts for extensive listening. First, EL is motivating because learners listen to materials that they want to listen to and those they can understand and enjoy. It provides learners with a lot of comprehension practice in the target language. Second, EL develops listening fluency and automaticity in recognising spoken texts. It builds learners' confidence and ability to deal with normal speech rate. Third, EL improves listening comprehension primarily because it enables learners to process spoken language more accurately and fluently. Fourth, EL is flexible because it can be implemented in the classroom as well as out of the class. Fifth, EL improves learning independence. It fosters autonomy in listening (Chang, 2012) because learners can choose the learning materials by themselves and monitor the process and progress of their own learning (Renandya, 2012)

Additionally, podcasts are portable and flexible, allowing students to learn anytime and anywhere, which, according to Hasan & Hoon (2013), can enhance students' autonomy and motivation to learn. Students can replay difficult sections

without feeling pressured, enabling the learning process to be tailored to each individual's pace.

However, the use of podcasts in listening instruction is not without its drawbacks. One of the main challenges is the absence of visual cues such as facial expressions or body language, which often aid comprehension in face-to-face communication. Fouz-González (2021) states that the lack of visual context can increase cognitive load for learners, especially at the beginner level. Furthermore, the authentic language that is its strength can sometimes backfire; the use of slang, overlapping speech, or excessive speaking speed can make the material very difficult for students to understand. Other challenges are technical in nature, such as the need for devices (e.g., smartphones) and stable internet access to download episodes, which may not be available to all students. Therefore, teachers need to carefully select podcast materials to ensure that the difficulty level and topics align with students' abilities and interests.

### **2.11. Theoretical Assumption**

Research suggests that listening is one of the most important aspects of the English language, as it is fundamental to communication between people. Listening is the primary way to understand a language. Therefore, a suitable teaching medium is needed to foster this skill. One such medium is the news podcast. Researchers believe that by engaging with news podcasts, students can optimally apply listening comprehension to authentic, real-world content. Instead of improving mood through melody, news podcasts increase engagement by presenting relevant and current topics, which has a direct effect on improving students' understanding of the material.

From the above, it can be concluded that news podcasts can improve students' listening comprehension while giving them a fun and authentic experience.

## **2.12. Hypothesis**

Based on the research question, theories, and theoretical assumptions that have been explained and discussed, the researcher will formulate a hypothesis as follows:

“There is an improvement in SMA YP UNILA 11<sup>th</sup> Grade students' listening comprehension through the use of news podcasts as an extensive listening”

This chapter had discussed about definition of listening, aspects of listening, extensive listening, podcast, news podcast, teaching listening through news podcast, procedure of teaching listening through news podcast, advantages and disadvantages, theoretical assumption, and hypothesis.

### III. METHODS

This chapter explains research design, variables, data sources, data collection instruments, data analysis, data treatment, hypothesis testing.

#### 3.1. Research Design

This study aims to investigate whether the use of news podcasts in listening learning can enhance students' listening skills. To this end, a quantitative methodology employing a one-group pretest-posttest design will be employed. Students will be administered a pre-test and post-test to assess the impact of the treatment on their listening abilities. The research design is outlined as follows (Setiyadi, 2018):

$$G = T1 \times T2$$

G = One Class

T1 = Pre-test for students' listening before getting any treatment.

X = Teaching listening using news podcasts as an extensive listening

T2 = Post-test for students' listening after getting treatment.

#### 3.2. Variables

There are two variables used in this study—-independent and dependent.

1. Independent Variable (X): The use of news podcasts as an extensive listening is the independent variable. This is the treatment applied by the researcher, which is believed to influence the improvement of students' listening comprehension.
2. Dependent Variable (Y): The students' listening comprehension is the dependent variable. This is the skill that is measured to see the improvement from using news podcasts as an extensive listening in the teaching process.

### **3.3. Population and Sample**

The population of this research was the eleventh-grade students of SMA YP UNILA. By using a purposive sampling technique, the researcher selected two specific classes for the investigation. Class XI.6 was chosen to conduct the try-out test, while class XI.1, which consists of 27 students, was selected as the experimental class.

### **3.4. Data Collection Instrument**

The primary instrument for data collection in this study is a listening comprehension test, which will be administered as a pre-test before the treatment and a post-test after the treatment. This test is specifically designed to measure the dependent variable, which is the students' listening comprehension of news-related content. It will consist of multiple-choice questions based on short audio (news podcast), assessing key skills such as identifying main ideas, understanding specific details, and making inferences from the audio (news podcast). To ensure the treatment is properly implemented, a secondary instrument in the form of a listening log will be used. Students will be required to complete this log at home each week, summarizing the news podcasts they have listened to and noting key vocabulary. These logs will serve as documented proof of their engagement in the extensive listening activities, but the core data for analysis will come from the pre-test and post-test scores.

The objective of this test is to obtain valid quantitative data on the level of students' listening comprehension abilities before and after the treatment is administered. The initial test (pre-test) will be administered at the first meeting, and the final test (post-test) will be conducted after the entire treatment (learning with news podcast) has been implemented.

#### **3.4.1. Validity**

According to Nurweni (2019), Validity is one of the characteristics of a good test. A good assessment has to be suitable with what has to be measured. It has to measure what has to be measured. Validity consists of face validity, content

validity, construct validity, and empirical validity. In order to measure the test, the researcher decided to use content validity and construct validity.

a. Content validity

Nurweni (2019) stated Content validity refers to the extent to which the test items or task being tested accurately reflect the subject matter that is being assessed. It is concerned with ensuring that the materials included in a test adequately cover the required content. The assessment of content validity in listening comprehension tests is concerned with determining the extent to which the test encompasses all relevant aspects of listening skills. This ensures that the test content is representative of listening situations and contexts that participants may encounter in real life or in a specific field. Such contexts may include variations in the type of audio text (e.g., conversation, monologue, or discussion), the level of language difficulty, accent, speaking rate, and appropriate topics.

b. Construct validity

Construct validity pertains to the extent to which a test measures listening skills in a manner that is pure and precise, in accordance with the construct being tested. This implies that the test is not influenced by other skills that may be irrelevant to the construct, such as the ability to read or memorize specific vocabulary. A test that has construct validity allows participants to demonstrate their understanding of the main idea, details, inferences of the speaker directly through listening skills, without being distorted by other skills.

In order to fulfill the criteria of construct validity, the table of specification of listening aspect which was modified from the theory proposed by Hughes (1991:134), the test instrument can be seen below:

**Table 3.1 Specification of Listening Test**

Aspects	Item Numbers (Pre-test)
Identifying Main Idea	1, 7, 13, 19, 25, 31, 37, 43, 49, 55
Specific Information	2, 3, 4, 5, 8, 9, 10, 11, 14, 15, 16, 18, 20, 21, 22, 27, 28, 29, 32, 33, 34, 35, 38, 39, 40, 41, 42, 44, 45, 46, 50, 51, 52, 54, 56, 57, 58
Identifying inference	6, 12, 17, 23, 24, 30, 36, 42, 47, 53, 59, 60

### 3.4.2. Reliability

According to Nurweni (2019), reliability is another essential quality of an effective test instrument. A test or task is defined as reliable when it consistently yields the same results when administered to the same students under comparable conditions. The reliability of a test can be evaluated through three primary methods: test-retest, split-half, and inter-rater. In this study, the researchers employed a split-half methodology in SPSS 24. Split-half used to estimate the reliability between odd and even group, Pearson Product Moment formula was used as follow:

$$rl = \frac{(\Sigma xy)}{\sqrt{[(\Sigma x^2)][(\Sigma y^2)]}}$$

After obtaining the reliability of the half test  $r_{\{xy\}}$ , the Spearman-Brown formula was used:

$$rk = \frac{2rl}{1 + rl}$$

Where:

- $rk$  = the reliability of the whole test
- $rl$  = the reliability of the half test

The criteria for reliability are (Hatch and Farhady, 1982):

- 0.90 – 1.00 = high
- 0.50 – 0.89 = moderate
- < 0.49 = low

### Screenshot 3.1 Reliability Statistics

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.766
		N of Items	30 <sup>a</sup>
	Part 2	Value	.770
		N of Items	30 <sup>b</sup>
Total N of Items			60
Correlation Between Forms			.795
Spearman-Brown Coefficient	Equal Length		.886
	Unequal Length		.886
Guttman Split-Half Coefficient			.886

The table shows that Cronbach's Alpha value for part 1 was 0.766 and for part 2 was 0.770, with a correlation between the two forms of 0.795. The Spearman Brown coefficient for both equal and unequal lengths was 0.886, and the Guttman Split-Half Coefficient was also 0.886.

### 3.4.3. Level of Difficulty

The level of difficulty for each test item was calculated to ensure the items were not too easy or too difficult. The formula used is:

$$LD = \frac{R}{N}$$

Where:

- LD = Level of Difficulty
- R = The number of students who answered the item correctly
- N = The total number of students

According to Shohamy (1985), the criteria are

- < 0.30 = difficult
- 0.30 – 0.70 = satisfactory
- 0.70 = easy

**Table 3.2 Level of Difficulty of Items Test**

No	Number of Items (Try Out)	Computation	Criteria
	30	<0.30	Difficult
	3, 27, 28, 31, 37, 38, 40, 43, 44, 46, 47, 49, 50, 58	0.30-0.70	Average
	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 29, 32, 33, 34, 35, 36, 39, 41, 42, 45, 48, 51, 52, 53, 54, 55, 56, 57, 59, 60	>0.70	Easy

As presented in Table 3.2, 60 items from the pilot test were analyzed to determine their level of difficulty. Based on the calculations, of the 60 items, only 1 item (item number 30) was classified as difficult because its index was less than 0.30. In addition, there were 14 items that were categorized as average or satisfactory, with an index range of 0.30 to 0.70. Meanwhile, the remaining 45 items were classified as easy because their difficulty index was more than 0.70. This

calculation is an important step in selecting the most appropriate items for the listening test, ensuring that the items are not too easy or too difficult for students.

#### ***3.4.4. Discriminating Power***

Nurweni (2019) stated that a good assessment instrument also has a discriminating power, that is, the assessment can discriminate good students from the poor ones. When administered to a group of relevant students, a good assessment instrument will provide results according to the students' ability. Good students attain good scores, while poor students attain poor scores. The assessment instrument can differentiate between students who are good and those who are poor.

Discrimination power determines how well an item distinguishes between high-performing and low-performing students. The formula is:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

- DP = Discrimination Power
- U = The number of students from the upper group
- L = The number of students from the lower group
- N = The total number of students

The criteria are (Heaton, 1975):

- 0.40 – 1.00 = good
- 0.20 – 0.39 = satisfactory
- < 0.19 = poor (item should be revised or rejected)

**Table 3.3 Discrimination Power of Test Items**

Number of Items	Computation	Criteria	Decision
2, 5, 7, 9, 12, 16, 17, 18, 20, 34, 37, 41, 48, 49, 56, 58, 59	< 0.19	Poor	Dropped
3, 4, 6, 11, 13, 15, 19, 21, 23, 27, 29, 35, 36, 40, 42, 45, 47, 52, 53, 54, 55, 57	0.20 – 0.39	Satisfactory	Administered
1, 8, 10, 14, 22, 24, 25, 26, 28, 30, 31, 32, 33, 38, 39, 43, 44, 46, 50, 51, 60	0.40 – 1.00	Good	Administered

As shown in Table 3.3, the discriminatory power of the 60 test items was calculated to determine how well the items distinguished between high-achieving and low-achieving students. The analysis showed that 17 items had poor discriminatory power, with an index of less than 0.19, and were therefore excluded from the test. On the other hand, 22 items showed satisfactory discrimination power with an index ranging from 0.20 to 0.39, while 21 items showed good discrimination power with an index between 0.40 and 1.00. As a result, items that met the satisfactory and good criteria were selected and used in the study, while poor items were rejected.

### **3.4. Data Collection Procedure**

Some techniques used in collecting data in this research are:

1. Pre-test

The pre-test was administered in the experimental class before giving the treatment. The students were given some audios which consisted of 30 questions of multiple choice.

2. Treatment:

The researcher taught listening to the news podcast in the experimental class. The researcher conducted three treatments.

3. Post-test:

The experimental class was given a post-test and will be held in the end. The post-test will be given to the experimental class after giving the treatment. It will be given in order to know whether using news podcasts is more effective or not in learning listening comprehension. The test will be given some audios and consists of 30 questions of multiple choice.

### 3.5. Data Analysis

The data collected from the pre-test and post-test will be analyzed using quantitative methods to determine the effectiveness of using news podcasts as an extensive listening learning tool to enhance students' listening comprehension. The collected data were analyzed using the following steps:

$$S = \frac{R}{N} \times 100$$

Where S is the score, R is the number of correct answers, and N is the total number of items.

- a. Tabulating: The scores from the pre-test and post-test were tabulated to find the mean score and standard deviation.
- b. Testing the Hypothesis: To determine if the improvement between the pre-test and post-test scores was statistically significant, a Paired Sample t-test was conducted using SPSS (Statistical Package for the Social Sciences).

Paired Samples t-test: This statistical test will be used to compare the mean scores of the pre-test and post-test. This will help determine if there is a statistically significant difference in students' listening comprehension before and after the intervention.

### **3.6. Hypothesis Testing**

The following null and alternative hypotheses will be tested:

- Null Hypothesis ( $H_0$ ): There is no improvement in students' listening comprehension after the implementation of extensive listening for news podcasts.
- Alternative Hypothesis ( $H_1$ ): There is improvement in students' listening comprehension after the implementation of extensive listening using news podcasts.

The paired samples t-test is appropriate for this hypothesis testing as it is designed to compare the means of two related groups. In this case, the related groups are the students' listening comprehension before and after the intervention. The t-test will determine whether any observed difference in means is statistically significant or likely due to chance.

This chapter had discussed about research design, variable, data sources, data collection instrument, data collection procedures, data analysis, hypothesis testing.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter explains the conclusion of the research and suggestion based on data and analysis from the previous chapter.

### 5.1. Conclusions

Based on the data analysis and hypothesis testing presented in the previous chapter, the researcher drew several main conclusions regarding the use of news podcasts as extensive listening material at SMA YP UNILA Bandar Lampung can be improved. The use of news podcasts has been proven to significantly improve the listening comprehension skills of 11th-grade students. This is evidenced by the substantial increase in the mean score from 78.36 on the pre-test to 92.85 on the post-test.

Furthermore, the hypothesis testing using the Paired Sample T-test showed a significance value (Sig. 2-tailed) of 0.000 ( $p < 0.05$ ), which confirms that the null hypothesis is rejected and the treatment had a significant positive effect. News podcasts effectively improved all three micro-listening aspects studied: Identifying Main Idea, Identifying Specific Information, and Identifying Inference.

The Listening Logs proved effective in fostering students' autonomy, allowing them to engage with English materials outside of school hours according to their personal interests, which aligns with the principles of extensive listening.

### 5.2. Suggestion

Based on the findings of this study, the researchers propose several suggestions that can be considered for learning purposes and further research:

#### 1. For the English Teacher

Teachers should choose topics that are appropriate for high school students, such as health, social issues, or nature. Avoid choosing topics such as politics, war, or

crime, so that students do not get bored or find the information they get from the news podcast inappropriate. Political topics are often considered too heavy or complex for teenagers, which can lower their motivation and make the extensive listening activity less enjoyable. Up-to-date materials have been shown to increase student motivation and cognitive engagement. Teachers are encouraged to adopt Listening Logs as a weekly assignment. This helps monitor students' activities outside of class and builds listening habits (habit formation).

## 2. For the Students

When listening to news podcasts, students should not panic if they do not understand every word. Focus first on understanding the main topic (gist) and keywords as practiced in class. They should play again and again to enhance their listening skill. Students are encouraged to explore various news topics that match their interests to keep their motivation high.

## 3. For the Future Researcher

Researchers are advised to replay the audio news podcast so that students can understand it well. Avoid choosing audio that is too fast. This study specifically uses news podcasts. This study was limited to 11th grade high school students with three treatment sessions.

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