



The Use of Podcasts on the Improvement of Listening Comprehension in the Second-Grader Students of SMA Negeri 2 Raha

Sitti Saum Sayidaturrahmah¹, Wa Ode Fatmawati², Desy Liliani Husain³

waodesayidaturrahmah17@gmail.com

^{1,2,3}Halu Oleo University, Indonesia

ABSTRACT

This research aims to investigate the effectiveness of podcasts on students' listening comprehension before and after being taught to second-grader students of SMA Negeri 2 Raha. The technique of taking a sample for this research is purposive sampling. This research employed a quantitative method with pre-experimental as a research design. The pre-test and post-test were used as instruments in collecting data. The data were analyzed by SPSS 25 using a paired sample t-test. The analysis results show that the average pre-test score obtained was 59.7368 and the post-test score obtained was 80.6579. The results of the N-Gain Test showed that out of a total of 38 students, 32 students experienced a moderate increase, 4 students experienced a height increase, and 2 students experienced a low increase in their listening comprehension after being given treatment. Then, the results of the paired sample t-test, the p-value obtained was 0.00, this value was less than α (0.05) so the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted. Therefore, using podcasts was a useful media to improve students' listening comprehension with Spotify can be a valuable platform for learning English, particularly in improving listening, pronunciation, and vocabulary skills.

Keywords:

Spotify, Podcasts, Teaching Listening.

1. Introduction

In the midst of the large development and competition in technology, foreign languages are one of the important things in communication, especially for young people in improving their abilities. The ability to speak foreign languages, especially in English can be an added value so that career opportunities become more open. For learners, English is very important for pursuing higher education even abroad, understanding information and technology, and being able to enter and compete in the industrial world. So, English as a foreign language needs to be studied so that it can be learned easily by students. Moreover, students are expected to master all language abilities, including listening, speaking, reading, and writing. Unlike speaking, reading, and writing, which are also important language skills, listening is one of the most difficult but least emphasized skills when it comes to teaching the English language in Indonesia. As students learn their mother tongue when they are small, the first skill they do is listening. According to Burely-Allen (1995) cited by (Çakır, 2018), listening skills are the most often used skills in daily life. Furthermore, according to Burley, we listen for more than 40% of our daily communication, speak

for 35%, read for 16%, and write for only 9%. Therefore, listening is important for learning any language, notably English.

Listening is the ability to accurately receive and interpret messages in the communication process. In acquiring language skills, we go through regular and related relationships between one skill and another. First, as children, we listen to the language of those around us, then we learn to speak using the vocabulary we've acquired via hearing, and finally we learn to read and write. Listening is a skill that plays an important role in our daily communication and the educational process (Gilakjani & Ahmadi, 2011). 40-50% of the time we spend communicating is spent listening, 25-30% is spent talking, 11-16% is spent reading, and 9-10% is spent writing. According to Micahel Rost (2011) cited by (Pratama, 2018) states that listening is one of the communication processes that includes four forms of orientation, namely receptive, constructive, collaborative, and transformative orientations. Receiving what the speaker says is meant by "receptive orientation," whereas "constructive orientation" refers to constructing and representing meaning. Meanwhile, "collaborative orientation" refers to negotiating meaning with the speaker and responding, whilst "transformative orientation" means creating meaning through involvement, imagination, and empathy. For example, we can compare listening to the cooking process: first, we gather the ingredients, then we begin to cook them, and eventually we consume them. The process will be successful if the correct dose is prepared, and if we listen attentively and know all of the sentences, we will obtain the correct words. Besides, Brown and Abeywickrama, when discussing the assessment of listening, four types of listening tasks were discussed: intensive listening, responsive listening, selective listening, and extensive listening (Brown & Abeywickrama, 2010). In intensive listening, the learner focuses on decoding the specific sounds, words, and grammar, or what the speaker says. The teacher provides feedback on the accuracy of performance. Responsive listening refers to listening techniques in which the primary goal is to train learners' appropriate reactions to what is being listened to. In selective listening, learners' attention is directed to planned tasks with specific purposes in mind. They either focus on the main ideas or try to extract information for certain details. In other words, they look for information during selective listening. The teacher's main job in a selective listening task is to provide feedback on task completion. Then, extensive listening refers to a wide range of listening activities that aim for comprehensive and enjoyable input. It also refers to listening for an extended period of time, at least a few minutes non-stop, and more, with long-term goals that go beyond language learning, for example, for academic content, for pleasure, and other language use purposes.

In fact, in teaching English language skills in Indonesia, listening is one of the skills that are considered difficult but neglected when compared with other language skills such as speaking, reading, and writing. According to (Tafakur et al., 2023) states in learning to listen, students can easily become bored and lazy when they have to listen without the picture on the screen all the time, making them not enjoy the learning process. Some teachers think that listening is the easiest skill to teach. According to (Suprihatin et al., 2018) most teachers take it for granted, believing that it will develop spontaneously as part of the language acquisition process. Teachers in classrooms appear to assess listening skills rather than teach them. Students seem only

to listen, not comprehend. They could not understand what the speaker said, did not pay attention to the course material, and did not participate fully in the activities. As a result, it continues to be the area of language teaching that is both the most ignored and the least understood. Generally, the teaching of listening skills is taught by the teacher by reading a text, and students are told to listen. The teacher repeats reading the text up to two or three times, after which students are asked to answer questions given by the teacher. Even though it would be better if the teaching of listening skills is guided by native speakers. Based on the researcher's informal observations at SMA Negeri 2 Raha, there are several problems that the researcher can conclude, namely that students cannot interpret spoken English words properly because the ability to understand spoken foreign languages different from the ability to understand a written foreign language. Then, students find it difficult to recognize different accents, because they are not given much exposure to different accents. Finally, students are less motivated to do listening, because they feel that listening is a boring activity. After all, the media does not support listening activities. Therefore, the aim of teaching and learning English at SMA is to allow learners to communicate orally by mastering English skills. In addition, students have faced certain situations in which they express what they think and what they have to do. According to Altun (2015) cited by (Jumbrowati et al., n.d.) also stated that to increase students' motivation and language awareness, teachers use technology such as computers, the internet, smart boards, mobile phones, video games, and music players during the target language learning process.

Based on the explanation previously, to overcome those problems, teachers need to know what media to teach English in listening class and teachers should think carefully about how to make the activities going to be successful and also make the interesting content. According to Wina Sanjaya cited by (Harjanto, 2016) states the characteristics of sensory stimulation, and instructional media can be visual, audio, or audiovisual. Visual media can stimulate students' interest and provide a link between subject matter content and reality. Visual forms can take the form of representational images, diagrams, maps, or graphs. Then there are audio media, which is media that can only be heard, such as radio and sound recordings. It contains auditory messages that can stimulate students' thoughts, feelings, attention, and ability to learn teaching materials. Finally, audio-visual media are teaching materials that use audio signals combined with moving images, such as video. Hearing and seeing are both involved in one process of learning. There are many kinds of media in teaching listening. Podcast by Spotify is one of the media that can improve listening skills. A podcast is an online audio file that users can listen to whenever they choose. According to (Priscilla Constantine, 2007) a podcast is the name of a digital recording of a radio broadcast or similar program. A podcast is an audio file that is uploaded to the internet and distributed to listeners. Listeners can get these MP3s and play them on their own time on any portable MP3 player or PC. Listeners can download the files and play them whenever they have time. In this way, students can listen to their favorite lectures as many as they like. Podcasts typically range in length from three minutes to an hour. The advantages of podcasts for language learning are; 1) learners can benefit from global listening, even if they only listen for three to five minutes a day; 2) students will be exposed to the new language; 3) the intermediate learner needs

authentic texts and to be exposed to a variety of voices. There's more to podcasts than just listening. Students may feel more comfortable sharing their thoughts while they are learning through podcasts. Besides, translation, like listening, speaking, reading, and writing, plays an important role in mastering the English language. The translation process is not as simple as we think. By listening to English podcasts and content on Spotify, learners can be exposed to authentic language use, various accents, and different speech patterns, which can significantly enhance their listening comprehension (Nureani & Warni, 2023). Spotify has been found to be an effective tool for improving English pronunciation. Many participants reported improvements in their speaking skills after listening to English songs, finding it an enjoyable and engaging learning method. Listening to music with English songs on Spotify is suitable for practicing listening skills and can also aid in vocabulary acquisition. By utilizing the Spotify platform in teaching listening skills, educators can leverage its benefits to create engaging and interactive learning experiences (Meisa et al., 2023).

By listening activity, there is research conducted by Galina Kavaliauskienė and Lilija Anusienė from Mykolas Romeris University, Lithuania. The researchers analyzed the difficulties that students face when listening to different authentic English podcasts and analyzed the learners' self-evaluation data on different techniques for improving listening skills. The results proved that listening to podcasts is an innovative way to practice a listening skill (Kavaliauskienė & Anusienė, 2009). Then, Qurrota A'yun of Syarif Hidayatullah State Islamic University Jakarta conducted research to find empirical data that could determine whether or not using podcasts has a significant effect on students' listening skills in eighth grade at MTs Yaspina, and found that it did have a moderate effect, with an effect size of 0.63 (A'yun, 2018). Khairiah Syahabuddin, Mulia, and Khaira Rizqa from Ar-Raniry State Islamic University Banda Aceh conducted the most recent study, which aimed to uncover the use of podcasts in improving students' listening skills; the results demonstrated that developing English listening skills can be boosted with Podcasts (Syahabuddin & Rizqa, 2021).

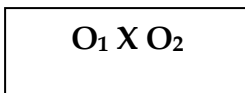
Furthermore, every research must have gaps that can be recommended to future researchers when researching the same thing. Research conducted by Galina Kavaliauskienė and Lilija Anusienė in 2009 combining face-to-face learning systems with online learning. Then, the research conducted by Qurrota A'yun in 2018 recommended the selection of audio podcasts according to the level of students. Finally, research conducted by Khairiah Syahabuddin, Mulia, and Khaira Rizqa in 2021 recommend that lecturers use podcasts in the learning process, whether it is in a face-to-face classroom or an online class. As a result, they can consistently practice to improve their listening skills. Inspired and triggered by the usefulness and benefits of the Podcast as teaching media discussed above, which have been verified empirically by several writers, the writer chooses to use the podcast as an appropriate e-tool that can be used to be a good media in improving students' listening skill in learning English. Based on the descriptions above, the researcher is interested to do research entitled "The Use of Podcasts on the Improvement of Listening Comprehension in the Second-Grader Students of SMA Negeri 2 Raha".

2. Methods

To retrieve information for this study, the researcher relied on the quantitative research method. It was commonly used to discover correlations between variables, including patterns, averages, and predictions, as well as cause-and-effect relations (Mikolajewicz & Komarova, 2019).

In this research, the researcher used pre-experimental research designs. Pre-experimental designs were research methods that involved observing a subject or a group after treatment was given to see if it had the potential to cause change. This was a one-group pretest-posttest study design. In this case, the pre-test and post-test used a podcast as variable one and the students' listening comprehension as variable two. It had one group of pre-test and post-test where the researcher gave a pre-test first. Then, the researcher gave the treatment in several meetings. After that, the researcher gave a post-test. The magnitude of the treatment's effect could be more accurately determined by comparing the pre-test and post-test results. One class of second-grader students from a senior high school was chosen to investigate the effect of podcasts on improving listening comprehension. The design of this research was as follows:

Table 3.1 Research Design



Where:

O_1 : Pre-test

O_2 : Post-test

X : Treatment using podcasts

The population of this study included 406 second-grader students from SMA Negeri 2 Raha. This study used purposive sampling to collect samples. Purposive sampling was a sampling technique that served a specific purpose. In this study, researchers required samples that could comprehend the treatment provided. So, the sample for this study consisted of 38 XI MIA 2 students. The data was collected in the form of quantitative data. Quantitative data was in the form of students' listening scores. Scores were collected through a listening assessment that was conducted twice in this study. First, a Pre-test was used to determine how far students mastered the material to be taught. In this case, it was to find out students' listening comprehension before using podcasts. The researcher administered a multiple-choice and fill-in-the-blanks test totaling 30 numbers in 20 minutes, with the audio playing twice for repetition. Students were asked to complete the test in their student worksheets. They responded to the questions based on the prompts. Then, the test results were collected and accumulated to determine the average level of listening ability to carry out the treatment. The researcher gave treatment to XI MIA-2 students using a podcast. Students were asked to listen to audio podcasts and answer carefully the worksheets that had been provided. The treatment was carried out in 5 meetings. Finally, a post-test was administered following treatment to determine whether students' listening comprehension improved after using podcasts. The test was similar to the pre-test.

In this study, the data analysis method used was a paired sample t-test. With a significance level of 0.05, IBM SPSS Statistics 25 was used to look at the quantitative data. This test was used to see if there was a difference between the samples before and after the treatment.

- Normality Test

The normality test was used to determine whether the data had a normal distribution. Normal data occurred when the significance of the pre-test and post-test exceeded the significance of the degree or alpha ($\alpha = 0.05$). The Shapiro-Wilk test was utilized in this research to assess the normality of the data. Its purpose was to determine whether a random variable had a normal distribution. If the significant value exceeded 0.05 ($p > 0.05$), the data was assumed to be normally distributed and with equal variance.

- Hypotheses Test

After the data obtained from the pre-test and post-test were calculated using the Paired sample t-test formula and measured with Cohen's d effect size, the hypotheses could be proven using the following assumptions:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 < \mu_2$$

Notes:

H₀ = null hypotheses (There was no significant effect of using podcasts on improving students' listening skills)

H₁ = alternative hypotheses (There was a significant effect of using podcasts on improving students' listening skills)

μ_1 = listening ability score of the students who were taught without using podcast

μ_2 = listening ability score of the students who were taught by using podcast

Significance level: $\alpha = 5\% = 0.05$

- N-Gain Test

Specifically, the hypothesis test was only to determine whether or not the increase in understanding was significant after the treatment was given. We found out the magnitude of the increase in students' conceptual understanding, the normal gain criteria used by Hake (1999) cited in (Damayanti & Yohandri, 2022):

$G > 0,7$	Height increase
$0,3 \leq G \leq 0,7$	Moderate increase
$G < 0,3$	Low increase

3. Result

- Descriptive Analysis of Pretest and Posttest Scores

Table 2 Results of Descriptive Analysis of Students' Pre-Test and Post-Test Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	38	30.00	87.00	59.7368	13.29028
Posttest	38	63.00	100.00	80.6579	9.58116
Valid N (listwise)	38				

Based on the results in Table 2, it appears that the post-test scores (mean: 80.6579) are higher than the pre-test scores (mean: 59.7368), indicating a possible development or progression between the two measurements. The reduced standard deviation for the post-test scores (9.58116) relative to the Pretest scores (13.29028) suggests that the post-test scores are more tightly clustered around the mean.

- N-Gain Test

The following presents the N-Gain value of each student after taking the pre-test and post-test:

Table 4.2 N-Gain Scores

Name	Scores		Score N-Gain
	Pre-Test	Post-Test	
MAO	47	83	0,68
SNF	57	83	0,60
HS	58	73	0,36
MA	63	73	0,27
MAK	63	90	0,73
DI	63	87	0,65
MD	60	80	0,50
RV	53	73	0,43
SD	57	83	0,60
FR	63	87	0,65
SA	63	80	0,46
NI	73	90	0,63
ZW	43	70	0,47
FT	60	80	0,50
WOS	53	70	0,36
RV	37	63	0,41
FD	50	73	0,46
DM	50	70	0,40
AG	47	70	0,43
GZ	73	90	0,63
AJ	77	90	0,57
NR	70	90	0,67

IL	67	90	0,70
RA	83	90	0,41
WH	50	70	0,40
TS	30	63	0,47
HY	53	77	0,51
RS	57	87	0,70
SF	60	77	0,43
FT	63	80	0,46
SY	53	87	0,72
AC	67	80	0,39
RY	70	90	0,67
NB	77	83	0,26
AB	30	63	0,47
AC	87	100	1,00
MF	83	100	1,00
RH	60	80	0,50

The results of this test are presented in the following bar chart:

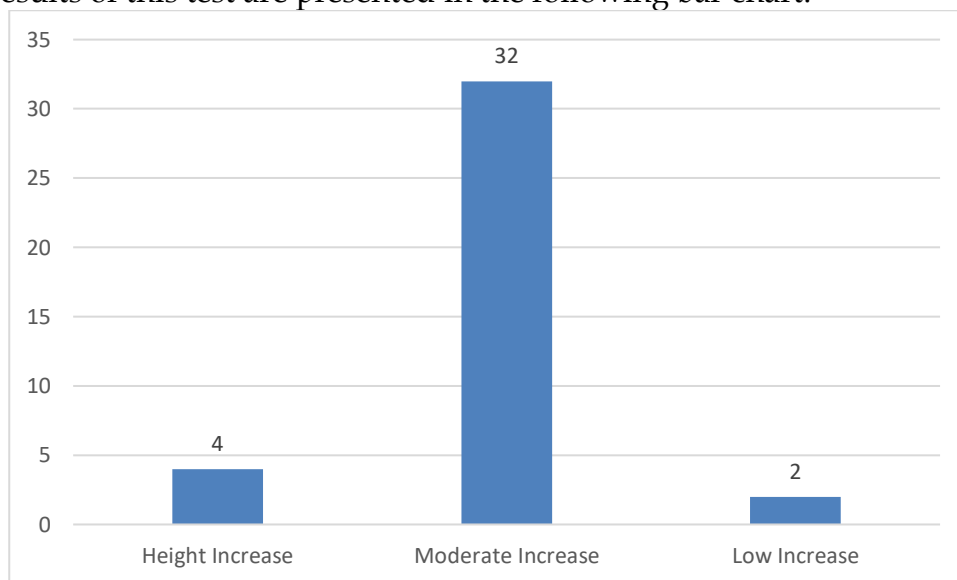


Figure 4.1 Result of N-Gain Test

After calculating the N-Gain value for each participant, each criterion is classified according to the following table:

Table 4.3 N-Gain Classification

N-Gain Criterion	Number of students (person)	Percentage (%)
Height increase $G > 0,7$	4	10,5%
Moderate increase $0,3 \leq G \leq 0,7$	32	84,2%
Low increase $G < 0,3$	2	5,3%

Based on the data above, the use of podcasts in improving students' listening comprehension has an effect on the level of effectiveness indicating that the majority of students (84.2%) experience a moderate increase in height, while a smaller proportion of students (10.5%) has a height increase greater than 0.7. Only a small percentage of students (5.3%) have a low increase in height.

- Normality Test

Table 4.4 Result of Normality Test

Tests of Normality				
	VAR00003	Shapiro-Wilk		
		Statistic	df	Sig.
Skor	Pretest	.977	38	.613
	Posttest	.953	38	.114

Table 4.4 shows that the pre-test P value is 0.613 and the post-test P value is 0.114. The p-value obtained from both pre- and post-test scores is greater than 5% (0.05), indicating that they follow a normal distribution. In addition, the paired sample t-test is used to test the null hypothesis that the data is regularly distributed.

- Hypotheses Test

Table 4.5 Results of Hypotheses Test Paired Sample T-test
Paired Samples Test

Pair 1	Pretest - Posttest	Paired Differences			
		Mean	t	df	Sig. (2-tailed)
		-20.92105	-18.294	37	.000

The Sig.(2-tailed) value indicates the P value from the Paired Sample t-test. Based on Table 4.5, a P value of 0.00 is obtained, where this value is smaller than α (0.05), which means reject H0 and accept H1, so it can be concluded that there is a significant difference between the pretest and posttest scores given to students. This also means that the podcast learning process is proven to help improve students' listening comprehension.

4. Discussion

This research concerns in investigating the effectiveness of podcasts on the improvement of listening comprehension in second-grader students. The findings revealed that there was a useful effect on students' listening comprehension before and after being taught using podcasts on second-grader students of SMA Negeri 2 Raha. It can be seen from the pretest score obtained that was 59.7368 and the average posttest score obtained was 80.6579. The results of the N-Gain Test in Figure 4.1 also show that out of a total of 38 students, 32 students experienced a moderate increase and 4 students experienced a high increase in the pretest and post-test results, so from these results, it can be seen that most students experienced an increase in their listening skills after given treatment. Then, from the results of the paired sample t-test, the p-value obtained is 0.00, this value is smaller than α (0.05) so reject H0 and accept H1, which means that there is a significant difference between the pretest and post-test scores given to students.

This finding is verified by the research findings which was conducted by the previous researchers. An innovative way of practicing listening skills is podcasting

which enables learners to conduct the activity at their own pace and at a convenient time (Kavaliauskienė & Anusienė, 2009). Real-life listening, e.g., socializing with native speakers of English, is not feasible daily in this country, but it is highly appreciated by learners at the tertiary level. It is seen that this result is in line with (A'yun, 2018) that teaching listening by podcast can give the students a good effect on their listening ability. Then, the technique of using podcasts in teaching listening affects the students' listening skills, all teachers could know and try to use that technique in teaching listening in creating easy, creative, and updated teaching. The same result also reported by (Syahabuddin & Rizqa, 2021) that the scores of the students after the treatment was improved more than before the treatment so the podcast to improve in learning English improved students' listening skills. Therefore, podcasts can be used as main sources or supplementary tools as suggested by previous research.

Specifically, the podcast offers students an opportunity to enthusiastically respond to teachers so the levels of their learning speed up desirably. Some exercises and assignments of podcasts motivate students to use their creativity as well as to sharpen their listening skills. This motivation can be seen directly in students' enthusiasm during the treatment period using podcast media in the classroom. According to Vandergrift (2004) cited by (Ode Sitti Sahara Ndowali & Liliani Husain, 2022) Listening is one of the most difficult skills to master, but it is also the least explicit. It means that every teacher should pay more attention to improving listening comprehension. Moreover, listening can be said to be a receptive language activity in a conversation activity using the audial medium or the visual medium. It is an active process in which purposeful process of making sense of what we hear. The listeners select and interpret information that comes from auditory and visual clues that connect to other information they already know. Constantine in her journal (Priscilla Constantine, 2007) talks about podcasts on many different levels. The benefit of podcasts is students can quickly and readily access them. It can be reached by the teacher providing the student with adequate guidance to improve reading fluency, enhance pronunciation, learn new vocabulary words, and perfect listening skills. In language learning, Luo states that podcast refers to the type of "Real-life language use" that naturally occurs in everyday life in contrast to language that is produced in language production tasks in the laboratory or telephone conversation (Luo et al., 2019). Moreover, a digital recorder periodically and unobtrusively captures ambient sounds and speech concerns with the usage of unique words, uncommon words, and grammatical complexity. By incorporating podcasts into English teaching, students develop their proficiency in Listening and English in general.

Regarding the result of the data analysis, it is seen that podcasts impressed students with their meaningful and appropriate content for listening. Students are exposed to new vocabulary and content knowledge through activities and tasks of podcasts. An interesting activity was done by the students during the treatment period such as sharing or discussion to answer listening tasks. Through the fun and challenging situation, students felt motivated to complete listening activities and finish listening tasks. Therefore, podcasts are easy to use. Students mentioned that it can be downloaded through students' Smartphones which makes it easy to access it anytime. Besides, students perceived that podcasts offer effectiveness in time and

duration. During treatment, audio listening material is presented in 2 to 3 minutes and students enjoy listening to any topics within this duration. It can be concluded that podcasts will convincingly assist teachers and students in learning English, particularly in listening process activity.

5. Conclusion

Based on the results of the research and discussion, it can be concluded that learning using the podcast method can significantly improve the listening skills of class XI students at SMAN 2 Raha. Evidenced by the scores of students' pretest and posttest, the results of hypothesis testing using paired sample t-test. Shows a p-value of 0.00, this value is smaller than α (0.05) so reject H_0 and accept H_1 , which means that there is a significant difference between the pre-test and post-test scores given to students. This result is also supported by an increase in students' listening skills after going through the treatment process which has increased, it can be shown from the pretest score obtained which was 59.7368 and the average posttest score obtained was 80.6579.

According to the researcher, students should always actively participate in independent learning by frequently listening to podcasts to improve their listening comprehension. Podcast media for teachers can be an innovative tool for developing the learning process as learning media. This allows all students of all levels to learn and develop listening comprehension in a less monotonous and more flexible manner. This study can be used as reading material to help improve listening comprehension. However, in the future, it will be clear how students can continue to improve their listening comprehension by listening to a variety of podcasts. Combining podcasts with other language learning methods, such as structured courses, language exchange, and written exercises, can maximize the overall effectiveness of the learning process. As a result, future researchers can concentrate on how students' perceptions of the process of increasing listening comprehension change, particularly in senior high schools.

References

- A'yun, Q. (2018). *The Effect Of Using Podcast On Students ' [Syarif Hidayatullah State Islamic University]*.
<http://repository.uinjkt.ac.id/dspace/handle/123456789/40461>
- Brown, H. D., & Abeywickrama, P. (2010). *Language Testing: Principles and Classroom Practice*. In *Book*. Pearson Education.
- Çakır, İ. (2018). Is listening instruction neglected intentionally or incidentally in foreign language teaching contexts? *Journal of Language and Linguistic Studies*, 14(2), 154–172. www.jlls.org
- Damayanti, I. R., & Yohandri, Y. (2022). E-Book Development Effectiveness Problem Based Learning with Quizing in Physics Learning. *Jurnal Penelitian Pendidikan IPA*, 8(6), 3044–3049. <https://doi.org/10.29303/jppipa.v8i6.2290>
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners'

- English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977-988. <https://doi.org/10.4304/jltr.2.5.977-988>
- Harjanto. (2016). Pengaruh Pembelajaran Media Audio Visual Dengan Metode Reading Aloud Terhadap Prestasi Siswa Kelas IV MI Ma'arif Kemburan Jumoyo. *Journal of Chemical Information and Modeling*, 53(9), 1689-1699.
- Jumbrowati, D. A., Permana, D. R., & Angraini, N. (n.d.). *The Utilization of Duolingo to Improve Students' Motivation and Listening Comprehension Achievement*. 8(4).
- Kavaliauskienė, G., & Anusienė, L. (2009). English for Specific Purposes: Podcasts for Listening Skills. *Santalka*, 17(2), 28-37. <https://doi.org/10.3846/1822-430x.2009.17.2.28-37>
- Luo, M., Robbins, M. L., Martin, M., Demiray, B., & Horton, W. S. (2019). *Real-Life Language Use Across Different Interlocutors: A Naturalistic Observation Study of Adults Varying in Age*. 10(June), 1-15. <https://doi.org/10.3389/fpsyg.2019.01412>
- Meisa, R., Education, E., & Program, S. (2023). *Integrating Spotify In Teaching English Listening Skills: Exploring The Benefits And*. 4(2), 126-135.
- Mikolajewicz, N., & Komarova, S. V. (2019). Meta-analytic methodology for basic research: A practical guide. *Frontiers in Physiology*, 10(MAR). <https://doi.org/10.3389/fphys.2019.00203/FULL>
- Nureani, A., & Warni, S. (2023). *Students' Perception of Using Song on Spotify for Learning English*. 6(6), 1223-1230.
- Ode Sitti Sahara Ndowali, W., & Liliani Husain, D. (2022). The Correlation between Listening Achievement and Their Speaking Achievement at English Education Department of Halu Oleo University. *JTE Journal of Teaching of English*, 7(2).
- Pratama, Z. (2018). Improving Students' Listening Skill Through Watching English Movies. *Ahkam*, 1-196. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/37655/2/ZEZENS PRATAMA-FITK.pdf>
- Priscilla Constantine. (2007). Constantine - Podcasts: Another Source for Listening Input (TESL/TEFL). *The Internet TESL Journal*, XIII(1). <http://iteslj.org/Techniques/Constantine-PodcastListening.html>
- Suprihatin, D., Angraini, N., & Iman, J. N. (2018). *The Effectiveness of Audio as an Alternative Method in Improving Students' Listening Comprehension Achievement*. 8(4).
- Syahabuddin, K., & Rizqa, K. (2021). Improving Students' Listening Skill Using Podcasts. *Journal of Digital Education, Communication, and Arts (Deca)*, 4(01), 51-61. <https://doi.org/10.30871/deca.v4i01.2867>
- Tafakur, D. L., Agustina, S., Puspita, A., & Muhammad, A. (2023). The Use of Movie Trailers as Learning Media to Improve Students Listening Comprehension. *JTE Journal of Teaching of English*, 8(2).