

THE USE OF PODCAST AND ITS EFFECTIVENESS IN ELT: A SYSTEMATICS REVIEW

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Abstract

Technology has significantly contributed to the world of education in this information age. Podcasts are an alternative learning media to support students' listening skills. In the development of ICT, Podcasts are digital recordings that contain recordings of event programs from television, radio, and interviews using the internet. This research aims to explore podcasts' use and effectiveness in ELT. By evaluating multiple journal articles released between 2018 and 2024, eighteen (18) papers were identified that meet the eligibility criteria for the study following the PRISMA 2020. This systematic review aimed to investigate the effectiveness of podcasts in English Language Teaching (ELT). The results showed podcasts are a practical English Language Teaching (ELT) learning tool.

Keywords: Podcast, English Language Teaching (ELT), Effectiveness.

Abstrak

Teknologi telah memberikan kontribusi yang signifikan dalam dunia pendidikan di era informasi ini. Podcast merupakan salah satu alternatif media pembelajaran untuk mendukung kemampuan mendengarkan siswa. Dalam perkembangan TIK, Podcast adalah rekaman digital yang berisi rekaman program acara dari televisi, radio, dan wawancara dengan menggunakan internet. Penelitian ini bertujuan untuk mengeksplorasi penggunaan podcast dan efektivitasnya dalam pembelajaran bahasa Inggris. Dengan mengevaluasi beberapa artikel jurnal yang diterbitkan antara tahun 2018 dan 2024, delapan belas (18) makalah diidentifikasi yang memenuhi kriteria kelayakan untuk penelitian ini sesuai dengan PRISMA 2020. Tinjauan sistematis ini bertujuan untuk menyelidiki efektivitas podcast dalam Pengajaran Bahasa Inggris (ELT). Hasil penelitian menunjukkan bahwa podcast adalah alat pembelajaran Pengajaran Bahasa Inggris yang praktis.

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Kata Kunci: Podcast, pengajaran bahasa Inggris, efektivitas

INTRODUCTION

English learners may now access study materials anytime and anywhere using various media and applications on their cell phones. Many apps and websites provide a range of features for learning English interestingly and enjoyably, and they are easily accessible. In today's digital age, technology is commonly used to facilitate learning. Technology enables students to access, produce, and exchange information to enhance their language abilities (Gusfira & Putri, 2022).

Podcasts in English Language Teaching (ELT) have received considerable attention recently because of their effectiveness in improving language acquisition. Podcasts provide learners with a flexible and enjoyable approach to practising their listening skills, building vocabulary, and improving pronunciation (Ramirez, 2021). In this systematic review, we will explore the effectiveness of podcasts in ELT and discuss their potential benefits for language learners.

Using podcasts in English as a second language (ELT) learning has become an increasingly important topic in recent educational literature. Podcasts are a popular and easily accessible medium that allows learners to listen to a foreign language contextually and authentically. Podcasts are audio and video files frequently updated on the internet and can be downloaded by subscribers (Science & Bakla, 2018). However, the effectiveness of using podcasts in ELT contexts is still debatable, especially in how podcasts can improve listening skills, comprehension, and speaking confidence in English.

Podcasts are not just listening activities for EFL and ESL students to improve their conversation skills; they also provide valuable English language lessons for learners and teachers of English at all levels (Gunawan, Mandiri et al., 2023). Podcasts serve as valuable input for students and enable teachers to organise activities such as discussions and question-and-answer sessions. Additionally, podcast usage facilitates students' learning of natural pronunciation.

The main advantage of podcasts for educators is that they help them teach their subjects, mainly listening skills (Agarid & Nurzahra, 2018). Listening to podcasts enhances students' skills compared to those who do not engage with this medium and fosters creativity and active participation in the classroom. Moreover, podcasts can captivate students' interest, addressing issues of disengagement and lack of enthusiasm in English listening lessons (Masitah, siti, Lisa Rakmania,

However, most existing literature has primarily focused on students' attitudes or perceptions regarding podcasts, often concentrating on singular aspects of English skills or language systems. Notably, Norhayati and Jayanti's study stands out for its comprehensive examination, encompassing all English skills and language systems (Norhayati & Jayanti, 2020). While utilising materials featuring genuine native speakers, like podcasts, may not be classified as a specific teaching technique, it does offer learners a genuine language environment with proficient native speakers. Additionally, because podcasts provide realistic English experiences

in the classroom, they not only allow students to explore a variety of language inputs but also excite them in the target language (Indahsari, 2020).

Podcasts are an accessible online teaching medium that improves Indonesian students' speaking and listening skills. Students can find authentic materials, support self-directed learning, and improve their language confidence by creating an active learning classroom (Yoestara, 2019). Podcasting has grown more accessible with user-friendly recording and editing tools, increasing global reach and student enthusiasm. Creating podcasts promotes meaningful language use for second language learning and helps less confident learners reduce anxiety during real-time interactions (Alizadeh, 2018). Teachers may use technology creatively to improve students' listening and speaking abilities. Podcasting is a new tool that helps improve students' communication skills. Learners may access a wide range of content online at any time.

Technology is integral to modern ELT, providing novel approaches to improve language acquisition. Digital technologies, internet resources, and multimedia provide dynamic and exciting language practice. Virtual classrooms, language learning applications, and online platforms allow learners to access language learning materials anytime and from anywhere, making learning more flexible and accessible. One of the most effective techniques is to employ genuine resources, like podcasts, to offer learners real-world language input (Gunawan et al., 2023).

Engagement and motivation are essential elements in English Language Teaching (ELT). Podcasts can be a stimulating and captivating resource for learners aiming to enhance their English skills, as they allow learners to select podcasts according to their interests and schedule (Ramli, 2018). Most students who listened to podcasts as part of their English language course reported feeling more motivated and interested in their learning than those who did not (Rachmaniputri et al., 2021). Finally, accessibility and flexibility are crucial factors in ELT. Podcasts provide learners with a flexible and accessible option to practice their English language skills because they can be listened to on various devices and from any location with an internet connection. This might benefit busy learners (Edirisingha et al., 2007).

This article aims to compile a comprehensive systematic review of the use of podcasts in English as a second language learning. This review is expected to understand better how podcasts effectively improve English language skills for ELT learners and provide practical guidance for ELT educators and practitioners in designing and implementing learning programs that use podcasts as a learning media.

METHOD

a. Search Strategy

To achieve this purpose, a systematic literature review was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 method for article selection (Zawacki-Richter et al., 2019). The PRISMA framework, developed by Moher, provides guidelines for conducting comprehensive searches for publications and manuscripts for systematic review research (Moher et al., 2009).

The paper search included the keywords "podcast", "podcast in elt", "effectiveness", "elt classroom", and "use of podcast". The following keywords were used to search the Google Scholar and Mendeley databases. Using the search keyword, many papers were assembled on how language learners use podcasts to aid their language learning. There were a total of 20 qualifying documents, which included journal articles and review papers.

b. Selection Procedure

Figure 1 shows that the PRISMA 2020 flowchart technique was used to pick 715 publications from the search database. After a comprehensive review of titles and abstracts, 25 publications were excluded as irrelevant to the current topic.

The remaining 65 publications were analysed with complete articles available, and it was revealed that 12 papers were irrelevant to the topic, 15 papers lacked sufficient data, 10 research articles were inaccessible, and 13 papers did not contain research articles on research writing produced after 2018. Thus, the total number of publications considered in this study is 18.

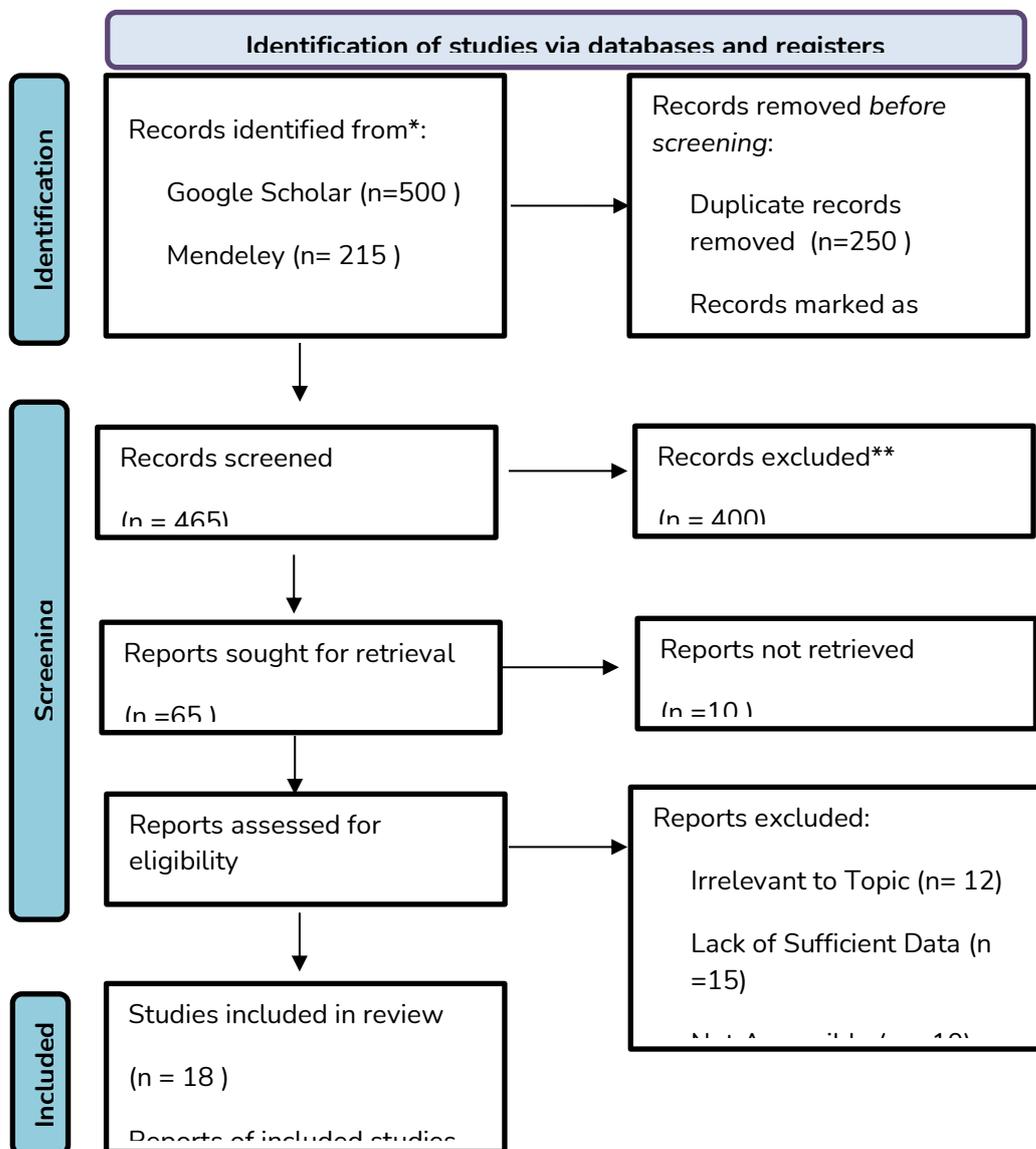


Figure 1: Result from the PRISMA 2020 approach.

RESULTS AND DISCUSSION

In this section, the researcher will present several findings from the research conducted. These findings describe the data collected and processed through qualitative research. The purpose of these findings is to explain the effectiveness of using podcasts in English language teaching.

The author found several benefits of using podcasts to teach English based on the research. The following is a summary of the explanation.

- Improvement of Listening Skills = X^1
 - Vocabulary Improvement = X^2
 - Improved Learning Motivation = X^3
 - Positive Attitude Change = X^4
 - Integration in Learning = X^5
 - Improved Language Skills = X^6
 - The use of podcasts = Y
- $X^1, X^2, X^3, X^4, X^5, X^6$ influence Y.

Based on this explanation, some significant findings can be concluded as follows:

Improvement of Listening Skills

The finding that students who used podcasts showed significant improvement in listening skills highlights the effectiveness of such media in developing language skills. Exposure to diverse audio allows students to improve their understanding of different accents and speaking styles in English. Podcasts changed students' attitudes toward listening activities to be more positive. The students stated that podcasts help them learn English, and they see podcasts as an exciting alternative to improve listening skills. The results of the analysis show that the use of podcasts in listening learning can increase the level of students' participation and interest in learning activities. Podcasts as learning media make students happy, enthusiastic, not bored, and motivated to improve their listening skills (Wei & Ram, 2016).

Vocabulary Improvement

Using podcasts helps students understand and remember new vocabulary through rich and contextualised language exposure. By listening to various podcasts, students hear words in authentic contexts and learn how the vocabulary is used in everyday conversations. In addition, podcasts provide opportunities for students to hear various intonations, expressions, and nuances of language, which enriches their understanding. Repeated exposure to vocabulary in various contexts also helps to reinforce memory and makes it easier for students to use new words actively in their communication. This makes learning more dynamic and fun, thus increasing students' motivation and engagement in the learning process.

Improved Learning Motivation

Podcasts stimulate students' interest in learning English and increase their motivation. They help students understand and remember new vocabulary through exposure to rich, contextualised language input. Students can expand their vocabulary by listening to words and

phrases in a meaningful context. Podcasts challenge students to explore the different levels of language available, thus increasing their interest and ability, especially in listening skills.

Podcasts positively motivate students to learn English (Moch et al., 2023). The variety of available content provides many options for students, while teachers can choose materials appropriate for students' ability levels. Students feel that the podcast content encourages them to be more motivated in language learning. The presence of podcasts makes English learning more exciting and dynamic, thus increasing students' overall engagement and participation.

Positive Attitude Change

Podcasts positively impact students in language learning (Moch et al., 2023). The change in students' attitudes towards listening activities, from initially negative to positive, indicates that podcasts can stimulate their interest and motivation to learn. This confirms that an innovative approach to teaching can change students' perception of language learning.

Podcasts increase students' engagement in learning and enrich their experience by providing rich and contextualised language input. Through podcasts, students can hear new words and phrases in meaningful contexts, which helps them expand their vocabulary and understand language use in real situations. The challenges presented by the different language levels in the podcasts also encourage students to keep developing and improving their listening skills.

The variety of content in the podcasts provides many options for students and allows teachers to select materials that suit each student's ability level. Students feel that the podcast content is fun and encourages them to be more motivated to learn English. Thus, using podcasts in English language learning proves that innovative approaches can change students' attitudes to be more positive, increase motivation, and enrich the learning process.

Integration in Learning

Integrating podcasts in learning opens up opportunities for more dynamic and inclusive teaching. By providing various resources, podcasts enable teachers to meet the needs of diverse students and encourage collaboration and creativity in learning. Podcasts can enhance classroom teaching by providing rich, contextualised supplementary material and encouraging student innovation and teamwork.

When used in the classroom, podcasts generate student enthusiasm for learning (Abdulrahman et al., 2018). Students show greater interest and feel more motivated to complete schoolwork, learn new skills, and be more productive. Using podcasts as a learning medium has been proven to improve academic spirit and performance and motivate students (Shafiee et al., n.d.). By introducing podcasts into the classroom, the learning process becomes more exciting and compelling, thus improving the overall quality of learning. The integration of podcasts in English language learning proves that innovative approaches can enrich the learning experience, meet the needs of different types of learners, and create a more inclusive and collaborative learning environment.

Improved Language Skills

In addition to improving listening skills, podcasts also help improve students' speaking skills, pronunciation, and fluency (Agarid & Nurzahra, 2018). Teaching English using podcasts

can support the all-round development of language skills. As listening skills improve, students' speaking skills, pronunciation, and fluency also improve.

Podcasts are handy for improving students' listening skills, primarily when engaged in long-term learning outside the classroom. Listening to podcast content exposes students to various accents, intonations, and speaking styles, which helps them understand and imitate correct pronunciation and speak more fluently.

In addition to these benefits, podcasts also help students become more diverse learners. Podcast applications not only improve listening skills but also help improve speaking and reading skills. Thus, podcasts in English learning prove that this approach can comprehensively improve language skills, making students more proficient and confident in using English.

The findings suggest that podcasts can significantly improve students' language skills. Podcasting can be an effective strategy in language teaching by paying attention to critical factors such as content quality, variety, and interactivity. Podcasts provide students with authentic and meaningful language exposure and allow them to be actively involved in learning.

Innovative apprPodcasts m m must be considered in curriculum development and lesson design to create a more engaging and meaningful learning experience for students. By integrating podcasts into learning, teachers can create a dynamic and inclusive learning environment where students can develop their language skills in a fun and engaging way. Thus, podcasts enrich learning and prepare students to become more effective communicators in an increasingly globally connected world.

CONCLUSION

This study demonstrates the significant benefits of podcasts in English Language Teaching (ELT), highlighting improvements in students' listening skills, vocabulary acquisition, learning motivation, and overall language proficiency. Podcasts provide rich, contextualised audio content that creates an engaging and dynamic learning environment, fostering positive attitudes toward language learning and promoting inclusive and innovative teaching practices. To maximise these benefits, educators should curate high-quality, relevant podcast content and incorporate a variety of podcasts to expose students to different accents and cultural contexts. Designing interactive classroom activities around podcast content, facilitating regular use inside and outside the classroom, and providing structured guidance on practical podcast usage are essential strategies. Additionally, regular assessments to monitor progress and promote collaborative learning among students can further enhance the effectiveness of podcasts in language teaching. By integrating these approaches, educators can leverage the full potential of podcasts to create a more engaging, effective, and enjoyable language learning experience, preparing students to become proficient and confident communicators in a globally connected world.

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