TEACHER EXPERIENCE OF USING PODCAST AS MEDIA IN TEACHING EFL STUDENTS' LISTENING SKILLS: A NARRATIVE INQUIRY IN A PRIVATE ISLAMIC SENIOR HIGH SCHOOL IN CIAMIS

Lovian Puspita Dewisejati
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
lovianpuspita2402@gmail.com

Lilies Youlia Friatin
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
liliesyouliafriatin@gmail.com

Dedeh Rohayati
English Education Program, FKIP, Galuh University, Ciamis, Indonesia
dedehrohayati2017@gmail.com

Abstract: This study discusses teacher's experience of using podcasts to teach listening. A qualitative method with the type of narrative inquiry approach has been used in this research. Researchers used interviews to answer research objectives. An interview was conducted with a teacher using a semi-structured interview technique. The results of this study show that podcasts are comfortable media that are used anywhere in class or outside of class. Podcasts have the potential to be a good media for listening teaching strategy because it is easy to use. Also, it helps teachers to get available teaching material resources and transcripts while listening to native speakers which makes teaching more fun, and thereby it supports the listening and teaching-learning process. Podcasts are used effectively for teaching so that they have a positive impact on EFL students after teaching using podcasts is implemented. Students become confident and more sensitive to what is heard, and students' abilities improve, develop, and are stimulated when listening to native speakers. Podcasts are digital recording media that are distributed by the internet supply which is part of MALL language learning that allows users to study independently anywhere without time and place restrictions. MALL is a mobile-assisted language learning practiced by developing the use of technology to guide students and to benefit from the use of technology. Researchers also found the challenges of teaching students at the first time they used a podcast as well as the difficulties in teaching during the pandemic era. This study also provides suggestions for future researchers who have the same topic in more broadened insight.

Keywords: listening skills; podcast; teacher experience; EFL students

INTRODUCTION

Listening is usually considered the most used language skill in almost all communication. However, in countries where English is not used as the first language, such as Indonesia, of course, this can be a challenge for teachers in teaching. As with teaching listening, sometimes teachers find it difficult to teach listening because English is foreign

language that students rarely hear. English is truly a foreign language for language learners in Indonesia because, for most Indonesians, English tends to be very difficult. After all, Indonesian does not have existing tenses similar to English tenses (Setiyadi, 2020, p.18). Therefore, in this modern era, teachers can use technology to help them teach. One of the technologies that can help teachers support student learning is Podcasts which are easily available on the Internet (Erben et al., 2019, p.79). The podcast is a digital audio file that can be downloaded, shared, and listened to (Chan et al., 2020). Podcasting is one of the powerful, emanate technological tools that have been used in education for many years (Naidionova & Ponomarenko, 2018). That means many teachers have used podcasts to teach; so, it can be said that there are several experienced teachers using podcasts. Therefore, researchers examine the experience of teachers in using podcasts, especially the experience of a teacher who provides insight for other people who want to know and need the knowledge. The meaning of the teacher's experience for the teacher is important because experience comes from outside the brain; it is the brain itself that integrates those experiences and turns them into knowledge and understanding (Arends & Kilcher, 2010, p.37).

Podcast, a technology media, is part of MALL (Mobile-Assisted Language Learning) and is practiced by developing the use of technology to guide students and benefit from the use of technology (Ally et al., 2016, p. 6). Podcasts as a teaching medium for teaching listening skills is teaching media that has many themes and topics; so, it has the potential to provide interesting class learning. Podcasts can function as educational media and can also be one of the media that have many interesting themes and topics so that they can assist teachers in teaching listening skills (Emalian et al., 2022, p. 7). Moreover, teaching listening to EFL students requires some appropriate teaching techniques or strategies so that students can understand the material well. In the EFL context, teaching listening can be integrated with various teaching techniques such as using other languages, talk shows, songs, films, podcasts, cooperative listening techniques, and English contests which are aimed at equipping students with understanding listening skills and responding to them (Lestar et al., 2021, p.47). Podcasts in teaching listening skills are podcast technology-based listening skills learning that can help teachers teach listening inside and outside the classroom. Podcasts have great potential for teaching listening designed to allow teachers to reach out and provide more material to students even after class (Li, 2020, p. 66).

Previous studies have been conducted in a similar realm of the study. For example, Horváthová and Krištofovičová (2020) report that podcasts are a valuable tool in teaching foreign languages because they help improve listening comprehension and increase student interest and motivation. In addition, Podcasting is considered a new tool that is used by teachers to improve language skills (Naidionova & Ponomarenko, 2018). In agreement with Bakhsh and Gilakjani (2021), many podcast exercises encourage learners to use their creativity and improve students' listening skills. Indeed, according to a study by Mirza Suzani (2021), podcasts are effective in improving students' listening skills. Podcasts are proven to be a tool to improve students' listening skills in EFL classes and students recommend teachers to use this medium (Abdulrahman et al., 2018). Likewise, Supanakorn-Davila & and Bolliger (2014) demonstrated many benefits of using podcasts in education. Previous studies discussed how podcasts have the benefit of helping teachers improve listening comprehension and skills as well as increasing student interest and motivation. Thus, the researcher found that the use of podcast media to teach listening skills was the right step to achieve the learning objectives. However, previous studies have not discussed how teachers experience teaching using podcast media. Therefore, this study is interested in examining how teachers experience teaching using podcast media in teaching listening skills to EFL students.

METHOD

This study was conducted at a private high school in Ciamis, West Java. Qualitative was chosen because the researcher presented stories from the experiences of the participants. The research design process tries to figure out participants by collecting personal data information and then interpreting what they find, interpretations formed by the experiences and backgrounds constitute qualitative research (Creswell & Creswell, 2018, p. 8). A narrative inquiry approach was utilized to examine one's experience because narrative inquiry is a method of studying human life experiences to give important data information (Clandinin, 2016, p. 17). To obtain valid and accountable data scientifically, the researcher only used interviews to collect the data in the form of a participant's story. The first step always telling the stories and the common strategies mostly used are interviews and conversations or vice versa (Clandinin & Caine, 2013).

In the process of data analysis, data would be taken from interviews based on narrative analysis which is referred to as a descriptor that varies widely (Clandinin, 2016). Narrative analysis also is a method to achieve a deeper understanding of a participant's experience of a particular issue (Riessman, 2002,p. 20; as cited in Fitria, 2021). The narrative analysis identified clear turning points in the participant's story. The data analysis proceeded by transcribing, coding, and building the participant narrative. The interview questions were adapted and modified from two journal studies conducted by Suryana Hidantikarnillah and Murwantono (2021) and Nursyahdiyah (2018). This study started by giving participants five questions related to the experience of teaching using podcast media for EFL students.

RESULTS AND DISCUSSION

This study used semi-structured interviews to collect data about the experiences of the teachers as the participant who uses podcasts for EFL students' listening skills. Participants are required to answer 5 questions that have been presented relating to the use of podcast media in teaching listening. Based on participant exposure, researchers can obtain information regarding the use of podcasts.

Podcasts as a Medium for Teaching English Listening Activities

According to participant's responses, the Podcast application has long been applied for teaching. The participant stated that:

> *I have been using podcasts since 2009 when I taught at Madrasa Aliyah NU Tasikmalaya until 2011. Then, I returned to teach using podcasts when I taught at Madrasa Aliyah Nurussalam in 2020 when it coincided with the COVID-19 pandemic. So, maybe you can estimate that I have been using podcasts for more than two years to teach listening.*

The use of podcast media to teach listening for two years is not a short time. The use of podcast media which is quite long means that podcasts are a comfortable medium to be used as teaching media. Regarding the use of podcasts, the researcher is curious about why participants use podcasts as a medium for teaching listening. The participant stated that:

> *...in my opinion, the use of podcasts in teaching, has the potential to be a good listening strategy in teaching so that it can realize listening learning outcomes in the classroom.*

To achieve learning in the classroom, a teacher usually looks for the right strategy. The selection of technology can also support the success of the learning process. As stated by

participants, using technology such as podcasts helps achieve success in teaching and learning. This can be seen from the way the participant explained the reasons behind the use of podcasts to teach listening skills to EFL students. So, it can be concluded that podcast, as a media in teaching listening in class, is used because it has the potential to be a good strategy for teaching listening; so, the learning objective can be achieved. To achieve learning objectives, several things must be prepared for teaching podcasts in class. The participant stated that:

The way I use podcasts as a medium for teaching English listening activities, of course, what I prepare the first time is I will determine the appropriate topic for learning material. Second, I searched the web for podcasts. Third, save to bookmarks or download. Finally, the audio podcast will then be played in class

In learning listening activities using podcast media in class. The participant said that there were four steps he took in using the podcast that he usually used in the teaching and learning process. The steps are determining the appropriate topic for learning materials, searching for web podcasts, saving them to bookmarks or downloading, and then the podcast audio played in class. The steps mentioned are the ones he usually does when teaching in class. However, what if the preparation for online learning remembers the participant's explanation at the beginning who said he had used a podcast while studying online during the Covid-19 period? Therefore, the preparation or teaching steps are different from what he usually teaches in class. The following is the preparation or steps for online learning using podcasts based on the experiences of the participants. The participant stated that:

During Covid-19 online learning, the way I teach listening using podcasts is that, first, I will instruct one student to create a WhatsApp group to facilitate the online learning process. Second, I will determine the theme or topic that I will teach. Third, I will look for it on the web site the podcast that I usually use. The fourth I will download and then share it on the WhatsApp group. The last, fifth, I ask students to respond or provide feedback on the audio that I have shared.

According to the participant, there are several steps for using podcasts as a medium for teaching listening in distance learning or online learning. The first is facilitating the online learning process by instructing one student to create a WhatsApp group. Second is determining the theme or topic. Third is searching on the podcast website that is commonly used. The four, audio podcasts will be downloaded and then shared on the WhatsApp group. Finally, participant will ask students to respond or provide feedback on the audio that has been shared. Preparation or steps taken are intended to achieve learning objectives. Even though studying online, participant has a strategy which is appropriate for teaching online, namely teaching using podcast media. It is not without reason that participant use podcasts as a medium for teaching listening, especially EFL students who need something special to equip them with good listening skills. The following are the reasons why participant still use podcasts when studying online. The participant stated that:

The reason I use podcast media to teach listening during the COVID-19 pandemic for online learning is because podcasts don't have to be face-to-face in class, podcasts can be used remotely. So even though the students are at home, I can still teach them to listen. Therefore, in my opinion, podcast media for teaching and learning is flexible. Podcasts also don't require a lot of internet quota.

During the Covid-19 pandemic, participant used podcasts for online learning. The reason is that podcast media for teaching and learning is flexible. With podcasts students and teachers

do not have to meet face-to-face in class, podcasts can be used remotely. During the Covid-19 pandemic, which required students to study at home, he could still teach listening using podcasts. Participants also added that podcasts save internet quota. Flexible podcasts make it easy for anyone to use. Moreover, podcasts have many websites available on the internet, so it does not require everyone to download the podcast application. As explained by the participant about the podcast website that he usually uses, the participant stated that:

The podcast websites that I usually use in teaching listening are BBC and Listen Minutes.

Based on the theme of the question about the use of podcasts here, the researcher intends to do an in-depth investigation into what websites the participants usually use to teach. As one participant said, he used to use BBC and Listen Minutes to teach listening to students.

The findings obtained from the interview have elaborated the use of podcasts as a medium for teaching English listening activities. The results of the research interview link to the study conducted by Horváthová and Krištofovičová (2020) which discussed podcasts can be downloaded and listened to on a mobile device at any time. Podcasts are an appealing choice for providing students with flexible learning resources. Podcasts can be listened to by students at home as well. The teacher suggested other websites for listening to podcasts at home to widen the learners' opportunities to build their listening competence through thorough listening. As a result, it advised certain websites that provide podcasts, such as VOA or BBC, so that learners might download them independently based on their interests. However, this previous research has a difference from this research, in that there is no discussion of the participant's experiences in the podcast media in teaching listening in class whether or not it could help achieve successful teaching in the classroom because podcasts are media that have the potential to be a good teaching strategy and how about steps of using podcasts in class or outside the classroom or online learning.

The Benefits and Advantages of Podcasts in Teaching English Listening to EFL Students

The use of podcasts in teaching seems to be good for helping teachers, especially those who teach EFL students. The use of podcasts as learning media can also provide benefits and advantages for teaching teachers. Moreover, podcasts which are audio conversations of native speakers help teachers to teach listening to foreign students or EFL students. The following is an explanation of participant's opinions regarding the benefits and advantages of using podcasts in teaching listening skills. The participant stated that:

There are many benefits and advantages of using podcast media in teaching English listening. First, I can have a lot of reference topics and teaching materials. Second, several podcasts also provide transcripts. Third, podcasts are easy to access and use. Fourth, podcasts help me, as a non-native speaker, to be able to show how native speakers speak in class. Fifth, it make teaching atmosphere in my class more fun. Sixth, it supports me in teaching and learning activities.

Podcasts are a medium that has many benefits and advantages for teaching listening to EFL students. The conclusion drawn from the participants' opinions is that podcasts have six benefits and advantages. The podcast contains many topics as a reference for teaching. Transcripts can also be provided by podcasts. The availability of transcripts makes it easy for teachers to teach students how to match what they hear from the podcast with the transcript text that is already available. Podcast media is easy to access and use. The participant is an English teacher who is not a native speaker so the use of podcast media can help to show his students how native speakers speak. Teaching using podcast media in class makes the class atmosphere

more enjoyable. The last advantage is that podcasts can support teachers in teaching and learning activities.

The findings obtained from the second interview is about benefits and advantages of podcasts in teaching English listening to EFL students. This second interview found that there are similarities with previous research conducted by Naidionova and Ponomarenko (2018) and Bakhsh and Gilakjani (2021). In particular, Naidionova and Ponomarenko (2018) report on using podcasts to teach children to listen and improve student listening comprehension since this technology provides authentic and contextual content. Transcripts are provided for some podcasts so that Podcasts can be used for a variety of purposes, such as "vocabulary revision, listening exercises, and interviews with native speakers." Podcasting can create different alternative teaching and learning approaches. Moreover, Bakhsh and Gilakjani (2021) show that podcasts are a valuable source of material for use in an EFL situation, particularly to aid listening training. Podcast technology is widely available and simple to use. Even though there are differences, the two previous studies have not discussed how the benefits of podcast media for teachers make learning more fun to support teaching and learning.

The Opinion of the Effectiveness of Podcasts as a Medium Used to Teach Listening Skills to EFL Students

Effective teaching is very important for students so that they can maximize the knowledge and time used to study. As far as it was concerned, technology assistance can make learning more effective. The following is an opinion based on participant experience so far regarding the effectiveness of podcasts in teaching listening skills. The participant stated that:

> *In my opinion, podcasts are effective as a learning medium that can be used to teach listening skills, especially for foreign students who are usually not used to listening to English. Teaching by listening to podcasts is more effective than regular or traditional teaching. The students can immediately recognize the words spoken by native speakers. Therefore, by listening to podcasts, students are encouraged to adapt and follow the correct pronunciation. With podcasts, exposure to material is more effective. For example, when students do not understand what they hear, I can repeat the audio of the podcasts until students understand.*

From the participants' explanations, it can be said that podcasts are an effective medium that can be used to teach listening skills. Even, podcasts are more effective than regular or traditional teaching. With podcasts students can immediately recognize the words spoken by native speakers. The learning in class becomes effective because students are encouraged to adapt and follow the correct pronunciation. Besides, presentation of material is more effective with podcasts because the teacher can repeat the podcast audio if there are students who still do not understand what they hear. Regarding the effectiveness of podcasts, this research wants to examine them more deeply, bearing in mind that participants are still using podcasts during the Covid 19 pandemic. So, this research can find out about the effectiveness of podcasts for online learning.

> *I think online learning using podcasts is as effective as face-to-face learning in general. Podcasts, which in fact are online or digital-based technologies, are perfect for online learning. Moreover, effective podcasts provide learning anywhere outside the classroom or in the classroom. So that learning to listen is still running anywhere. The material is still conveyed effectively, especially,since students can repeat the audio when I distribute the audio to class groups.*

According to what is said by the participant, using podcasts provides the learning the

same effectiveness as face-to-face learning in general. This podcast, which incidentally is based on online or digital technology, can be very suitable for online learning. When Covid-19 requires students or teachers to be at home or outside the classroom, Podcasts effectively provide them learning anywhere outside the classroom or in the classroom. In addition, podcasts make it easier to deliver material effectively, mainly, students can repeat the audio when the teacher has distributed the audio to class groups.

Previous research conducted by Mirza Suzani (2021) suggests that Podcasting supplements traditional study methods. In general, podcasting is quite helpful in inspiring learners to learn online. This is in line with the finding of the present study which based on the third 3 interviews about assessments or opinions about the effectiveness of podcasts as a medium used to teach listening skills to EFL students. However, previous research has not shown to what extend does the effectiveness of podcasts helps teachers to teach students, how to recognize words directly as spoken by native speakers and provide more effective material where podcasts can repeat audio.

The Ability of EFL Students after Learning Listening Using Podcasts

As a teacher who uses podcast media to teach listening, there is an increase in students' abilities. Based on the participant's experiences, after teaching podcast media to teach listening for EFL students, podcasts provide many benefits or good impacts for students. The following are statements from participant regarding students' abilities after being taught the listening using podcasts.

> *After teaching listening using podcast media, I may say that there are some positive impacts that podcasts have on foreign students. Podcasts can grow students' confidence in mastering listening skills, able to determine differences in pronunciation or accent of several native speakers of the language, able to understand the sounds of language clearly so that students become more sensitive in listening to a form of English conversation. So, with podcasts, students can improve, develop and stimulate listening skills.*

Some of the positive impacts on students according to participants based on their experiences are as follows: 1) teaching using podcast media to EFL students can help them grow and demonstrate confidence in mastering listening skills; 2) students will be able to find out the differences in the pronunciation or accent of some native speakers of the language after listening to audio podcasts; 3) students become able to understand the sound of language clearly so students become more sensitive in listening to a form of English conversation; and 4) by teaching using podcasts, students can improve, develop, and stimulate good listening skills.

The findings obtained by researchers have similarities with previous research conducted by Abdulrahman et al., (2018). The study reported that the usage of podcasts in this manner for learning listening has a favorable impact on establishing confidence in one's ability to grasp English as a whole. Several studies have demonstrated that podcasts have a considerable effect on students' vocabulary, pronunciation, speaking, grammar, and writing skills, in addition to their listening comprehension skills. Podcasts significantly improve science students' scientific English listening skills. Students are not only can improve their listening skills as a result of feedback on the use of podcasts, but also can help students to become more creative. Even so, in this previous study (Ibid), it was seen that there was no delivery of how podcasts made students able to find out the differences in pronunciation or accents of some native speakers and made students more sensitive to messages or conversations conveyed in sound form.

The Challenges While Teaching Listening to EFL Students Using Podcasts

There were several challenges that the participant experienced when using podcasts as a

medium for teaching listening. Podcasts can be a challenge for people who are not used to using them. Like the first time, participant used podcasts as a medium for teaching listening in class. At that time the participants did not even understand how to use the podcast. Podcasts are available on the internet with various websites. At that time, participant wanted to try using a podcast site called BBC. But he did not understand how to use it as can be imply from the following statement:

> *There was a challenge that I felt when I first time used podcast media to teach listening in class. At that time, I was still not used to navigate technology. Moreover, I have never used technology such as podcasts to teach listening. Because of this, I'm confused about how to use podcasts. The first time I used a podcast using the BBC website, I could not figure out how to save the audio I wanted.*

A lack of understanding about the use of technology or podcasts is a natural thing for a teacher who has never previously used technological media, especially podcasts when teaching in class. This means that participant usually use traditional methods to teach listening. But in the end he can get used to using podcasts in teaching listening. The use of podcasts in online learning can present a challenge, as given in the following statement:

> *Yes, I feel that there is a challenge in teaching listening during the COVID-19 pandemic. Previously, the teaching process went well. However, over time there was a change in the learning environment where it is difficult for students to follow my directions to listen to and provide feedback regarding the audio podcast that I send to the WhatsApp group.*

There are always challenges in teaching as in face-to-face teaching and online teaching so that they can have their own set of challenges. As felt by the participant when teaching listening skills using podcast media in online learning during the Covid-19 pandemic, the participants still used podcasts and felt that the listening learning process using podcast media could run well. However, it turns out that over time there has been a change in the learning atmosphere in online classes. There are challenges related to student discipline, for example, the students did not want to follow the teacher's directions and did not provide feedback regarding audio podcasts sent by participants to the WhatsApp group.

It is to say that Podcasts can be a challenge in teaching that in line with previous research conducted by Supanakorn-Davila and Bolliger (2014). The similarities are in term of podcasts as a technological challenge for teachers, such as having difficulty accessing or saving files. Even so, there are differences regarding findings of present study in that the challenges of using podcasts during online learning Covid-19 in teaching listening.

CONCLUSION

This study has been discussed so far on the process or method of using podcasts to teach listening that can be done in class and outside the classroom. Podcast websites which also provide transcripts and can be found on the internet are media that contain audio from native speakers. It is easily accessible and can be downloaded via the internet supported by transcripts; so it can provide benefits and advantages for teachers. With podcasts, teachers get lots of topic references to be used as learning materials that support teaching and learning activities so that the teaching atmosphere is more enjoyable. Podcasts can be used to teach more effective than traditional listening skills. The podcast has presented the voice of a native speaker which can be played back so that students understand and feel the effective teaching provision. In online-

based learning, podcasts can be used as an effective teaching medium. So that the teaching and learning process can be effective and have a positive impact on students' abilities after teaching listening using podcasts. EFL students become confident, sensitive, developed, motivated, and stimulated by students in learning to listen. By researching experiences, researchers come to know the challenges that a teacher faces when teaching listening using podcasts. The challenge that was felt was the first time using and teaching using a podcast during the COVID-19 pandemic.

One of the limitations of research is that researchers cannot apply research in more than one private Islamic senior high school to get more than one participant. Given the limited time based on the research time limit, the researcher feels that it is enough to study only one participant. Another limitation is the investigation narrowed down to only one part of learning, namely listening skills. So, this is not possible for researchers to generalize findings to other sections. Following the limitations of the research that has been mentioned, further researchers who have an interest in investigating or researching in the same field, should direct a more in-depth investigation to obtain more accurate information, and propose additional analysts to deepen the instructor's insights. Likewise, to get a lot of information about the participants' experiences, it is hoped that future researchers can get a lot of experienced teachers who uses podcasts.

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