

EXPLORING PODCASTS AS AN ENGLISH LEARNING MEDIA: A NARRATIVE THEMATIC LITERATURE REVIEW

Annisa Ulfah Safitri¹, Mohamad Sahril², Enni Erawati Saragih³

English Education Study Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun Bogor

[1annisaulfahs.9e@gmail.com](mailto:annisaulfahs.9e@gmail.com), [2msahril@uika-bogor.ac.id](mailto:msahril@uika-bogor.ac.id), [3ennierawati.saragih@uika-bogor.ac.id](mailto:ennierawati.saragih@uika-bogor.ac.id)

ABSTRAK

Tinjauan literatur tematik naratif ini bertujuan untuk mengeksplorasi peran podcast sebagai media pembelajaran inovatif dalam meningkatkan keterampilan bahasa Inggris. Metode yang digunakan adalah studi literatur naratif dengan mengumpulkan dan menyintesis artikel akademik dari database Google Scholar dan ScienceDirect dalam rentang waktu enam tahun terakhir dengan total 15 jurnal. Hasil tinjauan menunjukkan bahwa podcast menyediakan materi pembelajaran autentik yang memberikan masukan bahasa alami yang sering kali tidak ditemukan dalam buku teks tradisional. Selain itu, penggunaan podcast secara signifikan meningkatkan motivasi dan keterlibatan siswa melalui konten yang fleksibel dan personal, yang pada gilirannya mendorong kemandirian belajar. Namun, studi ini juga menemukan hambatan implementasi seperti kesenjangan digital, kendala teknis, dan kurangnya panduan pedagogis dari pengajar. Simpulan dari artikel ini menegaskan bahwa efektivitas podcast bergantung pada sinergi antara konten yang berkualitas dan kesiapan infrastruktur serta bimbingan guru. Implikasi dari penelitian ini menunjukkan perlunya integrasi podcast yang lebih mendalam ke dalam kurikulum dan pelatihan digital bagi guru untuk mengatasi hambatan praktis. Artikel ini mengisi kesenjangan literatur dengan menyatukan aspek materi, motivasi, dan tantangan menjadi satu sintesis yang komprehensif.

Kata kunci: Podcast, Media Pembelajaran Bahasa Inggris, Teknologi Pendidikan, Literasi Digital, EFL

ABSTRACT

This narrative thematic literature review aims to explore the role of podcasts as an innovative learning media for enhancing English language skills. The method used is a narrative literature review by collecting and synthesizing academic articles from the Google Scholar and ScienceDirect databases within the last six years, with a total of 15 journals. The results show that podcasts provide authentic learning materials that offer natural language input often not found in traditional textbooks. Furthermore, the use of podcasts significantly increases student motivation and engagement through flexible and personalized content, which in turn encourages independent learning. However, this study also found implementation barriers such as the digital divide, technical constraints, and a lack of pedagogical guidance from teachers. The conclusion of this article emphasizes that the effectiveness of podcasts depends on the synergy between quality content, infrastructure readiness, and teacher guidance. The implications of this research suggest the need for deeper integration of podcasts into the curriculum and digital training for teachers to overcome practical hurdles. This article fills a literature gap by unifying material aspects, motivation, and challenges into a single comprehensive synthesis.

Keyword: Podcast, English Learning Media, Educational Technology, Digital Literacy, EFL

INTRODUCTION

The educational landscape is changing rapidly because digital technology is developing very fast. There is a clear shift from traditional textbooks to more dynamic audio and visual media. Today, technology has become an essential tool that supports students in developing their English skills (Salainti et al., 2023). It enables students to find a new way of learning, communicating, and increasing their productivity. Among various digital tools,

podcasts and audio recordings stand out as effective resources for improving English proficiency (Anggraini, 2025). As an innovative learning media, a podcast is a digital file that students can easily stream or download to any portable device (Salainti et al., 2023).

Podcasts offer great flexibility for language acquisition. They provide students with opportunities to practice listening comprehension and speaking outside traditional classroom settings (Hamdayani et al., 2025).

This media allows for "time-shifted" learning, where students can listen to lessons whenever and wherever it is most convenient for them (Marunovich et al., 2021). Furthermore, podcasts provide access to authentic resources and real English conversations that are often missing from standard textbooks (Anggraini, 2025). By allowing learners to choose content that matches their personal interests, podcasts help students become more independent and motivated to learn (Komalawati et al., 2025).

However, despite these benefits, there is a gap in the current literature. Many researchers discuss the advantages of podcasts, but the findings are often fragmented and do not provide a complete picture of how different elements work together. Most previous studies focus only on a single aspect, such as the types of materials or only measuring student motivation. There is a lack of comprehensive reviews that synthesize the relationship between authentic materials, student engagement, and the practical challenges of implementation in one study (Ma'rufah et al., 2024).

Therefore, this article aims to map out the findings from previous research regarding students' perceptions of podcasts as English learning media. By using a narrative thematic approach, this review fills the existing gap by providing a thematic synthesis of three key elements: authentic materials, student engagement, and implementation challenges. This review is expected to give a clearer and more comprehensive understanding of how podcasts can be used effectively as a tool for English language learning.

METHOD

This study uses a narrative thematic literature review to summarize and analyze previous research on podcasts for English language learning. The main goal of this approach is to synthesize existing writings to show the value of a specific point of view (Baumeister & Leary, 1997). Unlike other methods, a narrative review focuses on providing a clear and organized overview of the literature to explain a phenomenon systematically (Baumeister & Leary, 1997). To collect the necessary information, the author follows a simple process by searching popular online databases, primarily focusing on Google Scholar and ScienceDirect. A total of 15 papers were selected for this review. The author uses specific keywords to find relevant studies, such as

"Podcast in education," "Podcast as English learning media," and "Podcast for English teaching".

After gathering potential articles, the author selects them based on several inclusion criteria. First, the papers are fresh and relevant, mostly published within the last six years (2020–2026). Second, the selection focuses on studies that examine the practical use and educational outcomes of podcasts in English learning environments. This qualitative method helps the author comprehend different situations and events from the perspective of the learners. Finally, the selected papers are read thoroughly and organized into three key themes: authentic materials, student engagement, and implementation challenges. This systematic method allows the author to provide a unified picture of how podcasts are used as an innovative tool for English language learning today.

RESULT AND DISCUSSION

Here's the list of 15 papers that reviewed on this narrative thematic literature review:

Table 1
The list of 15 papers

No	Year	Author(s)	Article Title	Method	Problem	Solution
1	2025	Komalawati, Pudjiati, & Nurhasanah	Improving Students' Listening Ability Through The LearnEnglish Podcast Application	Qualitative (Classroom Action Research)	Low listening skills among SMK students and lack of exposure to authentic native accents and intonation.	Implementation of the LearnEnglish Podcast provided authentic content and flexible cycles that significantly improved listening scores and student participation.
2	2021	Rahmasari, Ahmad, & Kamil	Students' Perception on Utilizing Podcast in Learning Speaking	Qualitative (Basic Interpretative Design)	Limited research on podcasts specifically within the context of speaking skills for vocational high school students.	Podcasts proved to be an interesting and flexible media that improved vocabulary, pronunciation, and student confidence in speaking.
3	2020	Harahap	Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions	Qualitative (Case Study)	Students' lack of experience with technology-based listening media and difficulty in finding engaging listening materials.	Podcasts provided diverse topics and clear native pronunciation that motivated students and made listening practice more accessible via mobile phones.
4	2024	Ma'rufah, Samanhuri, & Ardiasih	Project-Based Learning Using Podcast-Assisted Media in the Teaching of English Speaking Skill	Qualitative (Exploratory Case Study)	Difficulty in developing speaking skills because students rarely use English outside the classroom and lack confidence.	Integrating Project-Based Learning (PjBL) with podcasts allowed students to discuss topics based on their interests, fostering collaborative

						work and 21st-century skills.
5	2024	Husaini, Yulitriana, Karani, & Norahmi	The Effect of "Learn English" Podcast on Students' Listening Skill of Biography Text	Quantitative (Pre-Experimental)	The need to find effective media for teaching specific genres (biography text) and making listening activities more fun.	The "Learn English" podcast application significantly improved listening skills, though it requires stable internet and careful selection of material levels.
6	2021	Marunevich, Bessarabova, Shefieva, & Razhina	Impact of Podcasting on English Learners' Motivation in Asynchronous E-Learning Environment	Quantitative (Survey)	Lack of research on how podcasts influence motivation specifically in asynchronous (non-real time) university settings.	Podcasts serve as a strong motivational platform for "Generation Z" by offering entertainment and convenience in language learning.
7	2020	Indahsari	Using Podcast for EFL Students in Language Learning	Qualitative (Literature Review)	The dominance of "talk and chalk" methods that are less practical and fail to motivate students in listening skills.	Podcasts offer a "digital library" of resources that are more practical than traditional methods, provided teachers give proper guidance and select appropriate levels.
8	2024	Perry	Podcasting as a Form of Assessment: Increasing Student Motivation in Academic English-Speaking Assessment	Mixed Methods (Survey & Interview)	Traditional spoken assessments (live observation) often cause anxiety and do not reflect real-world digital communication practices.	Using podcasts for assessment reduced performance anxiety, allowed for peer collaboration, and felt more relevant to students' future professional lives.
9	2025	Peng, Akhter, & Hashemifardnia	Podcast-Integrated Speaking Instruction: Enhancing Informal Digital	Quantitative (Quasi-Experimental)	Limited empirical research on systematic pedagogical applications of	Structured podcast instruction led to significant gains in speaking skills and encouraged students to engage

			Learning of English, Academic Engagement, and Speaking Skills		podcasts to foster autonomous learning behaviors.	in English media outside of formal class time (IDLE).
10	2026	Namaziandost & Çakmak	From Playback to Proficiency: The Role of English Podcasts in Developing EFL Learners' Speaking and Vocabulary Skills	Quantitative (Quasi-Experimental)	Scarcity of research on how podcasts influence incidental vocabulary acquisition in tandem with speaking fluency.	Continuous individual engagement with podcast series (AEE, SE, CBE) provided authentic exposure that effectively supported traditional EFL teaching.
11	2025	Hamdayani & Sapitri	Analysis of the Use of Podcast Learning Media in Indonesian Language Learning on Students' Speaking and Listening Abilities	Mixed Methods	Fragmentation in language learning tools and the need to investigate how modern digital tools can make education more engaging.	Podcasts provided flexible and authentic language exposure, though success is hindered by technological barriers and limited interactive opportunities.
12	2024	Habizar & Wijaya	The Use of Podcast as Media for Listening: An Experimental Research	Quantitative (Pre-Experimental)	Significant differences in students' comprehension levels and the need for new, interesting media in university listening courses.	Using the Podbean application for podcasts improved mean scores significantly and enhanced student motivation through a "new" learning experience.
13	2025	Anggraini	Improving Students' English Language Skills Through Listening to English-Language Podcasts	Qualitative (Literature Review)	The need for dynamic approaches beyond the classroom to improve vocabulary acquisition and pronunciation holistically.	Repeated exposure to podcasts allowed students to unconsciously imitate native speech patterns, improving both pronunciation and independent study habits.

14	2023	Salainti, Weda, & Fansury	The Effect of English Video Podcast for Developing Students' English Skill In Listening Comprehension	Mixed Methods (Quasi-Experimental)	Traditional methods fail to stimulate students' imagination and interest, leading to low listening comprehension scores.	Video podcasts with fun visuals made learning easier, increased scores from pre-test to post-test, and fostered a joyful, creative learning environment.
15	2025	Mellina, Saputro, & Sugiharti	Using Podcasts As English Learning Media to Improve Student Listening Skills	Quantitative (Pre-Experimental)	The urgency of finding innovative methods to overcome students' boredom and lack of engaging resources in listening practice.	Regular exposure to audio podcasts made the learning process less monotonous, significantly improved comprehension scores, and helped more students meet the minimum proficiency criteria (KKM).

Podcasts as a Source of Authentic Learning Materials

The integration of digital technology has fundamentally changed how students access English learning resources. Podcasts have emerged as a prominent tool within Mobile Assisted Language Learning (MALL), offering a modern alternative to traditional textbooks. According to Salainti et al. (2023), technology supports youth in developing English skills by enabling new ways of communication and increasing productivity. They define podcasts as digital files that can be audio, enhanced audio with images, or video, which are easily accessible through portable devices and applications like YouTube or Spotify (Salainti et al., 2023). One of the primary benefits of podcasts is their ability to provide natural language input that is often missing in a standard classroom. Traditional environments frequently rely on scripted dialogues and structured texts that do not reflect real-world conversations (Hamdayani et al., 2025). This lack of exposure to authentic speech, including colloquialisms, slang, and varying speech speeds, can hinder a student's ability to understand native speakers in informal settings (Hamdayani et al., 2025). Similarly, Komalawati et al. (2025) note that

many students struggle with listening because they are not familiar with native accents and intonation. Podcasts solve this by providing authentic content that reflects real English usage, helping students become familiar with the actual pace and rhythm of the language (Komalawati et al., 2025).

Furthermore, podcasts offer a high level of flexibility and personalization that supports independent study. Learners can choose materials that match their personal interests and proficiency levels, which encourages a more effective learning experience (Anggraini, 2025). Unlike conventional materials that are often simplified, podcasts feature monologues and dialogues with natural variations in speed and accent, allowing students to adapt quickly to native speaking styles (Anggraini, 2025). Research by Namaziandost & Çakmak (2025) highlights that continuous engagement with podcast series provides authentic exposure that supports incidental vocabulary acquisition and speaking fluency. This "on-the-go" learning model allows students to turn travel time or free time into productive language exposure (Namaziandost & Cakmak, 2025).

The authenticity of podcasts also extends to their role as cultural and linguistic models. Peng et al. (Peng et al., 2025) argue that podcasts serve as valuable pedagogical tools because they combine authentic language exposure with meaningful practice opportunities, bridging formal instruction and informal learning. Students can use podcasts as models for pronunciation and intonation by mimicking native speakers (Peng et al., 2025). Additionally, podcasts provide "authentic" listening sources on almost any topic, which is particularly engaging for English language learners because it makes the material relevant to their lives (Mellina et al., 2025). In the context of assessment, Perry (2024) found that using podcasts creates a sense of authenticity as students feel they are expressing their English skills in a manner that relates to contemporary digital practices and real-world professional needs.

The author observes that podcasts effectively bridge the gap between classroom theory and real-world practice. While traditional textbooks provide the basic rules and grammar of English, podcasts provide the dynamic of the language through natural expressions, cultural nuances, and authentic voices. By shifting from scripted classroom drills to authentic digital audio, students are better prepared for actual communication outside the school environment. The ability to pause, rewind, and choose relevant topics allows learners to transform a simple digital file into a personalized and powerful gateway to English proficiency.

Enhancing Student Engagement and Motivation

The use of podcasts in English language learning significantly improves how students feel about their study process. Because many podcasts are designed specifically for English learners, students find them much more enjoyable than traditional materials (Salainti et al., 2023). This enjoyable experience helps students become autonomous learners who take more responsibility for their own progress (Anggraini, 2025). When students believe that podcasts bring them closer to the target language, it creates a positive impact on their overall motivation and attitudes (Rahmasari et al., 2021). Podcasts provide a platform for teachers to add extra learning materials, which helps students stay involved even after formal class hours (Marunevich et al., 2021). Furthermore, the

variety of topics available, ranging from news to comedy, allows students to choose content based on their personal interests, which keeps them excited about learning (Habizar & Wijaya, 2024). Students feel motivated because podcasts give them clear examples of how to communicate effectively with native English speakers (Marunevich et al., 2021).

Research shows that using podcasts has a significant impact on students' academic engagement. Learners become more motivated and interested in practicing English because the informal and conversational tone of podcasts creates a less intimidating environment (Hamdayani et al., 2025). For instance, students can pay better attention to lessons when they listen to subjects that pique their curiosity, allowing them to gain new ideas for speaking or writing (Ma'rufah et al., 2024). Many students feel more engaged because podcasts make learning feel like entertainment, which prevents them from feeling bored or tired of studying (Marunevich et al., 2021). The level of enthusiasm increases because students can use their favorite technology, such as smartphones, making the learning process feel more relevant to their daily lives (Perry, 2024). Students are motivated to use podcasts because they are both entertaining and convenient to use in daily life (Marunevich et al., 2021).

The use of video podcasts is also highly recommended by students because the fun visuals make learning interesting and easy (Salainti et al., 2023). This format stimulates the imagination and helps students gain new interests and confidence (Salainti et al., 2023). Podcast content that uses storytelling and real-world issues makes students more excited to learn new vocabulary and idioms (Marunevich et al., 2021). Because podcasts offer a flexible format accessible anytime, students feel more emotionally and cognitively involved in the learning process (Anggraini, 2025). This technology allows listeners to find motivation independently. The wide variety of topics and interesting conversations also make the material "attach" more easily to the students' minds (Namaziandost & Cakmak, 2025). The true power of podcasts is their "time-shifted" nature, meaning students feel relaxed and happy because they can listen whenever and wherever they want (Marunevich et al., 2021). Incorporating audio podcasts makes the learning process less

monotonous and more pleasurable, which helps with better comprehension (Mellina et al., 2025). Even when there are technical issues, consistent implementation typically shows clear improvements in student motivation (Komalawati et al., 2025). Podcasts are very effective for motivating "Generation Z" because this generation is very comfortable with digital media and technology (Marunovich et al., 2021).

The author observes that podcasts succeed in engaging students because they transform the classroom into a more personal and interactive space. By allowing students to choose content that matches their hobbies, the media removes the boredom often associated with traditional language drills. Therefore, the high level of engagement found in these studies suggests that podcasts are not just a trend, but a powerful resource that makes students want to learn English for themselves. By shifting the focus from passive listening to active interest, podcasts bridge the emotional gap between a student and a foreign language.

Challenges in Implementing Podcasts as Learning Media

Despite the significant benefits of using podcasts in English language learning, research identifies several obstacles that can hinder their success. These challenges are generally categorized into technical limitations, student-related factors, and pedagogical issues. A primary obstacle is the digital divide and reliance on infrastructure. Students often face technical problems such as unstable internet connections, limited data quotas, and electricity issues, which frustrate the learning process (Husaini et al., 2024; Salainti et al., 2023). Furthermore, accessing podcasts requires compatible and sophisticated devices like smartphones or laptops; students in rural or underserved areas who lack these resources are often excluded from the benefits of digital learning. Even when students have access to gadgets, issues with audio quality or storage capacity on mobile devices can disrupt the experience (Harahap, 2020; Mellina et al., 2025).

Psychological and individual factors also play a role in implementation difficulties. Many students report that the length of some podcast episodes is too long, causing them to lose focus or feel bored (Harahap, 2020). From the learners' perspective, the speed of native speakers in authentic podcasts can be overwhelming,

especially for those with limited vocabulary (Hamdayani et al., 2025.; Salainti et al., 2023). Additionally, because podcasting is a form of one-way communication, it lacks the real-time interaction found in traditional classrooms, which may leave some students feeling unsupported when they encounter complex terminology or cultural nuances (Hamdayani et al., 2025.; Indahsari, 2020).

The role of the educator and curriculum integration presents a final set of challenges. Some teachers are still unaware of the full benefits of ICT or lack the training to effectively integrate podcasts into their lesson plans (Angraini, 2025). Without proper guidance from a "tech-savvy" educator, students may struggle to filter relevant content from the vast amount of material available online (Habizar & Wijaya, 2024; Indahsari, 2020). Furthermore, there is a risk of distraction; when using smartphones for learning, students can easily be tempted by social media or other non-academic apps (Mellina et al., 2025).

The author notes that while technology provides substantial educational opportunities, it also introduces specific operational and psychological challenges. The success of using podcasts does not depend solely on the availability of the audio file, but on a synergy between stable infrastructure and the teacher's ability to guide students through the material. To prevent technology from becoming a source of stress, schools must ensure that digital tools are used purposefully, with clear instructions and curated content that matches the students' proficiency levels.

CONCLUSION

This narrative thematic literature review concludes that podcasts are a powerful and modern tool for learning English. Based on the 15 journals reviewed, three main points can be identified. First, podcasts are a great source of authentic materials because they provide real-world language input. This helps students hear natural speech patterns and native accents that are often missing from regular textbooks. Second, podcasts significantly improve student motivation and engagement. Because learners can choose interesting topics and use their smartphones, they feel more excited and take more responsibility for their own learning

process. Third, despite these benefits, there are real challenges in using podcasts. Technical issues like unstable internet and the lack of guidance from teachers can make the learning process difficult.

In summary, this article fills a gap in previous research by bringing together three important elements: authentic content, student motivation, and practical challenges. The findings show that podcasts are not just a digital trend, but a helpful bridge between classroom lessons and real-life English conversation. However, the success of this tool depends on more than just the audio file; it requires a balance between good technology and the right support from teachers to help students succeed.

The results of this study have several important suggestions for teachers and schools. For teachers, it is recommended to be more active in choosing podcast topics that match students' hobbies and English levels. Using tools like transcripts and short listening tasks can also help students understand fast-paced native speakers more easily. For schools, it is important to provide better internet facilities and digital training for teachers. This will ensure that both instructors and students feel confident using technology in the classroom. For future research, it is suggested to explore more specific ways to include podcasts in the formal school curriculum. While this review shows that students enjoy podcasts, more studies are needed to see how these tools can be used consistently over a long period. Finally, researchers could also look into how different types of podcasts, such as video versus audio only, affect the learning outcomes of students with different learning styles.

REFERENCES

- Angraini. (2025). *Improving Students' English Language Skills Through Listening to English-Language Podcasts*. *ISSN(1)*, 20–24. <https://doi.org/10.56127/jushpe>
- Baumeister, R. F., & Leary, M. R. (1997). Writing Narrative Literature Reviews. In *Review of General Psychology* (Vol. 1, Number 3).
- Fahri Husaini, Yulitriana, Y., Karani, E., & Norahmi, M. (2024). Effect of "Learn English" Podcast on Students' Listening Skill of Biography Text at Eleventh Grade of SMKS YPSEI Palangka Raya. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 4(1), 62–71. <https://doi.org/10.37304/ebony.v4i1.10988>
- Habizar, H., & Wijaya, M. S. (2024). The Use of Podcast as Media for Listening: An Experimental Research at the University of Jambi. *Scope: Journal of English Language Teaching*, 8(2), 439. <https://doi.org/10.30998/scope.v8i2.19577>
- Hamdayani, R., Sapitri, M., & Keguruan, F. (2025). *International Journal of Curriculum Development, Teaching and Learning Innovation Analysis of the Use of Podcast Learning Media in Indonesian Language Learning on Students' Speaking and Listening Abilities*.
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *JEES (Journal of English Educators Society)*, 5(2), 103–108. <https://doi.org/10.21070/jees.v5i2.767>
- Komalawati, Pudjiati, D., & Nurhasanah. (2025). *Improving Students' Listening Ability Through The LearnEnglish Podcast Application*. 81. <https://doi.org/10.37640/ice.04.1464>
- Ma'rufah, A., Samanhudi, U., & Ardiasih, L. S. (2024). Project-Based Learning Using Podcast-Assisted Media in the Teaching of English Speaking Skill. *Lectura: Jurnal Pendidikan*, 15(2), 521–532. <https://doi.org/10.31849/lectura.v15i2.20706>
- Marunovich, O., Bessarabova, O., Shefieva, E., & Razhina, V. (2021). Impact of podcasting on English learners' motivation in asynchronous e-learning environment. *SHS Web of Conferences*, 110, 03006. <https://doi.org/10.1051/shsconf/202111003006>
- Mellina, Saputro, S. I. M., & Sugiharti, S. (2025). Using Podcasts As English Learning Media to Improve Student Listening Skills. In *Didaktika: Jurnal Kependidikan* (Vol. 14, Number 1). <https://jurnaldidaktika.org>
- Namaziandost, E., & Cakmak, F. (2025). From Playback to Proficiency: The Role of English Podcasts in Developing EFL Learners' Speaking and Vocabulary Skills in EFL Contexts. *International Journal of TESOL Studies*. <https://doi.org/10.58304/ijts.250910>
- Harahap, S. (2020). *Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions*. 1(4).
- Peng, L., Akhter, S., & Hashemifardnia, A. (2025). Podcast-integrated speaking instruction: Enhancing informal digital learning of English, academic engagement, and speaking skills. *Acta Psychologica*, 258. <https://doi.org/10.1016/j.actpsy.2025.105158>

- Perry, S. (2024). Podcasting as a form of assessment: increasing student motivation in academic English-speaking assessment. *Language Testing in Asia*, 14(1). <https://doi.org/10.1186/s40468-024-00288-y>
- Rahmasari, W., Ahmad, Y. B., & Kamil, A. B. (2021). Students' perception on utilizing podcast in learning speaking. In *Journal of Applied Studies in Language* (Vol. 5, Number 1). <http://ojs.pnb.ac.id/index.php/JASL><http://ojs.pnb.ac.id/index.php/JASL>
- Salainti, E., Weda, S., & Fansury, A. H. (2023). The Effect Of English Video Podcast For Developing Students' English Skill In Listening Comprehension. *Bosowa Journal of Education*, 3(2), 77–83. <https://doi.org/10.35965/bje.v3i2.2626>