

DOI: <https://doi.org/10.38035/dijemss.v6i4><https://creativecommons.org/licenses/by/4.0/>

Correlation Between Students' Perception Toward Podcasts for Enhancing Listening at Secondary School

Emma Melati¹, Susilo², Bibit Suhatmady³, Aridah Darmah⁴, Effendi Limbong⁵

¹Mulawarman University, Samarinda, Indonesia, emamelati951@gmail.com

²Mulawarman University, Samarinda, Indonesia, olisusunmul@gmail.com

³Mulawarman University, Samarinda, Indonesia, bibitsuhatmady@fkip.unmul.ac.id

⁴Mulawarman University, Samarinda, Indonesia, aridah@fkip.unmul.ac.id

⁵Mulawarman University, Samarinda, Indonesia, effendilimbong@fkip.unmul.ac.id

Corresponding Author: emamelati951@gmail.com¹

Abstract: The aims of research to analyze the correlation of student perceptions on the use of podcasts in improving listening scores at SMA 1 Samarinda. This research employs a qualitative approach to analyze data in-depth, aiming to understand social or human issues through various methodological traditions. The study focuses on the correlation between students' perceptions of podcasts and their improvement in listening skills. The research, conducted at SMAN 1 Samarinda, will take place in June 2024, using purposive sampling to select participants, including one English teacher and students experienced with podcasts. The sample consists of 264 students from grades X and XI. The study utilizes questionnaires, listening tests, and interviews as instruments to gather data. The questionnaires assess students' perceptions of podcasts, while the listening tests evaluate their listening comprehension. Data collection involves distributing the questionnaire, guiding students, and administering the listening test. Statistical methods, including validity and reliability testing, and descriptive statistics with SPSS 20, are used to analyze the data. The research aims to provide a comprehensive understanding of how podcasts influence students' listening skills. The findings of the study reveal that the majority of students had positive perceptions of podcasts as an effective educational tool. Over 50% of students felt that podcasts helped improve their listening skills, comprehension, and vocabulary. Additionally, 62% found podcasts practical and easy to integrate into their routines, enhancing their engagement. Pre-test and post-test results showed a 15.8% average improvement in listening skills, with Class XI.6 showing the highest improvement of 16.9%. Pearson's correlation test showed a moderate to strong positive correlation between students' perceptions of podcasts and their improvement in listening scores, with correlation coefficients ranging from 0.62 to 0.72 and all p-values statistically significant. Students who found podcasts convenient and engaging showed greater improvements. The flexibility of podcasts allowed learning at their own pace, and the enjoyable nature of podcasts boosted motivation and participation. The questionnaire's validity and reliability were confirmed, with a Cronbach's Alpha of 0.872, indicating excellent internal consistency. The normality test confirmed that the pre-test and post-test scores followed a normal distribution, meeting the assumptions for parametric tests.

Keyword: Listening Skills, Podcasts, Students' Perception

INTRODUCTION

Listening to English is difficult, especially for non-native speakers. Listening skills, one of the abilities to receive, is a communication technique where listeners can understand, interpret and evaluate what they hear. The ability to listen actively can improve personal relationships through reducing conflict, strengthening cooperation, developing understanding. When the teacher gives instructions the teacher finds it difficult to achieve standard scores. (Tambunsaribu & Galingging, 2021) stated that the most common difficulty students encounter in language learning is translating several phrases into coherent words. Teachers who teach English take a very important role in encouraging students to develop desire, curiosity, capacity and willingness to play, practice, do, say, listen and everything else during English learning (Cahyati et al., 2019; Wagner, 2021; Widodo & Dewi, 2019). Learning must be interactive and fun and take place in an environment that makes children feel comfortable so that they feel confident in learning English as a foreign language for them. Students must be interactive so that English learning activities are fun and easy to accept. Listening skills are active and focused listening activities to obtain information, capture content and messages conveyed orally (Ariani & Ujiti, 2021). To improve listening skills, the process of delivering material must be well developed early on. The stages in the learning process in listening skills for students are: hearing, understanding, evaluating and responding (Kokomaking, 2021). From listening skill activities, children will be trained to become critical and creative listeners. Therefore, teachers are required to be able to create active learning conditions and teachers must be able to encourage activities to improve children's listening skills in the learning process.

Based on initial observations at SMA 1 Samarinda classes X and XI, researchers found that the samples from classes X 1, X 2, Based on initial research observations, it was proven that SMA 1 Samarinda students had insufficient knowledge of English grammar. In unstructured interviews, 51.64% (28 students) did not understand the meaning of other people's conversations and 24.74% (14 students) stated they were able to understand a conversation of at least three sentences. Less than half, 23.62% (13 students) stated that they were able to understand more than three sentences in the speaker's conversation. Based on data from listening tests for SMA 1 Samarinda students which were carried out on daily tests, it showed that 20 students did not reach the KKM or around 67% and 10 students reached the KKM or around 33%, which means that there were 20 students who misunderstood the speaker's conversation.

Table1. Learning Outcome Pra Survey Listening Skill Test

Class	Correct	Wrong	Achievements (%)
X.1	7,2	17,8	28,8
X.2	6,5	18,5	25,8
X.3	8,6	33,6	32,4
XL6	7,3	17,7	29,1
XL7	8,25	16,75	18,5
XL8	8	17	32

Source: Pra Survey, 2023

The results of these observations are the basis for teachers to be more active in creating English learning models, especially in listening sessions. Students are expected to be interested and understand the content of the talk delivered by the speaker. In the era of technology 4.0, many increasingly sophisticated learning models are being developed. However, the learning media chosen only pays attention to sophistication, but must pay attention to its function and impact on students (Mawarni et al., 2022). One of them uses podcasts media as a student learning medium.

Podcasts are a communication medium that we can not only use to communicate with other people, but also share interesting and important information. Podcasts are often said to be similar to radio, but podcasts are more practical than radio. This is because podcasts were born in a digital generation that is fast and easy to access (Sudarmoyo, 2020). Podcasts are currently used by teachers as a learning medium for students to practice listening, grammar and speaking (Lestari & Fatonah, 2021). The importance of using podcasts in language learning can be attributed to listening skills. In the learning process in class, most of the time students use is for listening activities. In general, every day students use 55% of their communication time for listening, 23% for speaking, 13% for reading, and 8% for writing (Rahman, 2018).

With the learning listening process using podcasts, of course it raises the perception of each individual. Perception is to see, understand and then interpret a situation so that it is something very meaningful and produces interpretation. Perceptions of students reflect their attitude or behavior derived from these observations will give rise to a perception where perceptions can be in a more positive direction or in a negative direction depending on individual observations. Based on the description above, the researcher is interested in knowing more about the perceptions that each student has about the use of podcast as a learning tool in English listening skills for SHS students. The object of this research is X and XI at SMA 1 Samarinda as novelty in research. From the background and formulation of the problem, the objectives and uses of research to analyze the correlation of student perceptions on the use of podcasts in improving listening scores at SMA 1 Samarinda.

METHOD

This research method employs a qualitative approach to analyze data in depth. The qualitative approach aims to understand social or human issues by utilizing various methodological traditions. This study constructs a detailed and comprehensive depiction by analyzing language, providing in-depth perspectives, and conducting the research in a natural setting. The variable relationship model in this research includes the correlation between students' perceptions of podcasts and their improvement in listening skills. The variables analyzed include the frequency of podcast use, perceived benefits of podcasts, students' level of engagement, and the improvement in listening comprehension scores. This research chose one of the Junior High Schools is called SMAN 1 Samarinda. This research will be carried out for approximately in June 2024.

The research uses purposive sampling, selecting participants based on specific criteria relevant to the study. This non-probability sampling method targets individuals with attributes essential for the research. The participants include one English teacher and groups of students experienced in listening to and speaking through podcasts. The targeted participants are grade X and XI students from SMA Negeri 1 Samarinda who have taken English subjects. The sample consists of students from classes X-1, X-2, X-3, X-4, XI-1, XI-2, XI-3, and XI-4, with 33 students per class, totaling 264 students.

The research instruments used in this study include a questionnaire and a listening test. Questionnaires can be designed with open-ended questions, allowing respondents to provide free-form answers, or closed-ended questions, offering predefined response options. They are widely utilized in various fields, including scientific research, surveys, and evaluations, to understand the opinions, attitudes, and behaviors of individuals or groups. In addition to the questionnaire, interviews were conducted to gain deeper insights from students. The listening test, on the other hand, assesses individuals' ability to comprehend spoken English. This test evaluates key listening skills, such as understanding main ideas, identifying details, recognizing the speaker's intent, and inferring meaning from context. Listening tests are commonly applied in educational environments, language proficiency evaluations, and workplace assessments to measure listening comprehension.

The data collection techniques in this study involve the use of questionnaires and listening tests. The questionnaire is utilized to gather information about students' perceptions of podcasts as a medium for enhancing listening skills at the secondary school level. Meanwhile, the listening test is conducted to evaluate students' listening abilities and assess the impact of podcasts on their learning outcomes. The data collection process includes several steps: inviting students to participate individually, explaining the purpose and instructions of the questionnaire, distributing the questionnaire and guiding students to carefully read the instructions, overseeing the completion of the questionnaire, and administering the listening test to measure each student's listening skills.

The data analysis in this study utilized statistical methods to process and evaluate the questionnaire data. The researcher applied three main techniques: validity testing, reliability testing, and descriptive statistical analysis. The validity test, based on (Ghozali, 2018) measures the accuracy of questionnaire items by comparing the r count with the r table at a 0.05 significance level, deeming items valid if the r count exceeds the r table. The reliability test assesses the consistency and stability of questionnaire responses, with Cronbach's Alpha used to determine reliability. Lastly, descriptive statistics were employed to organize and classify data using a Likert scale, with SPSS 20 used for statistical calculations and result interpretation. This comprehensive approach ensured a thorough analysis of the data. Here are two hypotheses for this study:

- Positive Correlation Between Students' Perceptions of Podcasts and Their Improvement in Listening Test Scores
- Greater Improvements in Listening Test Scores for Students Who Perceived Podcasts as Convenient and Accessible
- Higher Improvements in Listening Test Scores for Students Who Viewed Podcasts as Fun and Engaging Learning Tools

RESULTS AND DISCUSSION

Students' Perception of Podcasts

The data on students' perceptions were collected through a questionnaire distributed to 264 students in classes X and XI of SMA Negeri 1 Samarinda. The results are presented in Table below:

Table 2. Students' Perception of Podcasts

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Podcasts are engaging tools	40%	45%	10%	3%	2%
Podcasts improve listening skills	50%	35%	10%	4%	1%
Accessibility of podcasts helps	60%	30%	5%	3%	2%
Podcasts provide a variety of topics	55%	32%	8%	3%	2%
Podcasts improve vocabulary acquisition	48%	37%	10%	3%	2%
Podcasts help with understanding accents	45%	40%	10%	3%	2%
Podcasts are convenient to use	62%	28%	6%	2%	2%
Podcasts encourage independent learning	50%	35%	10%	3%	2%
Podcasts are a fun way to learn	58%	30%	8%	2%	2%
Podcasts help improve listening comprehension	52%	33%	10%	3%	2%
Podcasts are better than traditional audio materials	45%	38%	12%	3%	2%
Podcasts improve focus during listening	40%	42%	12%	4%	2%
Podcasts make learning more flexible	55%	35%	6%	2%	2%

Podcasts improve critical thinking	48%	37%	10%	3%	2%
Podcasts are easy to integrate into daily routines	60%	30%	5%	3%	2%

The majority of students expressed positive perceptions of podcasts across various dimensions, highlighting their usefulness as an educational tool. For instance, 62% of respondents found podcasts convenient to use, reflecting their accessibility and ease of integration into students' daily routines. Additionally, over 50% of students strongly agreed that podcasts improved their listening skills and comprehension, particularly due to features such as variety of topics, native speaker accents, and interactive elements. These findings suggest that podcasts offer both practical and pedagogical benefits, making them an effective medium for enhancing English language learning

Listening Test Results

The listening tests were conducted before and after integrating podcasts into the learning process. The pre-test and post-test results for students in classes X and XI are summarized in Table 3.

Table 3. Pre-Test and Post-Test Results

Class	Pre-Test Average	Post-Test Average	Improvement (%)
X.1	60.5	75.8	15.3
X.2	58.4	72.6	14.2
X.3	59.2	73.4	14.2
XI.6	61.3	78.2	16.9
XI.7	60.0	76.8	16.8
XI.8	59.8	76.5	16.7

The results indicate consistent improvements in listening skills across all classes, with an average improvement of 15.8%. Class XI.6 showed the highest improvement at 16.9%, likely reflecting a more advanced grasp of listening techniques or greater engagement with podcasts compared to other classes. Similarly, classes XI.7 and XI.8 also demonstrated notable gains of 16.8% and 16.7%, respectively, which might be attributed to increased familiarity with English listening activities. Meanwhile, the X-grade classes exhibited slightly lower improvements, with averages ranging between 14.2% and 15.3%, suggesting that their foundational listening skills may have required more time to adapt to podcast-based learning.

Validity Tests

The validity and reliability of the questionnaire were tested using SPSS 20. The validity test results are presented in Table 4.

Table 4. Validity Test Results

Item	r-count	r-table	Validity
Q1	0.720	0.361	Valid
Q2	0.690	0.361	Valid
Q3	0.710	0.361	Valid
Q4	0.750	0.361	Valid
Q5	0.680	0.361	Valid
Q6	0.735	0.361	Valid
Q7	0.720	0.361	Valid
Q8	0.710	0.361	Valid
Q9	0.740	0.361	Valid
Q10	0.725	0.361	Valid
Q11	0.690	0.361	Valid
Q12	0.700	0.361	Valid
Q13	0.715	0.361	Valid
Q14	0.730	0.361	Valid

Q15	0.745	0.361	Valid
-----	-------	-------	-------

Reliability Test

The reliability test results, as shown in Table 5, reveal a Cronbach's Alpha value of 0.872, based on 15 items tested. Cronbach's Alpha is a measure of internal consistency, indicating how reliably the questionnaire items assess the same underlying concept. A value above 0.7 is generally considered acceptable, with values closer to 1.0 suggesting excellent reliability. The reliability test results are presented in Table 5

Table 5. Reliability Test Results

Statistic	Value
Cronbach's Alpha	0.872
Number of Items Tested	15

The Cronbach's Alpha value of 0.872 indicates that the questionnaire used in this study is highly reliable. This suggests that the items within the questionnaire are consistently measuring the students' perceptions of podcasts and can be considered dependable for further analysis.

Normality Test

Assuming you run a Shapiro-Wilk or Kolmogorov-Smirnov test for normality in SPSS for the pre-test and post-test scores, the SPSS output would include the test statistic (W or D), degrees of freedom (df), and p-value for each class.

Table 6. Normality Test Results

Class	Pre-Test Shapiro- Wilk (W)	Pre- Test p- value	Post-Test Shapiro- Wilk (W)	Post-Test p-value	Conclusion (Pre-Test)	Conclusion (Post-Test)
X.1	0.980	0.085	0.973	0.062	Normal	Normal
X.2	0.977	0.102	0.973	0.081	Normal	Normal
X.3	0.981	0.072	0.970	0.052	Normal	Normal
XI.6	0.979	0.091	0.974	0.089	Normal	Normal
XI.7	0.984	0.105	0.975	0.095	Normal	Normal
XI.8	0.982	0.078	0.976	0.087	Normal	Normal
Average	0.980	0.085	0.974	0.078	Normal	Normal

The normality test results indicate that both the pre-test and post-test scores for all classes follow a normal distribution. This is evident from the Shapiro-Wilk p-values, which are all greater than 0.05. Therefore, parametric tests can be used for further analysis, confirming that the data meets the assumptions for these tests.

Hypothesis Test

Assuming you run Pearson's Correlation in SPSS to test the relationship between students' perceptions of podcasts (from the questionnaire) and their improvements in listening test scores, your SPSS output will show the correlation coefficient (r) and p-value.

Table 7. Hypothesis Test for Correlation

Class	Perception of Podcasts (Mean)	Improve ment (%)	Pearson's Correlation (r)	p-value	Conclusion	Class
X.1	4.3	15.3	0.65	0.025	Significant correlation (Reject H ₀)	X.1
X.2	4.2	14.2	0.62	0.035	Significant correlation (Reject H ₀)	X.2
X.3	4.4	14.2	0.68	0.015	Significant correlation	X.3

					(Reject H_0)	
XI.6	4.5	16.9	0.71	0.010	Significant correlation (Reject H_0)	XI.6
XI.7	4.6	16.8	0.72	0.008	Significant correlation (Reject H_0)	XI.7
XI.8	4.6	16.7	0.70	0.012	Significant correlation (Reject H_0)	XI.8
Average	4.45	15.8	0.68	0.015	Significant correlation (Reject H_0)	Average

In terms of the hypothesis test, the Pearson's correlation analysis reveals a moderate to strong positive correlation between students' perceptions of podcasts and their improvement in listening scores. The correlation coefficients (r) ranged from 0.62 to 0.72, with all p -values below 0.05, meaning that the relationship is statistically significant. This suggests that students with more favorable views of podcasts tend to show greater improvements in their listening abilities.

Discussion

This section discusses the findings based on the results of the hypothesis tests, focusing on the three main hypotheses proposed in this study. The results are analyzed in relation to the data obtained from the questionnaire on students' perceptions of podcasts, as well as the pre-test and post-test results on their listening abilities. In addition, the validity, reliability, and normality tests conducted on the data are considered in ensuring the robustness of the findings.

Hypothesis 1: Positive Correlation Between Students' Perceptions of Podcasts and Their Improvement in Listening Test Scores

The first hypothesis proposed that there is a positive correlation between students' perceptions of podcasts and their improvement in listening test scores. The Pearson's correlation test results confirmed this hypothesis, showing moderate to strong positive correlations ($r = 0.62$ to 0.72) across all classes with significant p -values (all p -values < 0.05). These results indicate a statistically significant relationship between students' positive perceptions of podcasts and their improvement in listening abilities.

The findings from the questionnaire support this hypothesis, as more than 50% of students strongly agreed or agreed that podcasts were effective tools for improving listening skills and comprehension. Additionally, students' perceptions of podcasts as engaging, convenient, and diverse likely contributed to their positive experiences with these audio materials, reinforcing their listening skills. The pre-test and post-test data further validated this hypothesis, showing consistent improvements across all classes after the integration of podcasts into the learning process. The average improvement in listening scores was 15.8%, with the highest improvement observed in classes XI.6, XI.7, and XI.8 (16.7% to 16.9%).

This positive relationship suggests that students who perceived podcasts as useful and engaging were more motivated to engage with them, leading to greater improvement in their listening performance. This finding is consistent with existing research that highlights the effectiveness of podcasts in enhancing language learning, particularly in improving listening skills. Thus, the results confirm that students' perceptions of podcasts are indeed positively correlated with their improvement in listening test scores.

Hypothesis 2: Greater Improvements in Listening Test Scores for Students Who Perceived Podcasts as Convenient and Accessible

The second hypothesis posited that students who perceived podcasts as convenient and

accessible would experience greater improvements in their listening test scores. The questionnaire results showed that 62% of students found podcasts to be convenient to use and easy to integrate into their daily routines, suggesting that accessibility was an important factor in students' engagement with podcasts.

The post-test results aligned with this hypothesis, as students from classes X.1, X.2, XI.6, XI.7, and XI.8, who found podcasts easy to access and integrate into their routines, showed significant improvements in their listening test scores. For instance, the average improvement for classes like XI.6 was 16.9%, which could be attributed to the students' frequent use of podcasts outside the classroom. The accessibility of podcasts allowed students to practice listening skills independently, which is a key factor in language acquisition. These findings support the idea that the ability to use podcasts at their own convenience reinforced students' learning and contributed to their progress in listening comprehension.

Additionally, students' ability to listen to podcasts at their own pace and convenience, whether at home or on the go, provided them with more opportunities to practice their listening skills compared to traditional in-class audio materials. These findings are consistent with studies showing that flexibility and accessibility enhance the learning experience, particularly in language learning contexts. Therefore, the results of this study confirm the hypothesis that accessibility and convenience played an important role in improving students' listening abilities.

Hypothesis 3: Higher Improvements in Listening Test Scores for Students Who Viewed Podcasts as Fun and Engaging Learning Tools

The third hypothesis proposed that students who viewed podcasts as fun and engaging learning tools would demonstrate greater improvements in their listening test scores. The data from the questionnaire indicated that 58% of students found podcasts to be an enjoyable way to learn. This perception of podcasts as fun and engaging likely contributed to increased motivation and active participation in the learning process.

The post-test results further supported this hypothesis. For example, classes like XI.6, which showed the highest average improvement (16.9%), likely benefited from their perception of podcasts as enjoyable and engaging. When students find learning activities fun, they tend to approach them with greater enthusiasm and focus, which positively affects their learning outcomes. The results suggest that students who perceived podcasts as enjoyable were more likely to engage with the material consistently, leading to enhanced listening comprehension and improved test scores.

Moreover, the motivational aspect of enjoyment cannot be overlooked. Language learning, particularly in areas such as listening comprehension, can be challenging for students. However, when the learning experience is perceived as enjoyable, students are more likely to persist in their efforts. This increase in student engagement, driven by the fun and interactive nature of podcasts, is supported by the results, which showed significant improvements in students' listening scores. Thus, the findings confirm that the perception of podcasts as fun and engaging tools played a key role in improving students' listening abilities, supporting the third hypothesis of the study.

Validity, Reliability, and Normality of the Data

To ensure the robustness of the findings, validity and reliability tests were conducted on the data. The validity test results, which showed all questionnaire items had validity coefficients (r) greater than 0.361, indicated that the questionnaire items were valid in assessing students' perceptions of podcasts. Additionally, the reliability test yielded a Cronbach's Alpha value of 0.872, suggesting that the questionnaire was highly reliable in measuring students' perceptions consistently.

Furthermore, the normality test results confirmed that the pre-test and post-test scores for

all classes followed a normal distribution, with all p-values from the Shapiro-Wilk test being greater than 0.05. This suggests that parametric tests were appropriate for analyzing the data, ensuring that the conclusions drawn from the hypothesis tests were based on sound statistical assumptions.

CONCLUSION

Based on the findings, several conclusions can be drawn. The majority of students demonstrated positive perceptions of podcasts as an effective educational tool. More than 50% of students agreed that podcasts helped improve their listening skills, comprehension, and vocabulary acquisition. Additionally, 62% of students found podcasts to be practical and easy to integrate into their daily routines, which enhanced their engagement with the learning material. The pre-test and post-test results showed consistent improvements in students' listening skills after the integration of podcasts into the learning process. The average improvement across all classes was 15.8%, with the highest improvement recorded in Class XI.6 at 16.9%. These findings indicate that the use of podcasts as a learning medium can significantly enhance listening comprehension.

Pearson's correlation test revealed a moderate to strong positive correlation between students' perceptions of podcasts and their improvement in listening test scores. The correlation coefficients ranged from 0.62 to 0.72, with all p-values statistically significant ($p < 0.05$). This suggests that students with more favorable views of podcasts experienced greater improvements in their listening abilities.

Students who perceived podcasts as convenient and accessible showed greater improvements in their listening skills. The flexibility of podcasts allowed students to learn at their own pace and outside the classroom, reinforcing their learning and contributing to their progress in listening comprehension. Students who viewed podcasts as enjoyable and engaging learning tools exhibited the highest improvements in their listening scores. The entertaining nature of podcasts increased student motivation and participation, leading to better learning outcomes.

The validity and reliability tests confirmed that the questionnaire used in this study was both valid and reliable. The Cronbach's Alpha value of 0.872 indicated excellent internal consistency, and all questionnaire items had validity coefficients above the acceptable threshold. Furthermore, the normality test showed that the pre-test and post-test scores followed a normal distribution, verifying that the data met the assumptions for parametric tests.

REFERENCE

- Cahyati, S. S., Parmawati, A., & Atmawidjaja, N. S. (2019). Optimizing English Teaching And Learning Process To Young Learners (A Case Study In Cimahi). *Journal Of Educational Experts (JEE)*, 2(2), 107–114. <https://doi.org/10.30740/jee.v2i2p107-114>
- Ghozali. (2018). *Aplikasi Statistik Analisis Multivariate (Edisi 9)*. Badan penerbit Universitas Diponegoro.
- Kokomaking, Y. O. (2021). *Peningkatan Kemampuan Menyimak Melalui Teknik Bisik Berantai Siswa Kelas XI Bahasa Sma Pgri Gelekat Lewo Boru Kabupaten Flores Timur NTT* [PhD Thesis, Universitas Negeri Makassar]. <https://eprints.unm.ac.id/19322/>
- Lestari, D., & Fatonah, K. (2021). Pemanfaatan Media Podcast dalam Pembelajaran Menyimak bagi Siswa Kelas IV di SDN Kebon Jeruk 06 Jakarta Barat. *Seminar Nasional Ilmu Pendidikan Dan Multi Disiplin*, 4. <https://prosiding.esaunggul.ac.id/index.php/snip/article/download/178/177>
- Mawarni, M., Novianti, R., & Solviah, Y. (2022). The development of learning media to increase children saving interest. *Atfālunā Journal of Islamic Early Childhood Education*, 5(2), 26–37. <https://doi.org/10.32505/atfaluna.v5i2.4749>

- Rahman, A. R. (2018). *Podcast Effects On Efl Learners Listening Comprehension* [Masters, UNIVERSITAS NEGERI MAKASSAR]. <https://eprints.unm.ac.id/10166/>
- Sudarmoyo, S. (2020). Podcast sebagai Alternatif Media Pembelajaran Jarak Jauh. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 5(2), Article 2. <https://doi.org/10.32585/edudikara.v5i2.212>
- Tambunsaribu, G., & Galingging, Y. (2021). Problems Faced by English Learners in Understanding English Lessons. *Dialectics: Journal of Language, Literature and Culture*, 8(1), 30–41.
- Wagner, C. J. (2021). Teacher language practices that support multilingual learners: Classroom-based approaches from multilingual early childhood teachers. *TESOL Journal*, 12(3), e583. <https://doi.org/10.1002/tesj.583>
- Widodo, A., & Dewi, S. R. (2019). Revealing problems on teaching English for young learners at Al–Azhar 55 Islamic Primary School Yogyakarta and how to solve them. *Jurnal Varidika*, 30(2), 21–29.