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The Effectiveness of the Audiolingual Model Assisted by Podcast Media on the Listening Ability of Grade X Students at ESTV President Nicolau Lobato, Timor Leste

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Abstract: This study aims to test the effectiveness of the audiolingual model assisted by podcast media in improving the listening skills of grade X students at Estv President Nicolau Lobato, Timor Leste. This study's background is the EFL students' low listening ability caused by limited vocabulary, difficulty understanding native speaker speech, and the lack of authentic media in learning. The research method uses a quasi-experimental design with a pre-test–post-test control group model. The sample consists of two classes: the experimental group taught with the audiolingual model assisted by podcasts and the control group with conventional methods. The instrument, in the form of a listening test, was validated by experts and tested for reliability using the Cronbach's Alpha coefficient. Data analysis was carried out with descriptive statistics (mean, standard deviation) and inferential (paired sample t-test and independent sample t-test) at a significance level of 0.05. The results showed a significant improvement in the experimental group. The mean pre-test score of Instrument A (Greetings and Greetings) of 5.88 increased to 7.60 in the post-test ($t = -19.34$; $p < 0.05$), while Instrument B (Introductions) increased from 2.84 to 3.73 ($t = -8.82$; $p < 0.05$). The independent sample t-test results also showed a significant difference between the two instruments in the post-test ($t = 22.13$; $p < 0.05$). These findings support the behaviourist theory that emphasises the importance of drill and stimulus–response and the linguistic input theory that highlights the benefits of repeated exposure to authentic language. Thus, the combination of audiolingual and podcast models has been proven effective in improving listening skills while being relevant to the EFL context of developing countries.

Keywords: Audiolingual, Podcast, Listening Skills, EFL, Timor Leste

INTRODUCTION

Listening skills are essential to foreign language acquisition, particularly English, and often pose a significant challenge for EFL (English as a Foreign Language) learners. Data from the EF English Proficiency Index (2023) shows that students' English proficiency in Timor-Leste remains relatively low, falling into the "very low proficiency" category compared to other

Southeast Asian countries. This indicates that listening skills, as a gateway to other language skills, still require serious attention in local and global contexts.

Numerous studies worldwide emphasize that listening skills are fundamental to successful cross-cultural and academic communication. However, students' difficulties understanding native speakers, varying accents, and limited vocabulary often hinder learning (Tajik S. & Babae, 2025). In Timor-Leste, similar challenges are encountered among secondary school students, primarily due to the limited availability of authentic learning media that consistently support listening skills.

One classic yet relevant approach to improving listening skills is the Audiolingual Model. This method focuses on drilling, repeating language patterns, and reinforcing language habits through stimulus-response. Contemporary studies show that the audiolingual method remains effective in developing listening and speaking skills when combined with modern technology (Ćorković, 2023). However, audiolingual-based learning is often criticised for being mechanical and boring without contextual media.

The development of digital technology has introduced podcasts as an innovation in language learning. Podcasts provide authentic, flexible, and repeatable input, significantly supporting students' listening skills (Luo, 2019; Shiri, 2020). Recent research has shown that integrating podcasts into EFL classes can increase learning motivation and enrich students' vocabulary (Ćorković, 2023). Putri & Kurniawan (2022) also reported that podcasts significantly improved high school students' listening outcomes in Indonesia.

While there is a wealth of research on the use of podcasts in language learning, studies specifically combining audiolingual models with podcasts are still minimal. Most studies only emphasise the effectiveness of podcasts alone or audiolingually in traditional contexts (Hamouda, 2019; Huang, 2018). Thus, there is a research gap regarding how the synergy of these two approaches can provide optimal results in improving students' listening skills, particularly in developing countries like Timor-Leste.

This study attempts to fill this gap by testing the effectiveness of the podcast-assisted audiolingual model on the listening skills of tenth-grade students at ESTV President Nicolau Lobato, Timor Leste. This study is expected to provide both empirical and practical contributions to developing language learning methods that are contextual, effective, and appropriate to local needs.

Based on the description above, the objectives of this study are: (1) to analyse the effect of using the podcast-assisted audiolingual model on students' listening skills, and (2) to test the significance of differences in learning outcomes between the experimental and control groups. The proposed hypothesis is that there is a significant difference in the listening skills of students taught using the podcast-assisted audiolingual model compared to students taught using conventional methods. Therefore, this study focuses on the effectiveness of the podcast-assisted audiolingual model in improving the listening skills of tenth-grade students at ESTV President Nicolau Lobato, Timor-Leste.

METHOD

This study employed a quasi-experimental design with a pretest-posttest control group model. This design was chosen because it allowed researchers to directly test the effect of the treatment on the dependent variable, even without complete randomisation (Creswell & Creswell, 2020). The data collected were primary, namely the results of students' listening tests before and after being given a learning treatment using an audiolingual model assisted by podcast media. The data collection method was carried out using an audio-based listening ability test designed in accordance with the high school curriculum in Timor-Leste.

The population in this study was all tenth-grade students at Estv President Nicolau Lobato, Timor Leste, in the 2024/2025 academic year. The research sample was selected from this population using purposive sampling, considering the availability of classes with

homogeneous initial English language skills. The sample consisted of two classes: one experimental class receiving audiolingual learning treatment with podcasts, and one control class taught using conventional methods. The research instrument was a listening ability test validated through content validity by three English language education experts, and its reliability was tested using the Cronbach's Alpha coefficient to ensure internal consistency (Taber, 2021).

The data analysis techniques in this study involved descriptive statistics (mean, standard deviation, percentage) to describe the profile of student learning outcomes and inferential statistics using an independent t-test to determine significant differences between the experimental and control groups. Furthermore, a paired sample t-test was used to compare each group's pretest and posttest results. Hypothesis testing was conducted at a significance level of $\alpha = 0.05$. All data were analysed using SPSS version 26 software, per the latest quantitative analysis standards widely used in language education research (Awan & Siddique, 2023).

RESULTS AND DISCUSSION

Results

1. Description of Initial Data (Pre-test)

Based on the results of the pre-test data processing from the two instruments in the experimental group, it was found that the initial listening ability of students was still relatively low. In Instrument A (Greetings material), the number of students analyzed were 32, with an average value of 5.88, a median of 5.5, a standard deviation of 2.70, the lowest score of 3, and the highest of 19. Meanwhile, Instrument B (Introduction material) also involved 32 students, with an average of only 2.84, a median of 2.0, a standard deviation of 3.43, the lowest score of 1, and the highest of 19. These results indicate that students are more proficient in everyday greeting expressions than in the ability to introduce themselves. However, in general, both materials are still at a low and varied level of ability, thus reinforcing the importance of implementing an audiolingual model assisted by podcast media to improve listening skills. For the data table as presented in Table 3.1, the Pre-test Experiment Results are below:

Table 3.1 Pre-test Experiment Results

Instruments	Number of Students	Average	Median	Standard Deviation	Minimum	Maximum
A – Greetings	32	5,88	5,5	2,7	3	19
B – Introductions	32	2,84	2	3,43	1	19

2. Post-test results

The results of the post-test analysis showed an increase in students' listening skills in the experimental group after the audiolingual learning model assisted by podcast media. In the Greetings and Greetings material (Instrument A), the average student score reached 7.60 with a median of 8.0, a standard deviation of 0.66, the lowest score of 6.0, and the highest of 8.5. Meanwhile, in the Introductions material (Instrument B), the average student score was 3.73 with a median of 4.0, a standard deviation of 0.69, a minimum score of 2.0, and a maximum of 5.0. These findings indicate that although the improvement was more visible in the everyday greetings material than in the introductions, the intervention generally raised students' performance from a low initial condition to better results and was relatively even across the class. For the data table as presented in Table 3.2, the Post-test Experiment Results are below:

Table 3.2 Post-test Experiment Results

Instruments	Number of Students	Average	Median	Standard Deviation	Minimum	Maximum
A – Greetings	30	7,6	8	0,66	6	8,5
B – Introductions	30	3,73	4	0,69	2	5

3. Statistical Test (Inferential)

The results of the Paired Sample t-test in the experimental group showed a significant increase between the pre-test and post-test scores in both instruments. In Instrument A (Greetings) with a sample size of 30 students, the t-value was -19.34 with a p-value of 4.08×10^{-18} (<0.05). This means there was a significant increase in students' listening skills after the treatment. In Instrument B (Introduction) with a sample size of 30 students, the t-value was -8.82 with a p-value of 1.04×10^{-9} (<0.05), also showing a significant increase, although not as large as in Instrument A. For the data table as presented in Table 3.3, the Paired Sample t-test is below:

Table 3.3 Paired Sample t-test

Instruments	Number of Students	Pre-test Average	Post-test Average	t-test	p-value	Conclusion
A – Greetings	30	5,88	7,6	-19,34	$4,08 \times 10^{-18}$	Significant
B – Introductions	30	2,84	3,73	-8,82	$1,04 \times 10^{-9}$	Significant

The results of the Independent Sample t-test on the post-test scores in the experimental group showed a very significant difference between Instrument A (Greetings and Greetings material) and Instrument B (Introduction material). With a sample size of 30 students each, a t-value of 22.13 was obtained with a p-value of 6.29×10^{-30} , much smaller than 0.05. This confirms that student achievement in everyday greetings is much higher than in the introduction material. This finding indicates that using audiolingual models assisted by podcast media is more effective in improving listening skills in routine and straightforward communication contexts. In contrast, in more complex contexts such as introductions, the improvement is still limited and requires additional reinforcement in the learning design. For the data table as presented in Table 3.4, the Independent Sample t-test is below:

Table 3.4 Independent Sample t-test

Post-test Group	Number of Students	Average	Standard Deviation	t-test	p-value	Conclusion
A – Greetings	30	7,6	0,66	-	-	-
B – Introductions	30	3,73	0,69	22,13	$6,29 \times 10^{-30}$	Significant

Discussion

1. Model Effectiveness

Based on the research results presented in the document, the audiolingual model assisted by podcast media is proven to be more effective in improving students' listening skills than conventional methods. This is reflected in the difference in the average pre-test and post-test

scores, which increased significantly in the experimental group in Instrument A (Greetings and Greetings material) and Instrument B (Introduction material). In Instrument A, the average student score increased from 5.88 to 7.60, with the results of the paired sample t-test showing $t = -19.34$ and $p\text{-value} = 4.08 \times 10^{-18}$ (<0.05), while in Instrument B, the average score increased from 2.84 to 3.73 with $t = -8.82$ and $p\text{-value} = 1.04 \times 10^{-9}$ (<0.05). Furthermore, the independent sample t-test showed a significant difference between the post-test results of the two instruments, with a $t\text{-value} = 22.13$ and $p\text{-value} = 6.29 \times 10^{-30}$, which confirmed that the most significant improvement occurred in the material of everyday greetings. Thus, applying the audiolingual model assisted by podcast media can be seen as an effective and relevant learning strategy to improve students' listening skills, especially in the context of foreign language learning in Timor-Leste.

2. Relation to Theory

The results of this study align with behaviorist theory, which emphasises the importance of drill, repetition, and stimulus-response (Pristine & Ahyah, 2022). Furthermore, the findings are consistent with linguistic input theory, emphasising the benefits of repeated exposure to authentic language (Widia & Annisa, 2023). However, the effectiveness of this model can also be understood through a social constructivist perspective. Najmi & Lavasani, (2021) demonstrated that podcasts can help EFL students construct meaning independently while increasing metacognitive awareness of listening strategies.

A communicative language teaching perspective is also relevant to explain these findings. Podcasts provide authentic input that supports understanding honest communication, thus bridging the nature of audiolingual drilling with a more natural communication context. Bartolotta & Santaulària, (2025) added that student involvement in podcast production activities hones speaking skills and strengthens their receptive skills through collaborative interactions.

Furthermore, Deek, (2023) emphasized that using podcasts in listening instruction for secondary school students can improve their listening skills and learning motivation. This broadens the understanding that audiolingual practice is not merely mechanical but can be directed towards meaningful learning through authentic experiences. Arifin (2024) emphasized that evolving TEFL methods must integrate audiolingual principles with digital technology for more adaptive learning. Similarly, Aliasin et al. (2022) found that metacognitive strategies combined with audio-based learning can significantly improve students' listening skills.

Furthermore, Hassanein et al. (2025) emphasised that integrating podcasts and blogs in online learning encourages student autonomy and strengthens receptive skills, particularly reading and listening. These findings support the idea that podcast-assisted audiolingual models work in face-to-face classes and can be adapted to blended learning contexts and online learning environments. A significant increase in students' post-test scores after implementing the podcast-assisted audiolingual model indicates that intensive practice and repetition of language patterns can strengthen students' automatic responses in understanding simple utterances such as greetings and introductory expressions. The stimulus-response mechanism is visible when students can respond appropriately after repeated exposure to the same expressions (Sundusiah et al. 2025). Furthermore, these results can also be explained through linguistic input theory, where students' exposure to authentic language through repeatable podcasts allows them to absorb vocabulary, intonation, and communication context more naturally (Adi & Amalia, 2022). Thus, the combination of behaviourist principles and linguistic input theory explains why the podcast-assisted audiolingual model has proven effective in improving EFL students' listening skills, especially in the learning context in Timor-Leste.

3. Support from Previous Research

The findings of this study are consistent with Ćorković (2023) report, which asserted that the structured use of podcasts significantly improves EFL students' listening skills. These findings also align with Putri D. & Kurniawan (2022) findings in Indonesia, who found that integrating podcasts into English learning can improve high school students' listening outcomes. Both studies support evidence that exposure to authentic audio media promotes improved comprehension and learning motivation. However, this study differs from Tajik S. & Babae (2025) findings. Tajik & Babae highlighted that using audio media highly depends on teacher preparedness and learning design. At the same time, the results of this study emphasise that combining audiolingual models with podcasts can produce significant improvements even in limited contexts, such as Timor-Leste. Thus, this study strengthens previous findings while expanding the scope of empirical evidence that the synergy between audiolingual methods and authentic digital media can be an effective alternative in teaching listening skills.

4. Supporting Success Factors

The success of this model is supported by the role of podcasts as an authentic, varied, and flexible medium. Repeated exposure helps students enrich their vocabulary, understand intonation, and adapt to real-life communication expressions. Furthermore, the flexibility of podcasts, accessible outside of class, increases students' motivation for independent learning (Nurramdhani et al., 2024). These results align with Najmi & Lavasani (2021), who emphasised the crucial role of digital audio media in increasing students' awareness of listening strategies.

From a psychological perspective, Kafes & Caner, (2020) found that podcasts also play a role in improving EFL students' pronunciation skills, thus having a dual impact on receptive and productive skills. Woldetsadik et al. (2022) added that mobile-based learning with an interactive audio approach can improve students' positive attitudes and aural skills. Another finding comes from Shadieff & Wang (2021), who confirmed that the use of podcasts in project-based EFL courses encourages active student engagement and increases long-term learning motivation. This demonstrates that learning success is not only cognitive but also affective. Similarly, Li & Wang, (2022) emphasised that mobile app-based interactive audio media can expand exposure to the target language beyond the classroom, thereby helping students achieve listening fluency more quickly. This technological support is also relevant to the context of developing countries, where learning resources are still limited.

Repeated exposure to audio materials has gradually enriched students' vocabulary, as they become accustomed to hearing and imitating consistent language patterns (Widia et al., 2022). Furthermore, podcasts also increase learning motivation because students can listen to the material flexibly and engagingly, unlike traditional learning, which tends to be monotonous (Pristine & Laili, 2023). The results of this study indicate that integrating podcasts into the audiolingual model not only strengthens listening skills through repetition but also provides opportunities for students to experience authentic language experiences that are closer to everyday communication practices.

5. Obstacles Faced

This study also identified obstacles, such as time constraints that prevented optimal training intensity, and uneven student participation. Furthermore, teacher readiness is crucial, as classroom management and technical skills in using podcasts influence learning effectiveness (Sundusiah et al., 2025). This obstacle is also consistent with the report by Aliasin et al. (2022), which emphasised that teachers' skills strongly influence the effectiveness of audio strategies in directing students' metacognitive strategies. Furthermore, a study by Nguyen & Boers, (2018) showed that the effectiveness of podcasts is strongly influenced by students'

readiness to manage independent learning strategies. Without consistent teacher guidance, the potential of digital media is often not optimal.

Furthermore, student participation is not always evenly distributed; some students show high enthusiasm for using podcasts, while others tend to be passive, resulting in learning outcomes that are not as good as those of their peers. Another influential factor is teacher preparedness in terms of technical skills in operating podcasts and in systematically designing audiolingual-based activities (Adi & Amalia, 2022; Sundusiah et al., 2021). Without proper classroom preparation and management, podcasts' potential as an authentic medium cannot be fully utilised. These obstacles demonstrate that the method's effectiveness depends not only on the learning design but also on practical conditions in the field, which teachers need to anticipate.

6. Practical Implications

English teachers in developing countries can use audiolingual and podcast media as a practical, affordable, and relevant listening learning strategy. Podcasts provide authentic, contextual input, while audiolingual media builds basic language habits. To address weaknesses in more complex material, such as "Introductions," teachers can add task-based listening activities and utilise other media, such as YouTube or AI-based applications, to make practice more varied and communicative. Bartolotta & Santaulària, (2025) emphasise that integrating podcast-making activities can increase student motivation while expanding their skills beyond the classroom. Additional evidence from Karsenti & Kozarenko (2020) confirms that integrating podcasts with project-based tasks provides opportunities for students to develop cross-cultural communicative skills.

Based on the research findings, it is recommended that English teachers in EFL contexts, particularly in developing countries, consider implementing an audiolingual model assisted by podcasts as an alternative listening learning strategy. This model has been proven to improve students' abilities through repetition, structured practice, and exposure to authentic podcast language. Using podcasts, teachers can present authentic material relevant to everyday life while naturally enriching vocabulary and strengthening students' listening skills. Furthermore, podcasts can increase learning motivation because they provide an engaging and flexible experience, even accessible outside the classroom. In developing countries, which often face resource constraints, podcasts are relatively accessible, economical, and can be integrated with simple digital devices. Therefore, English teachers are advised to begin exploring and designing audiolingual-based learning combined with podcasts, so that students' listening skills develop optimally in line with the demands of global communication.

CONCLUSION

Based on the overall research results, applying the audiolingual model assisted by podcast media has proven effective in improving the listening skills of 10th-grade students at ESTV President Nicolau Lobato, Timor Leste. Data analysis showed a significant increase in post-test results compared to the pre-test, both in Greetings and Greetings and Introductions, with t-test and p-values indicating a highly significant difference. This strengthens the relevance of behaviourism theory, which emphasises the importance of drill, repetition, and stimulus-response in language learning, while also being supported by linguistic input theory, which emphasises the benefits of repeated exposure to authentic language. The role of podcast media has been proven to enrich vocabulary, increase motivation, and provide authentic experiences in listening to the target language. Despite obstacles such as time constraints, uneven student participation, and teacher readiness in implementing the method, the study's results still show that combining the audiolingual model with podcasts is a relevant and practical learning strategy, especially in the EFL context in developing countries. Thus, this study provides an empirical contribution to developing English language learning methods and offers practical

recommendations for teachers to optimise the use of digital media in improving students' listening skills.

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