

STUDENT PERCEPTION OF USING BBC LEARNING ENGLISH PODCAST IN LITERAL LISTENING

Hadi Putra Nata Permana

English Language Department

Universitas Islam Malang

21801073012@unisma.ac.id

Abstract: The researcher discusses students' perceptions of BBC podcasts based on the results of a questionnaire that students got positive perceptions. Moreover, students' challenges of using BBC podcasts in feature 6 minutes BBC learning English. The result of the study showed that most students view podcasts in a positive way. Based on the findings of the study, confirmed that BBC podcasts play an important role in improving students' listening skills. The average student had positive perceptions about the accessibility of BBC Podcasts. Furthermore, positive perceptions about the facility students until they got the motivation to improve their listening skills. The students learn some new vocabularies and positive response that BBC podcast must be implemented in the classroom. Moreover, another positive feedback was given by students on challenges of using BBC podcasts. The students need to understand the topic before listening to BBC podcasts, and students need to habituate listening to British accents and fast pronunciation. Positive response students should be masters of vocabularies to facilitate in understanding BBC Podcast. Additionally, to handle some of the challenges above, students are advised to listen BBC podcasts at least once a day to practice their listening skills. Students appreciate all the challenges of improving their listening skills.

Keywords: Podcast BBC, Student Perception, Student Challenge.

INTRODUCTION

Listening skills must be prioritized among other skills because listening skills influence to improve of other language skills (Masalimova et al., 2016). Listening has an important role in communication. In communications, listening spent 40 to 50 percent, speaking 25 to 30 percent, reading 11 to 16 percent, and writing 9 percent (Gilakjani & Ahmadi, 2011) It proves that listening is a more important part of learning English and must be a learned for EFL students. Furthermore, listening is an important part of communication that supports students in the learning process. Therefore, listening should be mastered by EFL students. Listening in

the English as a foreign language (EFL) context has not been given much attention even though listening is the most needed ability in everyday communication (Hasan & Hoon, 2012). Without an accurate understanding of listening to what is being said, there will be no successful communication.

In other ways, the use of audio as learning media is a solution for EFL students to improve listening comprehension and is easily accessible through the internet. Podcasts have been recommended as a learning English tool. Podcasts initially became popular in 2004. It is also known as audio blogging on the internet or audio publishing on the Internet (Lia, 2022). Podcasts are audio video programs on the website which are sometimes updated at regular intervals. New episodes can be listened in the device, or downloaded to an MP3 player or iPod for listening (Man & Sze, 2006). According to Al Qasim & Al Fadda (2013) podcasts are files of digital multimedia which are available on the internet for downloading to a computer, portable media player, etc. Furthermore, EFL students can learn and listen whether outside or inside a classroom. Moreover, the podcast provides many kinds of genres such as stories, comedy, music, and experiences in which there are elements of pronunciation, English structure, and vocabulary

There are several podcast models that we know but the BBC podcast is the most popular podcast. There are 3,6 million people every month were listening to BBC podcasts (Martin Spinelli, 2019). BBC is a public broadcaster in the United Kingdom, based at a broadcasting house in London, England. BBC is the oldest and largest broadcaster in the world. The BBC is a British broadcaster that offers a learning website. BBC has features such as six-minute learning English, six-minute grammar, easy courses, general and business English, etc. BBC podcast focuses on British English daily life and natural culture in the United Kingdom (Rachmiati et al., 2021). BBC Learning English is a section of the BBC World Service dedicated to teaching English as a second language (Lia, 2022). Thus, BBC podcast is

suitable for listening skill.

According to Lia (2022), there are several advantages of using BBC podcasts in learning for instance the British accent which is not so difficult to understand. Thus BBC podcasts can enhance student listening skills, it proves that the BBC can help them in improving their listening skills with BBC video Internet (Prasetya & Anggia, 2019), BBC News (Abdi, 2019), BBC Sounds (Azmee, 2022), 6 minutes BBC Learning (Murtini, 2022) Therefore, the researcher interested in developing students listening skills with 6 minutes BBC learning English as a media, focusing on students' perception and challenges of using that BBC podcast feature.

METHOD

In this research, researchers will use a qualitative descriptive method to describe the analysis of students' perceptions of using BBC podcasts in their listening classes. Based on opinion McCusker & Gunaydin (2015) stated qualitative method of this research is used to obtain data results that are in accordance with conditions that actually occur by asking several questions. Research subjects are participants who take part in research with a total of 35 participants and become the object of observation. Therefore, the subjects is students who take a literal listening classes using podcast. They are second semesters English Education students at the University of Islam Malang year 2023. The researcher uses an adapted questionnaire consisting of 15 questions adapted from (Harahap, 2020). Study case about students' perception of podcast impacts on students' listening skills. Furthermore, the researcher takes the data from questionnaires that had been made by online via What's App in the Google form format.

RESEARCH FINDING AND DISSCUSSION

The researcher analysed the item to the item percentage form, focusing on students' perceptions and challenges of podcasts in their listening skills, to obtain more detailed data

regarding students' perceptions and challenges of podcasts in their listening skills. The researcher want to describe this questionnaire to get a deeper understanding of the student perceptions.

No	Question	The Percentage for each Stage				
		SA	A	F	D	SD
1	BBC Podcast easily to access	54.34%	34.30%	11.40%	0%	0%
2	BBC podcasts can be downloaded and listened to whenever and wherever	54.30%	34.30%	11.40%	0%	0%
3	I like BBC Podcast to improve my listening skills	31.40%	45.70%	20%	2.90%	0%
4	BBC Podcast suitable for me	22.90%	37.10%	34.30%	5.70%	0%
5	BBC Podcast gives me motivation to improve my English skills, especially my listening skills	37.10%	37.10%	25.70%	0%	0%
6	BBC Podcast learn me a new vocabulary	48.60%	37.10%	11.40%	2.90%	0%
7	I assumed BBC podcasts can facilitate my listening skills	22.90%	40%	34.30%	2.90%	0%
8	BBC podcasts contain authentic language from native speakers	17.10%	42.90%	37.10%	2.90%	0%
9	My listening skill is lack, I need BBC Podcast to improve it	20%	37.10%	42.90%	0%	0%
10	Implementation of BBC podcasts in the classroom activity	17.10%	37.10%	42.90%	2.90%	0%
11	I need to understand the topic before hearing BBC podcasts	22.90%	37.10%	25.70%	14.30%	0%
12	I need to habituate listening to British accents on BBC Podcast	45.70%	28.60%	20%	5.70%	0%
13	I need to habituate listening to fast pronunciation on BBC Podcast	42.90%	40%	17.10%	0%	0%
14	I should be a master of vocabulary to facilitate in understanding of BBC Podcast	42.90%	31.40%	22.90%	2.90%	0%
15	Listening to podcasts at least once a day	14.30%	17.10%	45.70%	11.40%	11.40%

The first item is about accessibility. Based on the results in table 1, a majority of students 54.30% strongly agree that BBC podcasts are accessible. This showed that students may easily access and interact with BBC podcasts due to their accessibility. Additionally, 34.30% of the students who responded to the survey agree with this item. There is a small number of students who believed podcasts are less accessible, as seen by the low percentage of respondents (11.40%) who were fair with the item.

The second item is BBC podcasts can be downloaded whenever and wherever. Table 1 showed that a majority of students had positive opinions on this aspect. Mostly, 54.30 % strongly agree and 34.30% of students agree with the item, showing a great preference for accessing and downloading BBC podcasts whenever it is advantageous for them. On the other hand, 11.40% of students reported a fair.

The next item provided insight into the students' preference about BBC podcasts. We can see the majority of students divided strongly agree 31.40% and agree 45.70% had positive thoughts regarding students' preference about BBC podcasts. Additionally, 20% of the students chose the response "fair," indicating a neutral view or even some degree of doubt about their preference toward podcasts.

The majority of students chose 22.90% strongly agree, and 37.10% agree, regarding the suitability of using BBC podcasts. Then, 34.30% were fair in their opinion, and only 5.70% disagree.

Mostly, students who had chosen strongly agree (37.10%) and agree (37.10%) had positive insights into the students' attitudes and motivation toward learning English through BBC podcast listening. On the other hand, 25.70% of students who responded with "fair" may indicate that there is room for improvement in the podcast's content, approach, or delivery.

Furthermore, the following item emphasizes the students' achievement in the new vocabulary from the BBC podcast. Based on table 1, a significant majority of the students, 48.60%, chose the option strongly agree, which they believe the podcast based approach has been effective to help them gain new vocabulary. Another considerable portion that selected the agree option was 37.10%. A smaller percentage of students (11.40%) responded with fair, suggesting a neutral opinion on this item. The last, a very small percentage of students (2.90%) chose disagree. This assumed that a minority of students do not feel that the podcast-based approach has been successful in enhancing their vocabulary skills.

Based on the BBC podcasts facilitating students listening skills, the data indicated that a significant percentage of students who chose strongly agree and agree (62.90%) stated that BBC podcasts can help improve their listening skills. Whereas the students who chose fair 34.30%, assumed a neutral opinion on this item and disagreed 2.90% indicated they did not interest in this item.

Several of the students who chose strongly agree 42.90% and 17.10% of BBC contain authentic language. This positive response indicated that students perceive BBC podcasts as a valuable resource for encountering authentic language spoken by native speakers. The low percentage of students who marked fair 37.10% and who disagree 2.90% might indicate that they either have access to better resources for authentic language exposure or have different preferences for language learning materials.

Furthermore, in improving students listening skills through the BBC podcast, the majority of students chose strongly agree 20%, and agree 37.10%. Otherwise, a small percentage of the students who fair 42.90%.

The data showed in Table 1 is about the implementation of BBC podcasts in the classroom activity. The majority of students allowed to integrate podcasts, as a combined 54.10% (strongly agree and agree) expressed positive views. On the other hand, a significant percentage of students, comprising 42.90%, responded with fairness and only 2.90% of students, disagree with the proposal of integrating podcasts into classroom activities.

The data presented showed that 22.90% of students chose strongly agree on the item of understanding the BBC topic before hearing it. Moreover, 37.10% of students also agree with this statement. On the other hand, 25.70% of students responded with fair, 14.30% of students disagree with the statement, implying that they do not perceive any particular benefits in having prior knowledge about the subject matter when listening to a podcast.

45.70% of students chose strongly agree with the item which pertains to the habit of

listening to British accents on BBC podcasts. Additionally, 28.60% of students agree with the item. Approximately 20% of the participants chose the option fair, and only 5.70% of the students disagreed with the statement, expressing a lack of preference for British accents or possibly a preference for other accents or content styles.

The highest percentage 42.90% of the students strongly agreed and 40% agreed referring to this item the habit of listening to fast pronunciation on BBC podcasts. On the other hand, approximately 17.10% of the students responded with "fair,"

Furthermore, students' vocabulary mastery gets a high percentage comprising 42.90% of the respondents, 31.40% of the participants agreed that a good grasp of English vocabulary contributes to an easier understanding of BBC podcasts. A smaller percentage of students, making up 22.90% of the respondents, expressed a fair level of agreement and only 2.90% of the students disagreed with the statement.

The last item is about the frequency of listening to BBC podcasts. From table 1 showed that the students who chose strongly agree 14.30%, and who agree 17.10%. Then the students who chose fair 45.70%, indicated that they might not completely agree or disagree. Otherwise, those who disagree with 11.40% and who strongly disagree with 11.40%.

Based on the results of the questionnaire, it was found that most students positively view podcasts. First, the researcher discusses students' perceptions of BBC podcasts based on the results of a questionnaire that students get some conveniences from listening to the 6 minutes of BBC learning English, in the form of easily accessed BBC podcasts. This result is in line with Rahman (2018) that the podcast is the development of audio shaped technology the result of innovation and certainly, it should be accessible by using the internet. Furthermore, BBC podcast can be downloaded and listened whenever and wherever.

This item had a positive response from students and it is proved by Gonulal (2020) stated that a podcast is a new technology, that can be downloaded, and listened in our devices,

tablets, smartphones, or other audio also episodically creates audio and video files.

Furthermore, another positive response from the students is that BBC podcasts facilitate students in listening skills. BBC podcasts give the students chance to learn their listening skills easily. It is like helping students in matters related to their listening ability. In achieving better listening skills, students really need something like media that they can use easily one of them is BBC podcasts. It helps students with the advantages of the podcast such as a lot of material. This result in line with theory of Borthwick & Corradini (2015) stated that podcasts are like libraries that provide material or resources we need directly to the devices we use.

From the conveniences of the podcast, students get motivation in improving their listening skills. This result is supported by the theory (Sartika, 2020) stated that podcast is media that motivated students listening skill. Podcasts offer a wealth of benefits that can significantly motivate students to enhance their listening skills. By actively engaging with diverse content, students can improve their learning outcomes, communication abilities, and cultural awareness while enjoying an accessible and enjoyable form of media. Encouraging students to incorporate podcasts into their daily routine is an investment that will undoubtedly enrich their personal growth and academic success. Furthermore, podcasts also can improve students' listening skills. BBC podcast is a media used in learning with the expectation will improve students' listening skills (Munawwarah, 2023).

Moreover, when the students want to improve their listening skills, they can memorize some new vocabulary. Students learn vocabulary through podcasts and correct their spelling (Munawwarah, 2023). Therefore, BBC podcasts must be implemented in the classroom to improve students' listening skills. This result supported by theory Powell & Robson, (2014) stated that not only in the online classroom, whether online or offline that podcast is a big potential to use in learning listening, and can also be additional support for learning what students need.

Besides having the perception that the BBC podcast has conveniences and improves students' listening skills, the BBC podcast also presents them with challenges that they have acknowledged and agreed to.

The first challenge is that students need to understand the topic before listening to BBC podcasts. This result had a positive response and is supported with theory by Prokopović (2021) stated that podcasts allow students to more understand many topics. It means the BBC podcast has various topics that the students should understand. To fully grasp the material presented in the BBC podcast, they must possess a certain level of comprehension of the subject matter. Without prior knowledge, students may find it challenging to follow the discussions, understand specialized vocabulary, and contextualize the information being shared. However, this obstacle serves as an opportunity for students to engage in pre-podcast preparation.

On the other hand, students need to habituate listening to British accents and fast pronunciation in BBC podcasts. This result had a positive response from students and in line with theory by Lia (2022) stated that there are several advantages of using BBC podcasts in learning for instance the British accent which is not so difficult to understand. By exposing themselves to this accent through BBC podcasts, students can enhance their listening comprehension skills and become more familiar with the fast pronunciation, intonation, and rhythm of British English.

Furthermore, students should be masters of vocabularies to facilitate in understanding BBC Podcast. It is necessary to handle part of the difficulty in the BBC podcast and most students had positive responses with this. This result supported with theory from Sari & Aminatun (2021) stated that one of the basic problems is the lack of mastery of vocabulary. Additionally, to handle some of the challenges above, students are advised to listen BBC podcasts at least once a day to practice their listening skills. The result has a positive impact

and in line with theory from Wardhana & Muhammad (2021) stated that as we know that listening is difficult but the students want to practice and learn listening a lot until they will not have difficulties. Incorporating BBC podcasts into their daily routine will not only make language learning enjoyable and engaging but also help students progress more rapidly in their listening skills. By actively listening, they can bridge the gap between formal language and real world communication. Over time, they will likely experience increased confidence in their abilities to understand and express themselves fluently in English.

CONCLUSION AND SUGGESTION

The findings and discussion confirm that BBC podcasts play an important role in improving students' listening skills. Students' perceptions of BBC Podcasts describe the following conclusions. Firstly, based on the results of the study, the average student had a positive response about the accessibility of BBC Podcasts so that through this facility students can improve their listening skills. The findings indicate that a significant number of students believe that they utilize BBC podcasts as a resource to improve their listening skills.

Furthermore, the students agreed to implement the BBC Podcast in the learning activity in the classroom.

Furthermore, another positive feedback was given by students toward challenges of using the BBC podcast. Students appreciate all the challenges of improving their listening skills and they have expressed enthusiasm for the wide variety of content that BBC podcasts have to offer. Moreover, the challenges of using BBC podcasts are implemented in the British accent and fast pronunciation. Therefore, students agreed that listening frequency was needed in listening to BBC podcasts more often, at least once a day so that it improved their English skills. Increasing the potential in learning English is certainly accompanied by challenges in learning it, every student is aware of this and accepts the benefits of improving skills in English, because an increase will only be obtained with the difficulties or challenges that

accompany it.

The researcher expected that students have more interest to access BBC podcasts because always available on the internet and can be downloaded whenever and wherever. As lecturers and language facilitators, it is essential to continue integrating this innovative and engaging BBC podcast into the classroom to create a stimulating and effective learning environment. For the next researcher to explore how students actively engage BBC podcasts and whether they utilize supplementary tools like transcripts, or discussion forums to enhance their learning. Moreover, next researchers are expected to add interviews in this study for the accuracy of the data.

REFERENCES

- Ahyani, N., & Wahid, W. (2021). Student's Perception of E-Learning. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 307.
<https://doi.org/10.25273/pe.v11i2.8640>
- Al Qasim, N., & Al Fadda, H. (2013). From Call to Mall: The Effectiveness of Podcast on EFL Higher Education Students' Listening Comprehension. *English Language Teaching*, 6(9), 30–41. <https://doi.org/10.5539/elt.v6n9p30>
- Apriliani, I. D. (2022a). *Students' Perception Towards the Utilization of Podcasts in Gaining*.
- Apriliani, I. D. (2022b). *Students' Perception towards the Utilization of Podcasts in Gaining Listening Comprehension (A Case Study at the First-Year of English Education Department FITK UIN Syarif Hidayatullah Jakarta in Academic Year 2021/2022)*. <https://repository.uinjkt.ac.id/dspace/handle/123456789/66723>
- Aulia Rahman, 140203269. (2022). *Students' Perception On Using Educational Application On Smartphone In Learning English*.
- Azran Azmee. (2022). *The Impact of the Podcast (BBC Sounds) to Raise Metacognitive Awareness in Developing L2 Listening Comprehension among Bangladeshi Undergraduate Learners*.
- Barella, Y., & Linarsih, A. (2020). Extensive Listening Practice in EFL Classroom with Variety of News Websites. *Pedagogy : Journal of English Language Teaching*, 8(1), 43–50. <https://doi.org/10.32332/PEDAGOGY.V8I1.1961>
- Doan, N., Pham, T., Pham, M., & Tran, K. (2018). English as an international language in Viet Nam: history and development.
<https://doi.org/10.1080/13488678.2018.1439324>, 20(2), 106–121.
<https://doi.org/10.1080/13488678.2018.1439324>
- Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, D. W. (2018). *Introduction to Research in Education - Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, David Walker - Google Books*.
[https://books.google.co.id/books?hl=en&lr=&id=4RREDwAAQBAJ&oi=fnd&pg=P1&dq=Ary,+Jacobs,+Sorensen,+%26+Walker+\(2018\),&ots=8m9HEWjwwo&sig=P-yCgRw7edaofyJWNYjJ4HNY5no&redir_esc=y#v=onepage&q=Ary%2C Jacobs%2C Sorensen%2C %26 Walker \(2018\)%2C&f=false](https://books.google.co.id/books?hl=en&lr=&id=4RREDwAAQBAJ&oi=fnd&pg=P1&dq=Ary,+Jacobs,+Sorensen,+%26+Walker+(2018),&ots=8m9HEWjwwo&sig=P-yCgRw7edaofyJWNYjJ4HNY5no&redir_esc=y#v=onepage&q=Ary%2C Jacobs%2C Sorensen%2C %26 Walker (2018)%2C&f=false)
- E. Bruce Goldstein, L. C. (2021). *Sensation and Perception - E. Bruce Goldstein, Laura Cacciamani - Google Books*.
https://books.google.co.id/books?hl=en&lr=&id=PMYpEAAAQBAJ&oi=fnd&pg=P1&dq=Goldstein,+E.+Bruce.+Sensation+and+perception&ots=xP3HFy41Pn&sig=Fp8GVYDOMQ6DJDRDLfJGU4j_HVI&redir_esc=y#v=onepage&q=Goldstein%2C E. Bruce. Sensation and perception&f=false
- Gilakjani, A. P., & Ahmadi, M. R. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*.
<https://doi.org/10.4304/JLTR.2.5.977-98>
- hajar ghadirian, ahmad fauzi mohd ayub, keyvan salehi. (2018). *Students' perceptions of online discussions, participation and e-moderation behaviours in peer-moderated asynchronous online discussions*. <https://sci-hub.se/https://doi.org/10.1080/1475939X.2017.1380695>
- Hasan, M. M., & Hoon, T. B. (2012). ESL LEARNERS' PERCEPTION AND ATTITUDES TOWARDS THE USE OF PODCAST IN DEVELOPING LISTENING SKILLS. *The English Teacher*, XLI(2).
- Hidayatullah Jakarta, S., & Dwi Apriliani, I. (2022). *Students' Perception towards the Utilization of Podcasts in Gaining Listening Comprehension (A Case Study at the First-Year of English Education Department FITK UIN Syarif Hidayatullah Jakarta in Academic Year 2021/2022)*.
<https://repository.uinjkt.ac.id/dspace/handle/123456789/66723>

- K Borthwick, E Corradini, A. D. (2015). 10 years of the LLAS elearning symposium: case studies in good practice. *10 Years of the LLAS Elearning Symposium: Case Studies in Good Practice*. <https://doi.org/10.14705/RPNET.2015.9781908416230>
- Koppelman, H. (2013). Using Podcasts in Distance Education. *International Association for Development of the Information Society*.
- Lia, S. (2022). No Title 2005–2003 ,8.5.2017 ,הארץ, הכי קשה לראות את מה שבאמת לנגד העיניים. <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>
- Man, P., & Sze, M. (2006). Developing Students' Listening and Speaking Skills Through ELT Podcasts. *Education Journal 《教育學報》* , 34(2).
- Martin Spinelli, L. D. (2019). *Podcasting: The Audio Media Revolution - Martin Spinelli, Lance Dann - Google Books*. https://books.google.co.id/books?hl=en&lr=&id=QSR7DwAAQBAJ&oi=fnd&pg=PR3&dq=BBC+podcast+is+the+most+used&ots=F0gs8z5knL&sig=6Lo5CHCvjTRWG1AEyc-rGRuIwOY&redir_esc=y#v=onepage&q=BBC podcast is the most used&f=false
- Masalimova, A. R., Porchesku, G. V., & Liakhnovitch, T. L. (2016). Linguistic Foundation of Foreign Language Listening Comprehension. *International Electronic Journal of Mathematics Education*, 11(1), 123–131. <https://doi.org/10.29333/IEJME/317>
- McCusker, K., & Gunaydin, S. (2015). *Research using qualitative, quantitative or mixed methods and choice based on the research*. *Perfusion*, 30(7), 537–542 | 10.1177/0267659114559116. <https://sci-hub.se/https://doi.org/10.1177/0267659114559116>
- Michele Kehoe. (2013). *Make That Grade Organisational Behaviour - Michele Kehoe - Google Books*. https://books.google.co.id/books?hl=en&lr=&id=ZPT4AwAAQBAJ&oi=fnd&pg=PT9&dq=Kehoe+Michelle.+Make+that+grade+organizational+behaviour&ots=1m4nytr oXt&sig=Jehbqk6KScUDbnwdDhrU7s6feeg&redir_esc=y#v=onepage&q&f=false
- Mihajlov Prokopović, A. (2021). Podcasts and Journalism. *Media Studies and Applied Ethics*, 2(2), 19–31. <https://doi.org/10.46630/msae.2.2021.02>
- Nassaji. (2020). Good qualitative research. *Language Teaching Research*, 24(4), 427–431. <https://doi.org/10.1177/1362168820941288>
- NiMadeWersiMurtini. (2022). *THE USE OF PODCASTS IN TEACHING LISTENING TO ESL STUDENTS | International Journal of Applied Science and Sustainable Development (IJASSD)*. <https://e-journal.unmas.ac.id/index.php/IJASSD/article/view/5347>
- Nurmala sari, S., & Aminatun, D. (2021). STUDENTS' PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 2(1), 16–22. <https://doi.org/10.33365/JELTL.V2I1.757>
- Palenque, S. M. (2016). The Power of Podcasting: Perspectives on Pedagogy. *Journal of Instructional Research*, 5, 4–7. <https://doi.org/10.1080/03043797.2013.786026>
- Powell, L., & Robson, F. (2014). Learner-generated podcasts: a useful approach to assessment? <https://doi.org/10.1080/14703297.2013.796710>, 51(3), 326–337. <https://doi.org/10.1080/14703297.2013.796710>
- Prasetya, Y., & Anggia, H. (2019). An analysis of students' listening comprehension through video-based internet material (BBC) in second grade students of SMAN 4 Bandar Lampung in 2016-2017. *Journal of English Education Studies*, 2(1), 86–94. <https://doi.org/10.30653/005.201921.39>
- Prince, B. F. (2020). Podcasts: The Potential and Possibilities. *Teaching Sociology*, 48(4), 269–271. <https://doi.org/10.1177/0092055X20959837>
- Rachmiati, D. (2021). *The use of British Broadcasting Corporation (BBC) podcast in EFL students' listening skill in IAIN Palangka Raya - Digital Library IAIN Palangka*

- Raya. <http://digilib.iain-palangkaraya.ac.id/4348/>
- Rachmiati, D., Qalyubi, I., & Qamariah, Z. (2021). the Use of British Broadcasting Corporation (Bbc) Podcast in Efl Students' Listening Skill in Iain Palangka Raya. In *PROJECT (Professional Journal of English Education)* (Vol. 4, Issue 4). <https://doi.org/10.22460/project.v4i4.p738-743>
- Rahman, A. R. (2018). *PODCAST EFFECTS ON EFL LEARNERS LISTENING COMPREHENSION*.
- Rauzatul Munawwarah, 180203185. (2023). *Using BBC Podcast In Improving Students' Listening Skills*.
- Rubyansyah, I. (2022). *Proceedings of the Sixth International Conference on Language, Literature ... - Google Books*. [https://books.google.co.id/books?hl=en&lr=&id=EaykEAAAQBAJ&oi=fnd&pg=PA351&dq=Arifin,+Fuady+&+Kuswarno,+2017\)+perception+is+the+ability+of+the+ses+to+translate+stimulus+or+the+process+to+translate+stimulus+into+human+ses&ots=P5Pv4x4Uyk&sig=--L5UXb](https://books.google.co.id/books?hl=en&lr=&id=EaykEAAAQBAJ&oi=fnd&pg=PA351&dq=Arifin,+Fuady+&+Kuswarno,+2017)+perception+is+the+ability+of+the+ses+to+translate+stimulus+or+the+process+to+translate+stimulus+into+human+ses&ots=P5Pv4x4Uyk&sig=--L5UXb)
- Samaneh Abdi, H. M. (2019). *LEARNING ENGLISH LISTENING AND SPEAKING THROUGH BBC VOA PODCASTS: AN APP REVIEW*.
- Sartika, D. (2020). *PODCAST IMPACTS ON STUDENTS' LISTENING SKILL: A CASE STUDY BASED ON STUDENTS' PERCEPTIONS*. 1(4), 891–900. <https://doi.org/10.47492/JIP.V1I4.166>
- Seixas, B. V., Smith, N., & Mitton, C. (2018). The Qualitative Descriptive Approach in International Comparative Studies: Using Online Qualitative Surveys. *International Journal of Health Policy and Management*, 7(9), 778. <https://doi.org/10.15171/IJHPM.2017.142>
- Tyagi, B. (2013). *Listening : An Important Skill and Its Various Aspects*. www.the-criterion.com
- Yessy Yustia Wardhana, R. N. M. (2021). *View of An Investigation of Video and Audio to Improve Students' Motivation in Learning Listening during Online Learning at Ban Pongneeb School, Thailand*. <http://journal.umg.ac.id/index.php/jetlal/article/view/2156/1456>