
The significance of Podcasting for EFL learning

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ABSTRACT

Keywords:

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The use of podcasts as language teaching and learning has obtained more attention today. Podcasts have been used mostly to improve students' listening skill that is proven by numerous studies to determine how podcasts might assist students in improving their listening skills. Whereas, podcasting promotes activities for the students to practice their whole English skills. This is a literature research that provides a review of podcasting to assist EFL learners in mastering English. As many as 20 articles were used as the data sources in arranging this article. The researchers searched the articles using the keywords 'podcast' and 'podcasting'. The difference between this article among previous studies is the focus on the use of podcasting for EFL learnings. The previous studies mostly discussed podcasts and podcasting for improving listening ability. The review found that podcasting is an interesting medium to be used in English learning. However, several challenges arise such as lack of technological competence, lack of vocabulary and grammar, unstable internet connection, and limited facilities. Consequently, it is advised that when using podcasts, teachers give their students appropriate direction on how to maximize their potential.

1. INTRODUCTION

The development of technology has had a significant impact on educational systems all around the world. Technology is now considered a helpful tool for assisting pupils in learning quickly and effectively. The usage of computers, the internet, and educational applications like podcasts are just a few of the technologies that have evolved in the field of education. Teaching English can be more attractive using technology, such as teaching speaking. Fatika & Rahayu (2021) added that teaching speaking is challenging because each student has various levels of ability; the instructor's activities have a wide range of possibilities in the large classroom. When students want to develop their spoken language skills in English for communication, they encounter several challenges, such as unsupportive situations, limited vocabulary, irregular practice, and use of their native language (Winnie et al., 2023).

Language training in the current digital context has undoubtedly been influenced by information and communication technologies. Education resources are available to teachers from a variety of sources. A variety of these resources have recently been developed for language teaching. Podcasting is one of the new distribution methods being studied. Podcasts are digital audio recordings that are created similarly to radio, they are typically exclusively accessible online (Rosell-Aguilar, 2015). Podcasts consist of talks or monologues with a narrator or presenter and cover a variety of subjects, including daily life, academic sports,

music, and politics (Sheylani & Pourhosein, 2021). The term podcasting refers to the availability of audio and video data that can be downloaded from the internet or sent to subscribers' email. These files can be downloaded or read on the computer and put into a portable device, such as an MP3 player for mobile listening (Suvarnaphaet & Suvarnaphaet, 2023). Moreover, Mirza Susani (2021) stated that the name "podcasting" was created from the words "pod" (from the iPod) and "broadcast," which were combined.

Using a podcast app on a smartphone or downloading audio files from the internet are two ways to access podcasts. Podcasts are thought to educate listeners about new topics and expose them to various viewpoints. People are interested in creating their own podcasts, listening to others, and delivering knowledge, commentary, examples, and activities to listeners through podcasts (Fardavoodi et al., 2020). In addition, the podcast is suitable for EFL learners to develop their English abilities. Podcasts can help listeners practice speaking other languages to improve their communication abilities, particularly in terms of pronunciation, intonation, speech patterns, and natural rhythms (Indahsari, 2020). Related to this, podcasts also help the listeners comprehend how to speak in an academic setting using the target language (Yoestara & Putri, 2019).

Speaking is an interactive process that involves giving and receiving spoken information. It is believed that pupils have mastered the ability to speak and write in academically fluent English (Ningrum & Listyani, 2022). The main function of spoken language is in terms of interaction so that we can maintain good relations in social groups (Wati et al. 2023). In speaking, EFL students are expected to focus on their language abilities; spelling, pronunciation, vocabulary, word construction, grammatical structure, sentence structure, and language semantics (Rochma, 2023). Additionally, because listeners can select themes of interest in accordance with their learning goals, podcast media is thought to be an effective tool for helping students develop academic speaking (Alfa, 2020).

Speaking and listening are two activities that are inextricably linked. People must master the art of speaking in order to effectively interact with other people. It is important to teach students on how to listen critically. Being a good listener is essential for developing one's speaking abilities since listening provides useful feedback (Ramli, 2018). To improve, a number of speech elements must be investigated (Rao, 2019). Educators who are keen to instruct the students' speaking is frequently incorporated into lesson plans on how to listen. Students must therefore pick resources that pull from both of them. Particularly, podcasts satisfy both criteria. In agreement with this, Syahabuddin & Rizqa (2021) asserted that podcasts aid pupils in improving their listening skills. This study demonstrates how podcasts can help students improve their English listening skills. Young learners' drive to comprehend hearing information is increased by video podcasts, on the one hand (Student et al., 2021). Additionally, podcasts are crucial for the planning of education. Additionally, podcasts can improve curriculum planning's use of active and blended learning methodologies (Moore, 2022). This is demonstrated by the podcast's promotion of active learning and expression of students' opinions to foster discussion and monolog in the field of education.

Additionally, podcasts have an impact on the students' learning activity. Trigger students' listening comprehension improves as a result of podcasting which increases their motivation to participate in class Mirza Susani (2021). This shows that podcasts can be utilized to motivate students' mental learning in addition to developing their listening skills. Having to do with how students think and behave, the use of podcast technology forces students to develop good study habits. English-speaking language skills can be promoted using podcast

media. Depending on the learning preferences of the students, it serves as an additional reference (Yiemkuntitavorn, 2021). The teacher will next use a suitable learning strategy linked with a podcast to achieve the learning aim and meet the English language learning objectives. Speaking is a way of expressing ideas that have been compiled and developed with the needs of the audience in mind. In daily life, this is the most basic kind of human communication (Bagus et al., 2022). Sadly, not every student has the courage to speak up in class (Ningrum & Listyani, 2022).

However, students claim that a number of issues, such as they are afraid of making mistakes in front of their peers and the audience, less confidence, a lack of ideas, and tough subjects, contribute to their failure to strengthen their oral communication. In order to promote students' efficient communication abilities, teachers frequently place a high emphasis on learning English. Speaking is important for the development of people's interpersonal skills, personalities, and characters (Rao, 2019). Other factors contributing to students' English learning include the low ability in general knowledge, a lack of speaking practice, afraid of making mistakes, a lack of word and grammar practice, less desire, less engagement, a lack of interest in reading, shyness, and a lack of use of dictionaries, trouble pronouncing new words, anxiousness, and intolerance to criticism (Tantri et al., 2023). Therefore, teachers may use a range of media, such as posters and papers, for the final project in EFL class to educate students how to feel at ease and confident in learning English (Tarigan & Listyani, 2021).

This article aims to review articles related to podcasting activity for EFL learning. Mostly, podcasts are used to improve listening skills. However, this paper not only focus on listening skill, but also other skills needed for EFL learning. When the students are able to enlarge their knowledge through listening to podcast, it is expected that they will able to improve their vocabulary as well as their speaking skill. However, students report a number of factors that contribute to their inability to develop their oral communication, including their fear of making mistakes in front of their peers and the audience, a lack of confidence, a lack of ideas, and challenging subjects (Fachriza, 2023).

2. METHOD

In finishing this review, the authors employed keyword search such as: 'podcast' and 'podcasting'. There were 40 articles downloaded from the online database. However, out of the 40 articles obtained, 20 were excluded since they were review, opinion, or editorial papers that were non-empirical papers. Thus, only research studies related to podcast and language learning, were included and reviewed. Additionally, another requirement for the publications' selection is that they must include original and empirical studies. To find out how podcasts used for EFL learning, 20 research publications on the topic were ultimately chosen and reviewed. This review tried to compare all the information acquired from the chosen research studies by employing the continual comparative approach.

To analyze each publication, this review used a grounded approach or constant comparative method. By employing this technique, the coding scheme was inductively developed after reading each publication. The grounded approach specifically includes the following steps: analyzing each individual article, creating different categories, and making comparisons reaching category saturation and achieving categories. A variety of categories for each individual item, evaluating categories, and reaching category saturation. For instance, choosing the first item in the review of papers, reading it, and taking notes on its content helped create a rough category for the study topic. After understanding the first article's theme, the

following piece was read and its theme contrasted with that of the first. The evaluation moved on to the third piece after it was determined that the themes of the first two articles were identical. If not, a different theme was made. Each piece was carefully examined and contrasted with the others. Twenty research articles in all were carefully studied, and the content analysis process involved summarizing the key study results.

3. RESULT AND DISCUSSION

There is an increase of using podcast for language learning. Podcast can be used for learners to provide the real and authentic material (O'Brien & Hegelheimer, 2007). Based on the review of several studies, the researchers limit the study on three important aspects, they are: podcasting for English learning, challenges in teaching EFL, advantages and disadvantages of podcasting.

3.1 PODCASTING FOR ENGLISH LEARNING

The table belows shows the articles about Podcasting for English Learning.

Table 1. The Classification of articles

| Name | Title | Purposes | Type of Research | Instruments | Total respondents |
|---|---|--|--------------------------|--|-------------------|
| Sita Yiemkuntitavor Jareelak Rattanapan | Development of Podcasts to Enhance Foundation English Proficiency of Undergraduates at Sukhothai Thammathirat Open University | 1) develop podcasts to enhance the grasp of Foundation English among undergraduates and 2) examine the learning behavior of the undergraduates in using the podcasts | Research and development | The research tools comprised (1) 8 English language podcast lessons, (2) English grammar exercises in a student's guidebook, (3) an achievement post-test, and (4) a questionnaire on the student's language learning behavior | 30 |
| Aura Lindeberg | Do You Have A Podcast? What broadcasters and newspapers are doing with new forms of audio | It provides deeper insight into the podcast phenomenon by looking into the processes and transformations behind the audio boom, interviewing media professionals to gain their insight into the future of the audio business | Descriptive qualitative | Interview | 8 |

| Name | Title | Purposes | Type of Research | Instruments | Total respondents |
|--|---|--|---------------------------|-------------------------------------|-------------------|
| Olena Davydenko | Using BBC Learning English Podcasts to develop university students' listening skills | Investigating the impact of regular practice of listening to podcasts on the development of listening skills in EFL students. | Action research | Observation, questionnaire, testing | Not given |
| Dyan Indahsari | Using podcasts for EFL students in language learning | The aim of this study is to introduce podcasts as a tool for developing language skill | Review literature | Article analysis | 20 |
| A.S. Dianithi | The Use of Podcast To Improve The Speaking Competency of The Tenth Grade Students of SMA Negeri 1 Amlapura In Academic Year 2015/2016 | The objective of this research was to improve students' English-speaking competency by using podcasts in teaching and learning | Classroom action research | Questionnaire and observation | Not given |
| Fernando Rosell-Aguilar | Podcasting as a language teaching and learning tool | It found positive attitudes from users and improvement in certain skills, mainly those to do with the aural skills that are naturally better served by podcasts as audio resources | Review literature | Article analysis | Not given |
| Hamid Sheylani Bakhsh a , Abbas Pourhosein Gilakjani b * | Investigating the Effect of Podcasting on Iranian Intermediate EFL Learners' Listening Comprehension Skill | This study investigated the possible effect of podcasting on Iranian intermediate EFL learners' listening comprehension skill | Experimental | Pre-test and post-test | 15 |
| Khairiah Syahabuddin (1) , Mulia2), dan Khaira Rizqa (3) | Improving Students' Listening Skills Using Podcasts | The purpose of this study is to discover the use of podcasts in improving students' listening skills. | experimental | Pre-test and post-test | 15 |

| Name | Title | Purposes | Type of Research | Instruments | Total respondents |
|---|--|---|--------------------------|--|-------------------|
| Samad Mirza Suzan | Investigating the Effect of Podcasting on Iranian Senior Undergraduate TEFL Students' Listening Comprehension Improvement & Motivation | It aimed to examine students' motivation towards the use of podcasts as a learning tool | experimental | Pre-test and post-test | Not given |
| Mohsen Fardavoodi, Salah Ismaili Gojar, Morteza Bakhtiarvand, Leila Khedri Lilves | Investigating Effect of Using Educational Podcast on Listening Comprehension of Language Learners | It also aimed to examine students' motivation towards the use of podcasts as a learning tool | semi-experimental design | Pre-test and post-test | 60 |
| Nenna Firmi Fatika , Endang Mastuti Rahayu | Using Podcast Media on Teaching Listening In New Normal Era | The objective of this study was to describe the application of using podcast media on the teaching listening | Qualitative research | observation, questionnaire and interview | 15 |
| Dhea Saragih, Anissa Marpaung , Roselina Purnama Sari Saragih | The Use of Podcast in Improving Students' Listening Skill of Senior High School | It used qualitative research method, where researchers collected data through questionnaires filled by the students and short interviews with students. | Qualitative research | Questionnaire, interview | 32 |
| Amal Ibrahim | The positive impact of using podcasts in education in el baha university college of science and arts elmikhwa branch | This study present the positive impact of podcasts on education in general and to investigate the effect of the use of podcasts in teaching and learning or education | survey | questionnaire | 249 |
| Rahmiyati, Merry Prima Dewi , Eliza | Students' perception on the use of podcast in teaching listening | This research was to find out the students' perception of the use of podcasts in teaching listening | survey | questionnaire | 26 |

| Name | Title | Purposes | Type of Research | Instruments | Total respondents |
|---|--|--|--------------------|-----------------------------|-------------------|
| Amal Ibrahim | The Positive Impact of Using Podcasts in Education in El Baha University College of Science and Arts Elmikhwa Branch | The objective of this article is to present the positive impact of podcasts on education in general and to investigate the effect of the use of podcasts in teaching and learning or education | survey | questionnaire | 249 |
| Sartika Dewi Harahap | Podcast Impacts On Students' Listening Skill: A Case Study Based On Students' Perceptions | The present study was aimed to explore podcast effects on Listening Skill for university students | Case study | Interview and questionnaire | 14 |
| Kataya Mahachanawong Suvarnaphaet and Phisit Suvarnaphaet | Use of Podcasts to Develop Students' Speaking Skills | This study offers suggestions and ideas for using podcasts as authentic material to assist students in improving their speaking abilities. | Review literature | Article analysis | Not given |
| Md. Masudul Hasan & Tan Bee Hoon | Podcast Applications in Language Learning: A Review of Recent Studies | It suggest to use podcasts as authentic material to assist students in improving their speaking abilities. | Review literature | Article analysis | Not given |
| Tasya Wulandari, Nadia Sya'ya | The Effectiveness of Students' Listening Skill By Using Podcast At The Second Grade Of SMK Negeri 6 Balikpapan | The aim of this research was to find out the empirical data which could determine whether there is a significant effect of using podcast on students' listening skill at the second grade of SMK Negeri 6 or not | quasi-experimental | Pre-test and post test | 25 |

| Name | Title | Purposes | Type of Research | Instruments | Total respondents |
|--|---|---|----------------------|---------------------|-------------------|
| Jemily Rime, Chris Pike, Tom Collins | What is a podcast? Considering innovations in podcasting through the six-tensions framework | This essay looks back at what podcasting was (What is a podcast?) and what it is now (Expanding the Boundaries of Podcasting and Table 1), to bring together a set of six-tensions that have been consistent since the medium's inception and reflects on the implementation of this set of tensions as a frame of reflection to bolster innovation in the field. | Literature review | Article analysis | Not given |
| Aries Fachriza | Promoting EASPod Application for Academic Speaking for EFL in Pesantren- based University | This paper systematically reviews the use of podcasts in planning education | Literature review | Essay analysis | 33 |

From the total of 20 articles above, it is found that 5 articles used experimental or quasi-experimental study to analyze the effect of podcast for EFL learning. The remaining articles are case study, descriptive qualitative, literature review, and survey to discuss the use of podcast and students' perception of podcast toward EFL learning. Furthermore, the above table shows that most of the research concern in podcasting have been conducted to link it with listening development. Ten out of twenty research prove that podcasting and the use of podcast during the lesson give significance improvement to the students' listening skill. Meanwhile, three out of twenty research focused on how podcasting affects the speaking skill. The rest of the research described the significance of podcast and podcasting in language development. Hence it gives us another perspective that podcasting recently gained a specific attention to use in language learning. Even though some parties believe that this media is only beneficial for listening comprehension since it deals with audio, however, this media can be applied in all language skills along with its challenge.

English as a foreign language had been taught since primary school till university education. However, it is not guarantee that they will have better understanding of English. The rapid growth of technology enables students to learn English skills from anywhere and anytime. Language learning is a scientific field that can have clear benefits from the integration of podcasts (Panagiotidis, 2021). In the subject of language learning, the focus of listening also lies on form,

through which learners become aware of grammatical, pronunciation, or other features of the language they are learning, in contrast to other disciplines where the value of a podcast is in its content and information (Student et al., 2021). Since integrated language learning applications can be used to supplement and enhance traditional learning experiences like in-person lectures, discussions, and oral activities, they can significantly improve students' overall language proficiency and skills.

Several studies found podcast also beneficial for language knowledge development and the use of idiomatic expression also phrasal verbs (Saragih et al., 2022). The first thing to consider is vocabulary that deals with a group of words, each with a unique meaning and function. Podcast also prove useful in students' vocabulary development. Ibrahim (2022) investigated the effect of podcast to improve students' vocabulary mastery. The content of an idea is described by a specific phrase, which may define anything, action, or thought. The right choice of vocabulary leads a listener to avoid the misinterpretation to what the speaker said. It also indicates a person's capacity to learn a language (Alqahtani, 2015). According to Top et al., (2006) podcasts can be used as an addition to textbook materials, a source of real listening materials, a way for students to learn about particular grammatical constructions or idiomatic expressions, and, in the case of student-produced podcasts, a means for students to converse with one another across international borders.

Another component is grammar, which resembles the stringent enforcement of rules in both spoken and written communication. The organization and connection of words in phrases and sentences is governed by a set of principles known as grammar. Saragih et al., (2022) defines grammar as a set of rules that discuss a structure of language and can be used to connect linguistic components. Linguistics component is essential in writing and speaking mastery. When the linguistic skills are advanced, their writing and speaking ability are also developed. Podcasting somehow help the learner manage their linguistics better since it requires them to choose the right sentence to say to correct audience.

The next component is pronunciation that takes a crucial part of speaking and refers to the process of pronouncing the word accurately. Yoestara & Putri (2019) define pronunciation as the creation of a distinctive sound containing aspiration, voicing, voice setting, intonation, and stress. Since it reveals what is being said, proper pronunciation is crucial in conversation. The listener is likely to misunderstand a term if the speaker pronounces it incorrectly. Thus, pronunciation is the process through which a language generates a recognized and clear lexical term.

Then, by utilizing podcast for EFL learning, another benefit is students also can enhance their fluency. When speaking with others, it's important to be aware of how to convey ideas and to refrain from using "um" and "ah" filler words. Fluency, according to Hughes (2005), is the ability to speak clearly, fluently, and at an appropriate speed without having to think too much. Such outstanding fluency boosts self-assurance while presenting ideas and develops communication abilities. To be recognized as fluent speakers, we must fulfil the requirements set forth by Mirza Susani (2021). As a result, pauses are authorized during key transition moments and may be prolonged but should not be used frequently.

Not only enhancing students' fluency, but also they can improve their accuracy in speaking by podcasting. According to Clark & Rumbold (2006), accuracy has to do with having a deep meaning and message of language, using proper word comprehension, accurate syntax, and avoiding mistakes. Contrarily, genre describes how language is used in a way that is acceptable for a specific speaking engagement's overall framework. Besides, the use of podcast also can enhance students' motivation in EFL. Panagiotidis (2021) concluded that integrating technology into foreign language classes can boost students' motivation and improve their performance.

Yudhiantara & Nasir (2017) also found that involving students in podcast project activities improved their motivation and their higher order thinking in reading, writing, and listening skills. While Baehaqi (2014) stated that applying podcasts in language classes may boost students' interest and engagement.

Both teachers and students must pay close attention to these qualities. Students should be aware of their abilities. Furthermore, in assisting students develop these qualities, authentic content should ideally be provided, some of which could take the shape of well-written English. Therefore, these qualities need to be explicitly emphasized in EFL sessions. Furthermore, when teaching skills to kids, teachers need to take these concerns into account and offer authentic information to help students learn.

3.2 CHALLENGES IN TEACHING EFL

Both beginner and advanced students may have trouble EFL in class. Grammar and vocabulary problems are frequently a problem for beginning students, whereas problems with critical thinking, making connections between ideas, and creating appropriate target language discourse are frequently a problem for advanced students. Students' difficulties in comprehending podcast is they are in non-native class but they have to understand the native voice (Indahsari, 2020). Moreover, the students' comprehension and assimilation of the information are influenced by the duration and speed of the listening materials as well as their lack of focus.

In addition to pedagogical and content comprehension, Shiri (2015) emphasised the necessity to develop technological competences, or the ability to access podcast content and use technology successfully. Through colleague training or teacher preparation programmes (Koehler and Mishra, 2009), instructors can learn how to use technology effectively. Instructors must make sure that students understand how to use podcasts for instruction before enabling them to do so (Abdous et al., 2009; Hasan and Hoon, 2012). Istanto and Indrianti (2011) noted that to fully utilise podcasts as a tool for language acquisition, both teachers and students need to be technologically savvy. Besides, technical issues such as internet connection cannot be neglected. It is because while students need to do podcasting or want to access some topics in podcast but the internet connection is low.

Getie (2020) did a study to pinpoint the three reasons that cause students to be reluctant to practise their English ability in reaction to these worries. The first factor is a cultural factor that affects how students view the target language. The second reason deals with linguistic concerns such verb tenses, word choice, and spelling. The last consideration is social and has to do with students' social communication skills in English, i.e., how much exposure they have had to English. Moreover, the students' troubles in developing vocabularies, students' weak pronunciation, less accurate grammar use, less smooth speech, low of speaking achievement score and motivation also become the challenges in teaching EFL setting (Fachriza, 2023).

In conclusion, the difficulties EFL students have learning English are solely the responsibility of the students and teachers. Therefore, to find a solution, teachers must be able to highlight the key difficulties associated with teaching spoken English lessons. Besides, the teachers also should prepare alternative media in teaching by utilizing podcasts to build students' speaking abilities. It is because podcasts are one of the most effective media for assisting learners with their effort in learning EFL context. The benefits that podcasts provide in teaching and learning activities make them a feasible option. Prior to using this method to teach speaking to EFL students, it is important to address both concerns with teaching speaking to EFL students as well as regularly occurring challenges.

3.3 THE SIGNIFICANCE OF PODCASTING

English communication skills are becoming more and more important in today's globalised environment. There are several resources available to help non-English speakers to learn the language, and one of them is the usage of podcasts. In addition, podcasts have been widely used as the source of learning in academic fields. Podcasts are the compilation of digital audio recordings which are uploaded on the internet, usually in several episodes. They often exist as audio files that have been recorded and posted online for later download and listening (Rosell-Aguilar, 2015). In a similar vein, Berry (2006) referred to podcasting as a method of internet broadcasting that can be used then automatically send digital audio content to mobile devices. According to Rosell-Aguilar (2015), podcasts have given language teachers various teaching tools and give students free, authentic, and accessible resources in environmental surrounding where English is not the primary language. Compared to other media, podcasting can be considered as an alternative media that gives real material that could be used in the educational process. Podcasts can assist students practise listening and hone their public speaking abilities (Bustari et al., 2017). Additionally, Ramli (2018) showed how podcasts can introduce students to a variety of fascinating topics while also delivering a variety of linguistic inputs. Hasan and Hoon's (2012) research found that 87% of students' idea about listening podcasts was a great way to learn English and that they had improved their listening skills.

A variety of speaking performance models, including interviews, dialogues, conversations, and reports, can be found in podcasts. Additionally, as English Language Teaching (ELT) podcasts have become more and more popular and it provides a variety of resources that assist teachers and students enhancing their speaking skills in teaching and learning process (Syofianis et al., 2015). The following are several illustrations of the variety of podcast materials:

1. Comprehensive. This may entail a wide range of content types, such as common listening comprehension exercises, interviews, and vocabulary.
2. The complete semester of classes. One illustration of this kind of podcast includes news articles as part of each episode. The news story's text, a lesson plan, and worksheets are all included with the audio recording. Essentially, they are lessons based on podcasts that educators may utilise right away.
3. Word choice, slang expressions, etc. Due to its simplicity, this kind of podcast is quite well-liked. In this audio format, the host chooses a variety of appropriate vocabulary words and explains how to utilise them.
4. Mandated interactions. These podcasts offer illustrations of native speakers conversing. Each episode comes with a script that students can use as a listening aid for those who are less adept.
5. Comedy. Students are encouraged to pay great attention to how language is used by these podcasts because they contain jokes.
6. Telling stories. Typically, these are told stories that are followed by listening comprehension tests.
7. Classic literature work such as prose and poetry. Using these types of work, students are urged to read the poetry while paying great attention to the declamation.

It is advised that teachers carefully assess which of the topic kinds might work best for developing speaking skills. A transcript and other activities are often included in content that is more effective in helping EFL learners. As a result, teachers can offer audio content focused towards speaking instruction. According to Lord (2008), several academics have noted the advantages that podcasting can offer for language learning. When using podcasts is an option,

teachers can more readily impart accurate knowledge in the classroom (Chung and Kim, 2015). Students gain from podcasts by becoming more familiar with the language and changing their mindset and motivation.

Podcast resources, according to Yoestara and Putri (2019), can boost students' enthusiasm while also fostering bigger independence and self-assurance in speaking in other subject areas. By employing podcasts, it is expected that teachers can increase students' self-confidence and make studying more enjoyable. The reason for this increased self-assurance is that students are better able to understand the rhetoric of a subject through repeated oral presentations and hearings (Samad et al., 2017). Because of their increased comprehension, students perceive the learning process to be more fascinating and interesting. This study therefore proposes that podcasting can aid students in honing their public speaking abilities.

The following arguments have been made by academics in support of using podcasts in language learning classrooms:

1. Cebeci and Tekdal, (2006) argues that podcasting has pedagogical advantages when utilized as an addition to online learning. It makes them familiar with self-learning.
2. Stanley (2006) believes that podcasts help students learn more quickly, easily, and engagingly.
3. Grant and Basye (2014) highlight that personalized learning is essential in gaining the language mastery. Here the students are able to evaluate and enhance their particular skills. Based on their individual needs and learning preferences, it evaluates and develops each learner's talents.
4. Farangi et al., (2015) assert that the intelligible content and interesting activities offered by podcasts can help students learn more since independent listening can improve their pedagogical aspect.
5. Farangi et al. (2015) also urges that podcasting is flexible since it can be done anywhere and anytime. Students can save time, money, and energy by streaming and listening to podcasts at their convenience.

Podcasts are often used in ELT teaching and learning since they can be customized to the needs of various students. Another advantage of podcasting is that it can improve students' independence in learning. By producing their own podcasts behind the scenes, students can sharpen their public speaking skills while avoiding the potential nervousness of speaking in front of an audience (Sayadi and Mashhadi Heidar, 2018). Because it provides advantages, using a podcast to improve a student's speaking ability can be effective and beneficial. Other students believe podcasting to be excessively expensive. Few students, especially in rural locations, own a cell phone, making the usage of podcasts inappropriate under these circumstances.

The application of podcasts in the language learning process has several benefits, as was already said, and it is the duty of teachers to anticipate and address any challenges or negative effects. To improve students' learning experiences, technology must take a variety of aspects into account. If the content is meant to give students access to outdated lecture recordings or course material summaries and syntheses, they should utilize it with caution. Students' learning outcomes may deteriorate if they rely on this type of technology as their main source of knowledge and ideas. In this situation, it is crucial to make sure that students have the study abilities needed to make use of the available resources.

Podcasts give authentic content, foster self-regulation, boost language confidence, and encourage active learning. Podcasts are a fantastic instructional tool for enhancing students' speaking and listening abilities. The use of podcasts and the impact on conventional lectures, like

many other educational innovations, will be affected more by how teachers and students are viewed within the institution than by technological capability. The usage of podcasts in these circumstances will be substantially impacted by the current pedagogy.

4. CONCLUSION

According to studies and literature sources, it has been discussed that podcasts have several benefits in teaching EFL. Podcasting can be used to enlarge students' ability in English skills, not only for listening skill. Students also able to develop their grammar, vocabulary, and speaking mastery using podcast. The urgency of podcasting is also providing an activity for students to be able to improve their English skill as well as using podcast for enhancing their ability. Podcasting enables students to engage with the use of technology while learning English. Thus, students and teachers' competence in utilizing it well is the key. Furthermore, podcasting is also able to improve students' motivation in EFL context since it provides free, authentic, and accessible materials and provides various interesting topics to be learned. However, the issue about the use of technology in podcasting has become one of the challenges. Besides, students often unmotivated and reluctant in performing English skills. The reason is because they lack vocabulary and grammar mastery, shy, weak pronunciation, less accurate grammar use, nervous, etc. The benefits that podcasts provide in teaching and learning activities make them a feasible option. Prior to using this method to teach speaking to EFL students, it is important to address both concerns with teaching speaking to EFL students as well as regularly occurring challenges.

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