A Systematic Literature Review: Podcast as Teaching Media to Improve Listening Skill

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Abstract

Instructional media has essential role for teaching and learning English listening skills. By implementing appropriate media, such as podcasts, into learning process, teachers can raise students' performance and create a more productive learning environment. The increasing amount of empirical research examining podcasts as instructional tools for enhancing listening comprehension has grown intriguing. This research method uses the PRISMA method which consisted three steps: identification, screening and eligibility. This review explored 20 eligible studies and synthesized results related to two keys aspects the implementation of the podcast and the effectiveness of the podcast on listening skill. The result asserted positive findings regarding the utilization of podcast to enhance students' listening skill. Podcast was implemented in different education levels across the countrie and regions. All included studies reported that podcast was effective to increase students' listening skill. The findings of this review contribute to create effective teaching media and gain better learning outcome.

INTRODUCTION

Listening is considered the most essential skill because it is the first action that learners do to acquire a language. According to (Oxford 2019) if the students are unable to comprehend the lesson, no teaching and learning can take place. As a result, acquiring the ability to listen is necessary to learn a foreign language, and developing listening skills is necessary for students to gain the learning goal. Nevertheless, students often have difficulty in learning listening skills because they don't get enough practice. Some students find that it is challenging to acquire listening skills. (Renandya 2012) stated that the students are not able to hear the English text effectively in class. It is recommended that teachers regularly assign listening comprehension exercises to their students, such as summarizing the listening audio or providing questions. As a result, the teacher needs to use teaching media that allows students to regularly practice and expand their listening skills.

Media applications that enhance learning activities and assist students in reaching their academic objectives are now included in instructional technology. Media is also regarded an instructive system in teaching and

learning process (Farhati 2011). It is provided to aid the teacher in meeting the learning objectives. When an application is used to integrate technology into learning process, the students not only rely the learning in classroom but also out of the classroom. Technology helps the EFL students to obtain and utilize the foreign language materials easily and makes the learning process more purposeful by personal engagement (Agca and Özdemir 2013). A learning-based class is not as practical as a technology-enhanced learning environment. According to (Kukulska-Hulme 2009) language learning has transformed into a more adaptable and cost-effective format that is not constrained by physical location or time. It can be concluded that in order to help learners train and enhance their listening skills, practical media must be used.

Furthermore, one of the technologies that can be utilized as a benefical media to teach and improve students' listening skill is podcasts. According to (McKinney and Page 2009) podcast video is another Web 2.0 tool that assists the students to increase their ability of listening comprehension and decrease discomfort in listening practice because it serves a classroom environment and its educational contents are benefical source for developing students listening skill, especially when they did extensive listening out of the classroom. In addition, The easiness of podcast enable the users to download audio file automatically and they can listen to it at their leisure (Syahabuddin and Rizqa 2021) In summary, Teachers can gain benefit greatly from podcasts when teaching listening skills related to the lesson and skill level of their students, teachers can also select and use the exact audio files.

Moreover, podcasts serve as a real-life learning and listening practice that benefits language learners of all levels (Constantine 2007). Overall listening and exposure to a new language are advantageous for beginners. Intermediate students have access to real educational resources and are able to listen from a variety of voices. Advanced students can select particular broadcasts according to their requirements and preferences. Podcast can support improving students' listening skill (Indahsari 2020). By downloading audio podcasts for easy listening outside of the classroom or by listening to them online, students can get practice listening independently. Listening to podcasts is highly beneficial for extensive foreign language listening practice. In addition, the prior review study about teaching media to improve listening skill was conducted by (Khasanah 2022). She investigated the effectiveness of using video-based learning in the classroom in teaching listening skill and there were only five articles remaining. The majority of the articles asserted that video were effective to increase students' listening skill. Yet, another innovation in utilizing teaching medias, especially podcast to teach listening skill was really hoped to be investigated for future studies.

Based on the explanation above, the current review attempts to retrieve and sort out the related studies result of the podcast as teaching media to improve listening skill. In conducting a systematic literature review, the research questions has significant role in determining the search strategy, data

extraction, and analysis. The research questions of this study: what are the characteristics of studies on podcast as teaching media to improve students' listening skill; how is teaching and learning process by utilizing podcast as teaching media to enhance learners' listening skill; how effective is podcast as teaching media to enhance learners' listening skill.

RESEARCH METHODOLOGY

The method of the study was systematic literature review (SLR). To carry out a systematic literature review, the researcher applied the updated Preferred Reporting Items for Systematic Reviews (PRISMA) (2020) guidelines which consist of three steps: identification (systematically searching for literature); screening (selecting or filtering articles regarded compatible with the researcher's title); eligibility (analyzing articles that have been selected or included).

Database/Source

The researcher used Connectedpaper, Eric, and Harzing as database in this study.

Table 2.1. Literature Search Formula

Database	Search String
Connectedpaper	Keyword: ("podcast" OR "podcast video") AND ("media" OR "teaching media") AND ("improving listening skill" OR "improving listening ability")
Eric	Keyword: ("podcast" OR "podcast video") AND ("media" OR "teaching media") AND ("improving listening skill" OR "improving listening ability")
Harzing	Keyword: ("podcast" OR "podcast video") AND ("media" OR "teaching media") AND ("improving listening skill" OR "improving listening ability")

The researcher used several criterias in selecting articles that were searched, namely inclusion criteria and exclusion criteria. Inclusion criteria are the articles which were in accordance with the title or purpose of the research conducted such as: the articles were published between 2020 – 2023; the articles were empirical study, the study investigated and examined the implementation of the podcast; the study focused on English listening skill; the results of the

study based on test; the articles were written in English. The exclusion criteria was out of the inclusion criteria.

Systematic Review Process

The review process consists of several stages, namely identification, screening, and eligibility. The following is the systematic literature review selection flow.
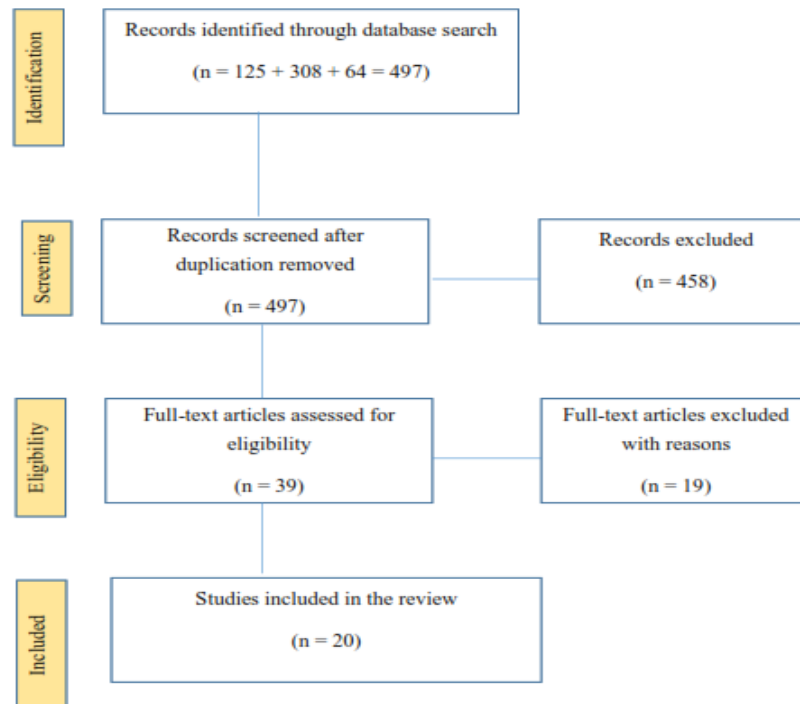
The first step involved identifying keywords for the search process. The similar keywords related to the implementation of podcast to enhance students' listening skill were used in table 1. The keywords were consulted and validated by the lecturer before proceeding the searhing process. In this study, the search series used in the systematic review process utilized databases such as Connectedpaper, Eric, and Harzing. The second step was the screening stage. At this step, a total of 458 out of 497 articles eligible for review were removed due to inclusion and exclusion criteria. First, regarding the type of literature, only journal or journal articles were selected. This indicates that review articles, book series, and books were excluded. Secondly, in terms of time, a period of 3 years (between 2020 - 2023) was selected as it was considered sufficient time to focus on the utilization of podcast to increase students' listening skill. In addition, systematic review focused on English listening skill, the article was witten in English, and the results of the studies based on test. If the articles did not consist of the inclusion critera, those articles were effectively excluded.

Further steps was eligibility where the full article was accessed. Several criteria of eligibility and exclusion were determined for this review. After checking carefully, 19 articles were excluded as they were not relevant in content (Enlish listening skill), data collection technique (test), and empirical study. The final stage resulted in a total of 20 articles being selected and used

for in-depth analysis. The remaining articles were assessed and analyzed. Careful and concentrated effort and attention were devoted to specific studies that addressed the formulated research questions. Data was extracted by reading the abstract first, and then followed by the full article (in-depth).

RESULT AND DISCUSSION
Result

The researcher presents the findings of the systematic literature review in line with the three research questions. The first research question is the characteristic of the included articles which is described initially. Afterward, the implementation of the podcast as teaching media will be reported secondly. At last, the effectiveness of the podcast in enhancing students' listening skill is presented.

RQ1 – What are the characteristics of studies on podcast as teaching media to improve students' listening skill?

A summary of the fundamental data from the twenty included articles was served in table 1. The research context, research design, sample size, and data collection method for the implementation of podcast as teaching media to improve students' listening skill were summarized in the table. The publication years of included studies ranged from 2020 through 2023. The studies that were included in the review were carried out in 8 different countries/regions. Indonesia was the most dominant *(N = 12)*, it was followed by Vietnam *(N = 2)*, Turkey *(N = 1)*, Malaysia *(N = 1)*, Iran *(N = 1)*, Mesir *(N = 1)*, Ecuador *(N = 1)*, and Thailand *(N = 1)*. All included studies focus on English listening skill and they was conducted in different education levels. The most studies were carried out in higher education *(N = 9)*, the second most amount of the studies were conducted in senior high shool *(N = 6)*, other included studies were held in junior high school *(N = 3)*, primary year 4 *(N = 1)*, and private language institute with age ranged from 15 – 30 year *(N = 1)*.

The twenty included studies used different research designs such as quasi-experimental *(N = 7)*, experimental *(N = 7)*, mixed *(N = 2)*, action research *(N = 2)*, quantitative *(N = 1)*, and qualitative *(N = 1)*. To get the data, the included studies used various instruments. The most data collection techniques used were test *(N = 20)*. There were several types of tests which were used in included studies. There were *(N = 18)* included studies using pre-test and post-test for all students. The pre-test was carried out to know the students' listening ability before giving the treatment. It was provided before the implementation of the podcast in teaching and learning process, while the post-test was applied to know whether podcast had a positive effect on the learners' listening ability. It was provided at the last meeting after giving treatment to the students. Different test was applied by (No et al. n.d.). They used an intelligence test to collect the data of the students' intelligence and a multiple choice test to collect

the data of the learners' listening comprehension which were applied after giving the treatment.

Another test was used by (Damayanti and Hadi 2022) They used test in different time. They applied test in the last meeting only. The first test was in cycle 1 to check weather podcast can improve students' skill. The test in cycle 1 had showen that the students' listening ability was low. They continued the teaching and learning process and at the end of the cycle 2, they applied the second test to know the students' listening skill improvement. In addition, some included studies not only apply a test but also use a questionnaire *(N = 7)*, an interview *(N = 4)*, and an obvervation *(N = 4)* to collect the data. Both questionnaire and interview were conducted to gain students' perception related to their experiences, perspectives, and attitudes on learning listening through podcast, while observation was carried out to investigate the utilization of the podcast as teaching media to increase learners' listening skill.

Table 3.1. Overview of Studies Included in This systematic Reviw

| No. | Author (s) | Year | Context | | Subject | Reseach Design | Sample size | Data collection method |
			Country / Region	Education sector				
1	Nawir	2020	Indonesia	College	English	Quasi – Experimental	40	Test & Questionnaire
2	Gonulal	2020	Turkey	College	English	Mixed	49	Test & Questionnaire
3	Fachriza	2020	Indonesia	College	English	Quasi – Experimental	44	Test
4	Syahabuddin, Mulia, & Rizqa	2021	Indonesia	College	English	Quantitative	15	Test
5	Hoan and Cuc	2021	Vietnam	College	English	Experimental	12	Test & Questionnaire
6	Camelia, Aditya, & Ridwan	2021	Indonesia	Senior high school	English	Experimental	35	Test
7	Yaacob, Amir, & Asraf	2021	Malaysia	Primary year 4	English	Action Research	40	Test, Observation, & Interview
8	Bakhsh & Gilakjani	2021	Iran	Private Language Institute	English	Quasi – Experimental	70	Test
9	Rahayuningsih, Rosalinah, & Subroto	2021	Indonesia	Junior high school	English	Qualitative	25	Observation, Interview, & Test

10	Wulandari & Sya'ya	2021	Indonesia	Senior high school	English	Quasi – Experimental	50	Test
11	Salsabila, Irianti, & Thoyyibah	2021	Indonesia	Senior high school	English	Mixed	20	Test & Questionnaire
12	Sabrila & Apoko	2022	Indonesia	Senior high school	English	Experimental	33	Test
13	Tania & Jein	2022	Indonesia	Senior high school	English	Experimental	8	Observation & Test
14	Nisa, Izzah, & Hadi	2022	Indonesia	Junior high school	English	Experimental	25	Test
15	Nofiyandi, Kholid, & Dalimunthe	2022	Indonesia	Senior high school	English	Experimental	38	Test
16	Damayanti & Hadi	2022	Indonesia	Junior high school	English	Classroom Action Research	8th grade students	Test, Observation, & Interview
17	Thy	2023	Vietnam	College	English	Quasi - Experimental	60	Test & Questionnaire
18	Attia, Ibrahim, & Abd Allah	2023	Mesir	College	English	Quasi - Experimental	60	Test
19	Picazo & Touzard	2023	Ecuador	College	English	Quasi - Experimental	50	Test , Interview & Questionnaire
20	Rmelah & Pornwiriyakit	2023	Thailand	College	English	Experimental	41	Test & Questionnaire

RQ2 – How is teaching and learning process by using podcast as teaching media to improve students' listening skill done?

To answer the second resarch question, the researcher investigate the included studies to the implementating steps of the podcast as teaching media. Through reading in depth, the researcher found several differents implementating steps of using podcast. The most included studies *(N = 19)* divided the students to be two groups namely experimental group and control group. The two classes have different learning process. The experimental class got the treatment by utilizing of Podcasts in learning process, while the control class was taught without podcast, in other words, the students were taught by the traditional or usual methods as the teacher used to teach listening skill. The treatment was given several times by the researchers. After giving the treatment, the post-test was conducted to know students' listening improvement after the treatment period and to measure the effectiveness of utilizing podcast on students' listening skill.

Another included study *(N = 1)* had different learning process by implementing podcast. All the learners were encouraged to use Podcast. The treatment was carried out in 2 cycles. In the first cycle, the researcher and the teacher collaborated to work together and explained podcasts as an application that enable to be applied during learning, especially to enhance learners' listening ability. The teacher went to the next steps, that was to encourage learners by teaching them to utilize podcast and guiding the students to choose the suitable content related to the lesson. At the end of the learning process in

the first cycle, they give the test to the students. If students' listening scores were low, they would conduct the second cycle until they found an improvement of the students' listening skill through podcast as teaching media.

RQ3 – How effective is podcast as teaching media to improve students' listening skill?

The review of the includied studies revealed that podcast could be carried out for several education levels and it was effective to improve students' listening skill. 12 out of 20 included studies used podcast as teaching media to improve students' listening skill in college education level (e.g., 1, 2, 3, 4, 5, 17, 18, 19, 20), As in the results, the average of the learners' listening improvement scores of post-test were significantly higher than the pre-test. It could be concluded that the utilization of podcast had positive effect in teaching listening skill. Other six included studies (6, 10, 11, 12, 13, 15) conducted the teaching and learning listening skill through podcast in senior high school level. The finding had showed that podcast as teaching media was effective and improving students' listening ability could be supported with podcast. Thus, it was recomended to be utilized in teaching listening skill.

Futhermore, three included studies (9, 14, 16) applied the podcast in teaching listening skill. The finding showed that learning process through podcast as media generated positive significant impact on listening ability among junior high school level. Another finding of the included study (7) which was done in primary year 4 level had indicated that podcast was declared as an effective media to teach and enhance listening comprehension among younger students who had little English proficiency. Podcast not only edvanced the learners' ability, but also developed their collaboration and team spirit. In addition, included study (8) utilized podcast to teach listening skill for intermediate level in a private language institute. The students' average age were 15 to 30 years old. Many of the podcast exercises pushed students to develop their listening skills and be more imaginative. Moreover, the goal of implementing podcasts as a teaching and learning tool was to give students a visually appealing and engaging environment while supporting their development of listening comprehension skills. In other words, podcast had significant effect to make students' listening ability increased.

Discussion

This sytematic literature review investigated the utilization of podcast as teaching media to enhance listening skill. This section included detailed discussions about the result of 20 empirical studies which were synthesized based on three research questions.

RQ1 – What are the characteristics of studies on podcast as teaching media to improve students' listening skill?

The included studies were conducted in different years and countries (Gonulal 2020), they found that podcast was effective to improve students skill year by year and in different countries. Sze (2006) mantioned that English as a foreign language (EFL) teachers have long used podcasts as a platform popularly for presenting and imparting their instructional materials with students worldwide. Moreover, (Ducate and Lomicka 2009) argue that the ease and simplicity of this audio (video) technology can be created, edited, published, distributed, and downloaded is what has made it so well-known. Thus, podcast is gaining popularity as a resource for students to approach and learn and podcasts have been shown to be an effective teaching and learning media due to its ease to use. In addition, podcast could be carried out to improve students' listening skill across all education levels. The includied studies (Fachriza 2020) revealed that podcast had positive impact for several education levels such as college, senoir high school, private language intitute, and junior high school level. (Constantine 2007) emphasizes how podcasts are a useful tool for language learners of all levels of proficiency because they provide real-world practice in listening and learning. In sum, podcasts improve learners' listening skills on a number of levels.

In addition, several reseach designs were utilized by the researchers to conduct the study. The most number of research designs of the includied studies used experimental research which consisted an intervention and control group (Nawir 2020) utilized quasi-experimental. The researchers applied quasi-experimental because the researchers did not assign the subjects of the research randomly to be the treatments groups. Ary et al. (2010) mentioned that a quasi-experiment is a design in which the researchers can manage the treatment but cannot assign the treatment subject at random. Because the participants in the studies were in groups, it was appropriate for the topic of the studies. (Tania & Jein, 2022; Rmelah & Pornwiriyakit, 2023) they used experimental design and other included studies (e.g. Gonulal, 2020; Syahabuddin et al., 2021; Salsabila et al., 2021) conducted the research by dividing the sucjects of the research into intervention group and control group. The intervention group (also called the experimental group) accepted the treatment whose effect the researcher was interested in, while the control group had no treatment. According to Ary et al. (2010) the general strategy for conducting a study with an active independent variable was known as experimental research. By comparing the outcomes of different experiment groups, the goal of experimental research was to examine the relationship or influence between a free variable and a tied variable. The result could be concluded more accurately as it could contrast the two results of before and after the treatment (Creswell, 2012). The experimental and control groups were stipulated to whole groups by the researcher, who also conducted treatment activities with the experimental group exclusively and administered a

pre-test to both groups before administering a post-test to evaluate distinction of the two groups.

Furthermore, other two included studies (Yaacob et al., 2021; Damayanti & Hadi, 2022) utilized action research as the research design. Action research is a good fit for educational research because it collects data related to current issues and programs in education, analyzes the evidence, creates an intervention to address the issues, collects changes after re-planning if needed, and draws conclusions from the results of the analysis. According to Burns (2009), the synthesis and integration of the two types of activities: action and research are known as action research. The activity occurs within an ongoing social process in a particular social setting, such as a classroom, a school, or an entire organization. Generally, it entails innovations and interventions into such approaches to bring about improvement and change. A design for action research that combines conducting research and acting simultaneously by reflecting on one's own practices (Creswell, 2012). In addition, the qualitative design was carried out in included study (Rahayuningsih et al., 2021). Since the process of retrieving data takes place in the form of words and language and requires interpretation, the qualitative approach is employed. As stated by Swetnam (2009) that this study focuses on qualities, observations, and descriptions. Besides, to grasp ideas, opinions, or experiences, qualitative research requires collecting and evaluating non-numerical data. It was able to be implemented to get in-depth insights into an issue or yield new ideas for research.

Moreover, the review revealed that all included studies (e.g. Fachriza, 2020; Bakhsh & Gilakjani, 2021; Nisa et al., 2022; Attia et al., 2023) applied a test to collect the data. Test is a tool to measure how effective teaching and learning process and to know students' achievement. Tritschler (2000) explained a test is defined as applying a certain instrument to get data from learners and use it as the fundamental for evaluating or producing judgments of certain abilities, knowledge, and values. The included studies carried out pre-test and post-test. A pre-test was an assessment which provided for students before they underwent the treatment, while a post-test was an assessment to measure students' improvement which served for them after they had got treatment as part of the study. Other three instruments ussed to collect the data were questionnaire, interview, and observation in included studies (e.g. Gonulal, 2020; Hoan & Cuc, 2021; Tania & Jein, 2022; Picazo & Touzard, 2023). The instruments have the main role in conducting study. Sugiyono (2014) states that an instrument was a tool used in research to measure a variable. This indicates that the use of an instrument was crucial to the proper collection of data during research. There was any tool that researchers used to collect, measure, and analyze data was referred to as a research instrument. The data was a source from participants included in the research experiment and focused on the topic.

RQ2 – How is teaching and learning process by using podcast as teaching media to improve students' listening skill done?

The largest number of included studies reported that the teaching and learning process were held in two different classes namely experimental class and control class (e.g. Nawir, 2020; Syahabuddin et al., 2021; Nofiyandi et al., 2022; Thy, 2023). The researchers divided the participants into two groups to know whether any different learning achievement between the two groups. Creswell (2012) asserts that by comparing the two outcomes from before and after the treatment, a more accurate conclusion can be reached. All of the participating students took a pre-test to gauge their level of listening proficiency before being split into control and experimental groups. In order to guarantee homogeneity and similarity between the two groups prior to the intervention, this was done, resulting in students in the control and experimental groups are having the same level of education. For a period of time, the students in control group were taught by employing the conventional method, while the students as experimental group were taught by implementing the podcast (the intervention). According to Cohen et al. (2007) testing the effects of a treatment or intervention on an outcome while accounting for any other variables that might have an impact on that outcome is the goal of experiment research. A test was given for the pupils to gauge their level of achievement. According to Ary et al. (2010) a test consists of a series of stimuli given to a person with the goal of eliciting responses that will allow a score to be assigned. After the intervention was completed, the post-test was carried out to measure the learners' attainment. Then a comparison between the pre-test and post-test scores was done to assess the effectiveness of the intervention.

In contrast, one out of twenty included studies had different way in implementing podcast as teaching media to increase learners' listening skill (Damayanti & Hadi, 2022). The study was classroom action research which was held in 2 cycles. Garpersz and Uktolseja (2020) mentioned that classroom action research (CAR) is reflective research in which specific actions are taken to enhance professional learning practices in the classroom. It was crucial to educational research because it establishes the quality of research findings. The goal of classroom action research is to assist teachers in improving student learning by identifying the most effective practices in their own classrooms. There were several ways to enlarge teaching knowledge. While some teachers engage in formal empirical research on teaching and learning, many teachers engage in personal reflection on their teaching. The aim of classroom action research was to advance teachers' own teaching in their own classroom. The researchers used a test to know whether podcast was effective to enhance learners' listening skill.

RQ3 – How effective is podcast as teaching media to improve students' listening skill?

There are positive impact regarding the use of podcast as teaching media to improve students' listeng skill across several distinct education levels. Constantine (2007) highlights that podcasts serve as a real-life learning and listening practice that benefits language learners of all levels. Moreover, podcast is easy to use for practicing and imroving listening ability. According to Dennett et al. (2008) audio podcasts were the majority of popular source because they were free and easy. The finding of the includied studies shown that podcast was effective to improve students' listening ability for college level (e.g. Gonulal, 2020; Syahabuddin et al., 2021; Thy, 2023). They claimed that the podcast offered an e-learning combination of audio, video, and text files that instantly replaced the use of language laboratories, radio cassettes, DVDs, and compact discs, all of which are typically used in traditional language classrooms. Because podcasts led the nature of the language into the classroom, they not only expose students to kinds of language inputs but also have the potential to stimulate their language proficiency. According to Clark et al. (2009), focusing on the pedagogical design of podcasts rather than just repeating lecture content is necessary to maximize the potential benefits of podcasting in higher education because it was crucial to give students a platform to express themselves. As a result, it was believed that using podcasts in conjunction with a blended learning strategy that encourages students to create their own recordings will be most effective. In relation, Lawlor & Donnelly (2010) stated that podcasts helped students increase their vocabulary, enhance their listening skills, and advance their language proficiency. The correct selection of podcasts that pointed appropriate for the learners' level was thought to improve the learners' listening skills primarily for language comprehension (Layli, Rofi'ah, and Makrifah 2024).

Furthermore, other included studies revealed that senior high school students could increase their listening ability through podcast (Camelia et al., 2021; Salsabila et al., 2021, Sabrila & Apoko, 2022; Tania & Jein, 2022). Moreover, Li (2010) asserted that all the participants ensured that they relished to listen to podcasts. Besides, students strongly agree that podcasts were able to utilize easily. To sum up, an interest was an engaged mindset that was constantly focused on a purpose and an object. It could be a positive attitude on something we truly enjoy and find appealing, or it could be an attitude that consistently guides one's attention when selecting an intriguing object. According to Shekhar (2012), an interest is when someone is involved in something or an activity that they enjoy. Based on the explanation above, we could conclude that interest was a positive attitude toward something one truly likes and enjoys, coupled with a desire to know more or learn about it. In this study, an interest points to the feeling and attitude of the learners on podcast in improving listening skill.

In addition, reasons for those positive results involve the fact that podcasts offer an enticing opportunity to expose students in all education levels. It served original conversations that could assist to advance their listening ability and vocabulary acquisition. The included studies used podcast as teaching media to improve students' listening skill in different education levels. Rahayuningsih et al. (2021) carried out the reseach about the use of podcast and they found that podcast had positive significant effect on listening ability among junior high school level. Yaacob et al. (2021) implemented podcast to improve students' listening skill in Primary year 4 levels. They asserted that podcast was effective teaching media to increase young learners' listening ability.

Another included study was from Bakhsh & Gilakjani (2021). They conducted a research in Private Language Institute and students' average age were 15 to 30 years old. They affirmed that podcast provided many exercises that boosted students to develop their listening skill and could be more imaginative. With regards to the third question, whether podcasts was effective, the results recommend that podcasts can increase learners' listening skill well than conventional classroom instruction. These findings are in compatibility with previous studies, which found significative differences in learners' improvement when they were exposed to podcasts (Lu, 2007; Anusiene & Kavaliauskiene, 2009) for listening skill. In brief, the students enable to optimize podcasts in their learning effectively because they could download easily and play on their mobiles. Also, podcasts had value to them, as the content related to their learning level.

CONCLUSION

This review revealed two aspects: the implementation of the podcast and the effectiveness of the podcast on listening skill. First, it presented the used of podcast. Podcast was used in different ways. The most number of the implementation was experimental which meant the studies consisted two groups. One received a treatment by using podcast and another did not get it. The different implementation of the podacst was found in included studies. One of them used podcast in two cycles. Both cycles had the same teaching steps but had diffirent outcome. Moreover, the review gained positive impact of podcast as teaching media to improve students' listening skill. In brief, podcast was effective to angage the students in listening practice and to nhance students' listening ability.

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AUTHOR CONTRIBUTION STATEMENT

IW contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript. SW contrubuted to give guidance, correction, and suggestion

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