

## **UNDERSTANDING EFL STUDENTS' USE OF ENGLISH PODCASTS FOR LISTENING SKILL DEVELOPMENT**

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### **ABSTRACT**

This study investigates how EFL students use English podcasts and their perceptions of the impact of using podcasts in developing their listening skills. By using a qualitative descriptive approach, data were collected through semi-structured interviews, observations, and documentation with five students of the English Education Department at Zainul Hasan Genggong Islamic university, Probolinggo. The findings reveal that students used English podcasts as a flexible learning medium to practice listening anytime and anywhere. Students engaged in several listening activities, such as replaying the audio, focusing on difficult parts, and selecting podcast topics based on their interests. Students viewed English podcasts as an effective learning medium to support listening practice, increase motivation, and help them become more familiar with spoken English. The benefits of using English podcasts include improving listening comprehension, increasing learning motivation, providing opportunities for repeated listening practice, and helping students become more accustomed to authentic English pronunciation and expressions. Thus, it can be concluded that English podcasts serve as an effective medium to support the development of EFL students' listening skills through exposure to authentic spoken English.

*Keywords: EFL students, English Podcasts, Listening skills*

## INTRODUCTION

Listening is one of the important skills in learning a language, especially in learning English as a foreign language (Ali, 2022). Listening is one of the important skills that can support students in developing their language learning and communication ability (Ivan & Indah, 2021). Listening refers to the ability to understand spoken language and interpret the meaning of what is heard (S. Wahyuni et al., 2023). Listening requires learners to actively process and understand spoken language in order to achieve effective communication. Through listening, learners can recognize sounds, understand words and sentences, and connect the information they hear with their prior knowledge (Nazarieh et al., 2022). In language learning, listening helps learners become familiar with how words are pronounced and how ideas are expressed in spoken communication (Pavlovskaya et al., 2022). Therefore, listening plays an essential role in helping learners understand messages and participate in communication effectively.

Listening is also essential in daily communication because people spend a large portion of their time listening to others (Kluger & Itzchakov, 2022). Through listening, individuals receive information, understand messages, and respond appropriately in conversations (Weinstein et al., 2022). Listening ability is essential for understanding messages and responding appropriately in communication (Jannah et al., 2024). In educational settings, listening activities are also very important because students are expected to understand explanations, instructions, and discussions delivered by teachers or other speakers (Movva et al., 2022). When students practice listening regularly, they can develop better comprehension and improve their ability to process spoken information (Fadillah & Rosalina, 2023). As a result, listening skills can help students understand learning materials more effectively and participate actively in classroom activities.

In the context of learning English as a foreign language (EFL), listening plays a fundamental role in language development (Li, 2023). Through listening, learners become more familiar with English pronunciation, vocabulary, and sentence structures used in spoken communication (Robert & Meenakshi, 2022). Listening also supports the development of other language skills such as speaking, reading, and writing (Fenuku, 2024). Listening is a fundamental skill that supports the development of other language abilities and plays a crucial role in communication (Wusqo et al., 2024). Nevertheless, many students still face challenges in listening comprehension. This issue often arises due to a lack of exposure to authentic English audio materials. Additionally, unfamiliar pronunciation, variations in accents, and natural speaking speed often make it difficult for students to grasp the content of spoken English.

Digital media plays an important role in language learning as it can enhance students' abilities and support the learning process (Jailani et al., 2024). To help students overcome these challenges, the use of technology in language learning has become increasingly important. Technology offers a variety of learning resources that enable students to practice their listening skills, both in and out of the classroom (Maulina et al., 2022). One example of a technological medium that can be utilized in language learning is the podcast (Aprianto, 2024). Podcasts are digital audio programs that discuss various topics and can be accessed through platforms such as Spotify, YouTube, or other online applications (Guerra, 2024). By using mobile phones, laptops, or computers, students can easily access podcasts and listen to English audio materials anytime and anywhere (Andrea & Andrea, 2023).

Podcasts provide several benefits for language learners (Ramirez, 2024). They offer authentic listening materials that expose students to natural pronunciation, intonation, and expressions used in real-life communication (Nuralisa et al., 2025). In addition, podcasts allow learners to choose topics that match their interests, such as education, daily life, culture, or entertainment (Insani, 2022). This flexibility can make the learning process more engaging and enjoyable for students (Qorib, 2024). By listening to podcasts regularly, students can gradually improve their listening comprehension and become more familiar with spoken English in everyday situations (Partiwi, 2022). Therefore, podcasts serve as a practical and effective tool for honing listening skills within a more flexible, student-centered learning environment (Islam & Rizqiyah, 2025).

Considering the accessibility and flexibility of podcasts, it is important to understand how students use this medium to support their listening skill development. Podcasts can also be used as a form of independent learning because students can decide when, where, and how often they want to practice listening (Andini & Burhanuddin, 2022). Some students may listen to English podcasts regularly in their daily activities, such as during their free time, while traveling, or while doing other activities (Selviani & Ardiana, 2025). Through this habit, they are gradually exposed to English pronunciation, vocabulary, and expressions used in real communication (Irawan, 2023). Meanwhile, other students may listen to podcasts only occasionally or focus on understanding the general ideas of the audio (Trisnolya, 2023). These different listening habits may influence how students develop their listening skills over time (Widyaningtyas & Pratolo, 2024).

There are several related studies that examine the use of podcasts as a medium for improving students' listening skills in English language learning. The first study was conducted by Pratiwi (2024), who concluded that the use of podcasts in listening lessons can improve students' listening comprehension and support independent learning. The second study was conducted by Kamilia et al.

(2024) which indicated that podcasts can help students understand listening materials better and increase their motivation in learning English because the materials can be accessed easily and flexibly. The third study was conducted by Julia & Arifani (2025) who investigated students' perceptions of using English podcasts to enhance listening skills and found that podcasts help students become more familiar with English pronunciation and vocabulary while also increasing their interest and engagement in listening activities.

Based on the findings of previous studies, it can be concluded that the use of podcasts is a suitable and effective medium for improving students' listening skills. However, this study has both similarities and differences compared to the previous studies mentioned above. This study and the previous studies share similarities in focusing on the use of podcasts as a medium to enhance English listening skills and in targeting students within formal educational settings. In contrast, the main difference lies in the focus and research approach employed. This study adopts a qualitative approach, emphasizing students' experiences, listening habits, and perceptions when engaging with English podcasts in a more in-depth manner. Although some previous studies have also examined students' perceptions, they generally employed quantitative approaches using questionnaires and statistical analysis, and focused more on measuring the effectiveness of podcast use and the types of podcasts in improving listening comprehension and learning motivation. In addition, this study differs in terms of subject and research setting, as it specifically focuses on students of the English Education Department at Zainul Hasan Genggong Islamic University, Probolinggo Regency, East Java Province.

Rooted in the background information presented above, podcasts play an important role as authentic listening input that can support students in improving their listening skills independently, flexibly, and enjoyably. However, despite previous studies examining the effectiveness of podcasts in enhancing listening skills, there is still limited understanding of how students actually use podcasts, their listening habits, and how they perceive the impact of podcasts on their listening development. This indicates a clear gap in the existing literature, particularly in exploring students' real experiences and engagement when using podcasts for language learning.

Therefore, the urgency of this study lies in addressing this gap by examining how students interact with podcasts in their actual learning practices. The novelty of this study is reflected in its qualitative approach, which focuses on students' experiences, listening habits, and perceptions, providing a deeper and more contextual understanding compared to previous studies that predominantly employed quantitative methods. Accordingly, this study aims to explore EFL students' use of English podcasts for listening skill development.

## **LITERATUR REVIEW**

Listening is one of the fundamental skills in language learning, especially in English as a Foreign Language (EFL) (Ghafar et al., 2023). It involves the process of receiving, interpreting, and understanding spoken language in various contexts (Fitria, 2024). According to Rost, as cited in Tsang (2023), listening is an active process in which learners construct meaning from spoken input by connecting what they hear with their prior knowledge and experiences. This demonstrates that listening is not merely a passive activity, but it requires focus, analysis, and interpretation of the information received. In addition, listening helps learners become more familiar with how language is used in real communication. Therefore, mastering listening is essential for learners to communicate effectively and improve their overall language proficiency.

Furthermore, listening comprehension consists of several important components that support learners in understanding spoken language effectively (Wibowo, 2024). According to Brown, as cited in Rost & Brown (2022), listening includes recognizing sounds, understanding vocabulary, identifying grammatical structures, and interpreting meaning in context. These components are interconnected and influence each other in the comprehension process (Meylani, 2024). For example, students who have limited vocabulary may difficulty grasping the overall meaning of spoken texts. Similarly, difficulties in recognizing pronunciation and intonation can lead to misunderstandings. Therefore, students need continuous practice and sufficient exposure to listening materials to improve their comprehension skills. Through regular practice, learners can gradually enhance their ability to understand spoken English more accurately and with greater confidence.

In addition, listening plays a significant role in supporting other language skills such as speaking, reading, and writing (Al-Jiboury, 2024). According to Harmer, as cited in Nisa et al. (2022), listening provides essential language input for language acquisition and development. Through listening, learners are exposed to correct pronunciation, stress, intonation, and natural language use in communication (Sun, 2023). This exposure helps students improve their speaking ability, as they can imitate how words and sentences are used in real-life situations (Sarifudin & Setyawan, 2025). Moreover, listening also supports reading and writing skills by enriching learners' vocabulary and understanding of sentence structures (Fenuku, 2024). Therefore, listening can be considered as a foundation for developing other language skills.

However, many EFL students still struggle with listening comprehension. These challenges can be attributed to various factors, such as limited vocabulary, unfamiliar accents, fast speech, and a lack of exposure to authentic English audio

materials (Hidayah & Gunawan, 2025). According to Vandergrift, as cited in Siregar et al. (2026), learners often struggle because they are not accustomed to processing spoken language in real time. In addition, students may find it difficult to capture key information when speakers talk too quickly or use unfamiliar expressions (Setyawan et al., 2022). These challenges can reduce students' confidence and motivation in learning listening (Husnawati et al., 2024). Therefore, it is important for teachers to provide appropriate strategies and learning media to help students overcome these difficulties and improve their listening ability effectively.

One of the learning media that can support listening skill development is podcasts. Podcasts are digital audio materials that provide authentic listening input and can be accessed easily through various online platforms (Partiwi, 2022). According to Stanley, as cited in Dounia Dahamna (2023), podcasts provide opportunities for learners to engage with real-life language and improve their listening skills through repeated exposure. Podcasts are available in various topics such as education, culture, daily life, and entertainment, which can attract students' interest in learning (Insani, 2022). In addition, podcasts can be accessed anytime and anywhere, making them a flexible learning tool (Nuraini, 2023). This flexibility allows students to practice listening outside the classroom and develop their listening skills more independently (E. Wahyuni & Hartono, 2022).

Moreover, podcasts offer several advantages in improving students' listening comprehension (Daeli, 2025). By listening to podcasts, students can be exposed to natural pronunciation, various accents, and real communication contexts (Selviani & Ardiana, 2025). This exposure helps them become more familiar with how English is used in everyday situations (Syed & Hussein Abdelrady, 2022). In addition, podcasts allow students to replay the audio as many times as needed, which helps them understand difficult parts and gradually improve their comprehension (Rahmi et al., 2025). Students can also choose topics that match their interests, which can increase their motivation and engagement in learning (Rahmi et al., 2025). Therefore, podcasts can create a more engaging and meaningful learning experience to hone listening skills.

In conclusion, listening is an essential skill in language learning that requires continuous practice and exposure. The use of appropriate media such as podcasts can help students overcome difficulties in listening and improve their comprehension effectively. Podcasts provide authentic materials, flexibility, and engaging content that support students in learning listening more efficiently. Therefore, podcasts are considered an effective medium to help EFL students develop their listening skills while improving their overall language proficiency.

## **METHOD**

This study employed a qualitative research approach, specifically a qualitative descriptive approach. According to Creswell (2023), qualitative research is an approach used to investigate and understand the meaning of social or personal phenomena as expressed by individuals or groups. Furthermore, qualitative descriptive is a methodological approach aimed at describing a series of events or experiences in a simple and comprehensive manner (Sandelowski, as cited in Hall & Liebenberg, 2024). Therefore, this study focused on exploring the meanings, experiences, and perceptions of students related to the phenomenon being studied in a straightforward and comprehensive way. In the context of this research, the phenomenon investigated is how students perceive and use English podcasts to develop their listening skills. This approach is considered ideal for exploring a deeper understanding of students' experiences in using podcasts as a strategy for listening skill development, including the types of podcast activities they commonly engage in based on their perspectives.

Additionally, this study used a purposive sampling technique. Purposive sampling is a technique for selecting samples based on specific characteristics or criteria that are relevant to the purpose of the study (Sugiyono, 2022). The researcher purposively selected five students of the English Education Department at Zainul Hasan Genggong Islamic University, Probolinggo Regency, East Java Province, who actively use English podcasts in their learning activities as the primary source for semi-structured data collection..

Furthermore, the interviews were conducted through semi-structured interviews with five purposively selected students from the English Education Department at Zainul Hasan Genggong Islamic University, Probolinggo Regency, East Java Province, who actively use English podcasts in their learning. According to Sugiyono (2022), a semi-structured interview is conducted in a more relaxed manner to identify issues more transparently, allowing the researcher to ask more detailed questions based on participants' answers while still following the interview guidelines. This interview technique helped the researcher obtain more detailed information and reach a common understanding of the research topic. The researcher noted the important points conveyed by the participants during the interviews and used a mobile phone to record the entire interview process without disturbing them. The interviews were then transcribed into Microsoft Word to facilitate data analysis. The observation was conducted through direct observation, in which the researcher observed the students' activities as they used English podcasts. Last, documentation involved collecting photographs taken by the researcher during the interview process. These photographs were used to support the data and provide visual evidence of the research activities.

To analyze the data, this study employed the Miles and Huberman data analysis model. According to Miles and Huberman, as cited in Sugiyono (2022), qualitative data analysis involves an interactive process carried out continuously until the data reaches saturation. The activities in data analysis include data reduction, data display, and conclusion drawing/verification, which are conducted simultaneously (Auliya et al., 2022).

1. Data Reduction

The data reduction process was carried out by selecting data relevant to the research phenomenon, namely students' use of English podcasts for listening skill development. The data obtained through interviews, observations, and documentation were collected and selected for further analysis to achieve the research objectives.

2. Data Display

The data were presented in narrative form to facilitate the researcher in describing and explaining students' experiences, types of podcast activities, and their perceptions regarding the use of podcasts for listening skill development.

3. Conclusion Drawing/Verification

The researcher drew conclusions carefully and systematically, supported by concrete data from various data collection techniques, to ensure that the research findings are valid and reliable.

**FINDING**

The researchers gained various insights from the respondents' feedback by identifying key points from the interview data. Students' views on the use of English-language podcasts to develop listening skills can be explained through several aspects, namely students' use of podcasts, the frequency and context of listening, preferred podcast types, challenges faced while listening, and perceptions regarding the effectiveness of podcasts in improving listening skills. These results have been transcribed into detailed transcripts for further analysis. The researchers have synthesized these findings to draw meaningful conclusions.

**Table 1. Interview Results**

Do you use english podcasts to practice your listening skills?
Student 1: Yes.
Student 2: Yes, I use English podcasts to practice my listening skills.
Student 3: Yes, I use English podcasts to practice my listening skills because they

help me get used to different accents and improve my vocabulary.

Student 4: Yes, I use English podcasts to practice my listening skills.

Student 5: Yes, i do.

These responses highlight that all participants actively use English podcasts as a learning tool, indicating a strong awareness of the importance of independent practice in improving listening skills.

How often and in what situations do you usually listen to English podcasts?

Student 1: I usually listen to English podcasts a few times a week. I often listen while commuting, doing chores, or before going to sleep. It helps me practice listening in a relaxed way without feeling too pressured.

Student 2: I usually listen to English podcasts 3–4 times a week. I often listen while doing chores, before sleeping, or when I have free time. Sometimes I also listen while traveling.

Student 3: I listen a few times a week in my free time.

Student 4: I usually listen to English podcasts a few times a week, especially while commuting, doing chores, or before going to bed.

Student 5: I usually listen to English podcasts a few times a week, especially while commuting, exercising, or relaxing, because they help me improve my listening skills and learn new vocabulary in a natural way.

These responses highlight that participants integrate English podcasts into their daily routines, demonstrating that podcasts provide a flexible and accessible learning medium that supports consistent and low-pressure listening practice.

What types of English podcasts do you usually listen to?

Student 1: I usually listen to English podcasts about daily conversations, education, and entertainment, because they are easy to understand and useful for improving my listening skills.

Student 2: I usually listen to educational and self-improvement podcasts, and

sometimes casual discussion podcasts.

Student 3: I usually listen to educational and lifestyle podcasts.

Student 4: I usually listen to educational and self-development podcasts.

Student 5: Educational podcast and daily new summaries.

These responses highlight that participants tend to choose podcasts that are both informative and relevant to their personal development, suggesting that meaningful and engaging content plays an important role in sustaining their listening practice.

What topics do you prefer when choosing a podcast?

Student 1: I prefer topics about personal growth, daily life, and sometimes business or motivation.

Student 2: I prefer topics about education, motivation, daily life, and sometimes business or technology.

Student 3: I prefer topics about self-development, daily life, and education.

Student 4: I prefer topics about self-improvement, education, daily life, and sometimes pop culture because they are relatable and interesting to me.

Student 5: I prefer podcast topics related to daily life, education, culture, and self-improvement, because they are interesting and help me learn practical English.

These responses highlight that participants are more motivated to listen when the podcast topics are relatable and aligned with their interests, which enhances their engagement and supports more effective language learning.

What difficulties do you usually face when listening to English podcasts?

Student 1: I usually find it difficult to understand fast speech, different accents, and unfamiliar vocabulary when listening to English podcasts. Sometimes the speakers don't speak clearly, which makes it harder to follow the main ideas.

Student 2: I usually have difficulty understanding fast speech and unfamiliar

accents. Sometimes i miss important information because i don't know certain vocabulary. If the topic is complex, it also takes me more effort to follow the main idea.

Student 3: Sometimes the speakers talk too fast, and I struggle with unfamiliar vocabulary or different accents. It can also be hard to focus if the topic is too complex.

Student 4: I sometimes find it hard to understand fast speech and unfamiliar vocabulary.

Student 5: I usually have difficulty understanding fast speech, unfamiliar vocabulary, and different accents.

These responses highlight that despite the benefits of podcasts, participants still face several linguistic challenges, indicating that listening comprehension involves multiple complex processes that require continuous practice and exposure.

In your opinion, how effective are English podcasts in improving your listening skills? Why?

Student 1: I think English podcasts are quite effective because they expose me to natural speech, different accents, and real conversations. They also help improve my vocabulary and listening speed.

Student 2: I think they are quite effective because they expose me to real-life conversations and different accents. They also help me improve my vocabulary and pronunciation.

Student 3: In my opinion, English podcasts are quite effective because they expose me to real-life conversations, improve my vocabulary, and help me get used to different speaking speeds and accents.

Student 4: So effective, because we can practice it with listening, understanding and speaking directly or simultaneously.

Student 5: In my opinion, English podcasts are very effective in improving my listening skills because they expose me to real, natural English, help me get used to different accents, and improve my understanding over time through regular

practice.

These responses highlight that participants perceive English podcasts as an effective tool for enhancing their listening skills, as they provide authentic language input, improve vocabulary, and help learners adapt to real-life communication contexts.

## **DISCUSSION**

According to Rost, as cited in Nazarieh et al. (2022) , listening comprehension involves several processes, including recognizing sounds, understanding meaning, and interpreting spoken messages in context. In language learning, exposure to authentic listening materials can help learners develop their listening skills more effectively. One of the media that provides authentic listening input is English podcasts. Podcasts present spoken language in natural contexts and allow learners to listen to real conversations, expressions, and pronunciation used by native or fluent speakers. Accordingly, the results showed that EFL students used English podcasts to support the development of their listening skills. In this case, students explained that listening to podcasts helps them become more familiar with English pronunciation and improves their ability to understand spoken messages. They also mentioned that podcasts allow them to replay the audio and focus on difficult parts, which helps them understand the content more clearly. Thus, the results of this study reinforced the theoretical perspective proposed by Vandergrift and Goh, as cited in Istiqamah (2023) by showing that authentic listening materials, such as podcasts, can support the development of students' listening comprehension in the context of English language learning.

On the other hand, research conducted by Bozavli (2024) confirmed that the use of English podcasts in language learning provides positive effects, such as increasing students' motivation, engagement, and interest in the listening learning process, which eventually leads to better listening comprehension. A similar result was also found in this study, in which students showed a positive attitude toward the use of English podcasts in developing their listening skills. English podcasts are considered an effective learning medium because they provide exposure to authentic English, various accents, and conversations used in real communication contexts. In addition, research conducted by Yunus & Damayanti (2024) found that digital audio media such as podcasts offer various benefits for the learning process, including improving listening comprehension, increasing learner autonomy, and providing opportunities for repeated listening practice. These findings are also consistent with the results of this study, indicating that English

podcasts can support the development of students' listening skills through continuous exposure to authentic spoken English.

In terms of benefits, Cantika (2025) found that listening to English podcasts can help students improve their listening comprehension and vocabulary knowledge through repeated exposure to authentic spoken language. This finding is in line with the statements confirmed by students, who stated that one of the most frequently mentioned benefits of using podcasts is their ability to make listening practice more interesting and accessible. Therefore, the use of English podcasts can encourage students to practice listening more frequently, enabling them to become more familiar with different accents, speech speed, and authentic conversations in English.

According to the research conducted by Partiwī (2022), the use of podcasts has a beneficial effect on students' listening comprehension and motivation to learn English, while also helping learners become more familiar with authentic spoken input. The findings above are consistent with the results of this study, which showed that listening to English podcasts provided students with opportunities to repeatedly hear conversations, improve their listening focus, and understand spoken messages more effectively. The research by Saputro & Sugiharti (2025) also indicated that students who frequently listened to English podcasts demonstrated significant improvement in their listening skills and learning motivation. This is aligned with the results of this study. Students reported that by using podcasts in flexible learning situations, without strict classroom limitations, they were able to practice listening more independently and comfortably. This reflected that podcasts are not only a learning strategy that provides positive emotional support, but also a cognitive support, thereby helping students improve their English listening skills effectively.

Moreover, research conducted by Rahmi et al. (2025) showed that podcasts can provide authentic listening materials that help EFL learners improve their listening comprehension and language exposure. This finding is consistent with the results of this study, which revealed that the use of English podcasts helped students practice listening more frequently and understand spoken English more effectively. Through podcasts, students were able to listen to various topics and accents, which made the listening process more interesting and meaningful. In addition, podcasts allow students to repeat the audio and learn at their own pace, making the learning process easier and more focused. Thus, this highlights that the implementation of podcast-based learning during the learning process can serve as an effective strategy for improving students' listening skills and helping them better understand spoken English.

Nevertheless, several previous studies also showed that the use of podcasts indicated a number of challenges. As revealed in a study conducted by Ainun &

Tahir (2024) , some students initially experienced difficulties when listening to English podcasts. Many students were confused about what they heard and needed more time to understand the speaker's responses. This is similar to the experiences reported in the study where many students were not familiar with audio podcasts as a learning medium at the beginning of the learning process. In other words, the lack of familiarity with podcast-based learning and limited listening ability can hinder students in understanding spoken English. Furthermore, students also faced challenges in understanding the message delivered by the speakers during listening activities. As a result, although podcasts can support listening learning, some students may still experience difficulties during the listening process.

To overcome these challenges, (Samudro et al., n.d.) stated that the use of English podcasts can help students develop their listening skills. Podcasts provide flexible access to listening materials, allowing students to listen to English content anytime and anywhere through digital platforms. This is in line with EFL students' experiences in using English podcasts to practice their listening skills and become more familiar with spoken English. In addition, the podcast covers a wide range of topics can increase students' interest and motivation in listening activities. Furthermore, through repeated listening activities, students can gradually improve their understanding of spoken English. Therefore, English-language podcasts can help EFL students hone their listening skills and strengthen their understanding of spoken English.

## **CONCLUSION**

Based on the results of the study, the researcher concluded that EFL students use English podcasts as a flexible and effective learning medium to develop their listening skills, as they can access them in various situations such as during their free time, while traveling, doing daily activities, or before going to sleep, allowing them to practice listening in a relaxed and independent way. The types of podcasts most frequently listened to include educational content, self-development, lifestyle discussions, and daily news summaries, which are considered interesting and help increase students' exposure to the English language. Most students expressed positive attitudes toward the use of podcasts because they provide authentic listening materials, introduce natural pronunciation, and expose learners to various English accents used in real-life communication, while also helping them become more familiar with everyday conversations, improve their understanding of spoken English, and expand their vocabulary over time. In addition, the replay feature allows students to learn at their own pace, making the learning process more flexible and supportive of gradual listening development. However, students also face several challenges, such as difficulty understanding fast speech, unfamiliar vocabulary, and different

accents, as well as maintaining concentration when the topics are complex or unfamiliar, and differences in speaking styles among podcast speakers that require more effort to comprehend the content, especially when listening without subtitles or additional explanations. To overcome these challenges, students tend to replay the audio, choose topics that match their interests, and practice listening regularly, so that through repeated listening and continuous exposure to English podcasts, they gradually improve their listening comprehension and become more familiar with spoken English.

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