



PODCASTS AND STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TOWARDS EXTENSIVE LISTENING BY STUDENTS

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ABSTRACT

Based on the preliminary experiment the students were perplexed by the English sounds, they struggled with motivation, and they hoped the benefit their peers. The research objectives were: (1) to determine the influence of podcast and STAD combination on the students' extensive listening; and (2) to determine the significant difference between students' extensive listening before and after teaching using the combination of podcast and STAD. A Quantitative quasi experimental method was used. The research instrument was in form of objective test. The researchers gathered the documentation from the teacher's notes, the syllabus, lesson plan, and student development report. This quantitative data analysis uses SPSS for Windows. The findings of the study: (1) the combination of podcasts and STAD was more effective than three phase techniques collaborated with teacher's reading aloud; and (2) In terms of enhancing extensive listening, there is a significant difference in achievement scores before and after the treatment. Some students were excited about improving their listening skills by using podcasts. They could grasp the native speaker comprehensively as well as maximize their role among students.

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INTRODUCTION

Extensive listening as an approach to acquire listening skill is rarely implemented in the classroom since this approach is commonly used in improving learners' listening skill outside of the class (Ivone & Renandya, 2019). Thus, it is interesting to investigate how extensive listening could be implemented in the designed language learning or classroom which still maintaining the enjoyable and fun atmosphere in language learning as extensive listening required. This investigation in extensive listening is needed since the Indonesian students are required to master English as a compulsory subject since English acquisition is important for life skills. Indonesians learn English because of its international role, which allows them to compete globally (Boy Jon et al., 2021). However, the listening activities in the classroom are often considered as monotonous and boring subject (Shafwati et al., 2021).

Listening is not only a passive skill, but it is also an important part of the process of language acquisition. Listening abilities are just as important as speaking, writing, and reading abilities. Some emerging theories demonstrate the significance of listening. Richard & Renandya (2020) stated that listening comprehension is the key to second language acquisition.



Students will acquire the language starting from listening. Listening is one skill that has aided students in learning English as a foreign language.

Effective listening requires more than just hearing and paying attention to what the students are saying; it also prompts greater attention to the sounds, words, and structures in an active and conscious state. Then, to gain comprehension, what the students hear is linked to their prior knowledge. When students listen to a conversation, such as lectures, radio, films, TV news, or music, they are already engaged in the conversation. They are influenced by what they hear. If the students listen carefully, they will be able to give some responses based on what they listen to. They express their reaction with spoken words or body language. They could perhaps yell, laugh, cry, and make some spoken remarks, or they can just show their gestures and expressions. As a result, students will require more attention and may need to improve their English skills, particularly in listening.

Extensive listening can indeed be attained out of class, but the main thing to note is the students receive several great listening exercises. According to Ivone and Renandya (2019), extensive listening can expose language learners to a large amount of language input. "Extensive listening is flexible because it can be done beyond the classroom; therefore, it can foster learner independence" (Le & Pham, 2020).

Unfortunately, the investigation has shown that it is difficult for students to improve their listening skills because teachers utilize inadequate ways to teach listening. Mustikasari (2016) stated "Teacher is the center of attraction in the classroom since he plays an important role in the classroom." Some strategies provided by the teacher are supposed to teach students merely how to answer listening questions rather than engage in meaningful listening. However, if the students can listen attentively, they will not only be able to answer the questions but also gain a broader understanding.

Some issues happened in a junior high school located in Central Java Province as well. Based on the interview with the English teacher, the observation, and the documentation that the researchers conducted, some problems were discovered in what the native speaker stated. As a result, they were puzzled by the English sounds. It is based on their negative reaction when English utterances are spoken by teachers. Whereas the more students hear, the more they comprehend, 2) the students also struggled with motivation. They lacked attention since the teaching and learning processes portrayed as monotonous, and finally, 3) they desired the support of their peers to help them absorb information easier in their ways.

The researchers curb this study because there are various challenges concerning the students' listening abilities that must be addressed. Furthermore, the researchers only focus on how students recognize and listen by the eighth-grade students of that school in the context of learning listening. Some students were rarely used to exercising their listening skills to audio related to English materials. They could not grasp or identify the English sound comprehensively, as well as how to maximize the role among students in improving their listening skills. The more students practice, the better their skills will be. To arouse their interest, they entail some appealing and innovative approaches to mastering listening skills.

As a facilitator, the teacher should be more proactive in teaching because the students seek appropriate media and methods to improve their listening skills. Teachers require the media to aid in the learning process. Kavaliauskiene (2019) stated that "Media is a tool of communication used for conveying and delivering the information between the speaker and listener." The teachers should also have a procedure to follow that encourages all students to



assist one another in the learning and teaching process; thus, the students will be well-motivated.

LITERATURE REVIEW

Regarding the previous issues, it is critical to devise enjoyable methods of assisting students in actively engaging in the learning process. ICT tools are enablers in the learning dynamic, not only in terms of content appropriation when developing students' key competencies but also in terms of creating appealing spaces that encourage interaction and information exchange (Palomino, 2017). With the advancement of technology, teachers nowadays can turn to freely available online listening materials (i.e., podcasts)(Gavenila et al., 2021).

According to Şendağ et al. (2018) podcast length, repeated listening, and the use of a listening aid all had a significant impact on listening comprehension. Although repetitive listening was perceived to be boring, it improved comprehension and attention, and podcast topics and the use of Tablet PCs were perceived to be motivating. These findings support the idea that using a listening aid can improve listening comprehension and reduce the number of repetitions needed to achieve comparable levels of comprehension.

English podcasts were proven more effective than simple brochures in enhancing students' writing ability. Hufron & Trisanti (2016) found that there were several significant differences in writing achievement between students who were taught with English podcast and those who were taught with simple brochures. Students benefit from creating a book review podcast as a follow-up activity after extensive reading. Azis & Puspitasari (2019) revealed that book evaluation Podcasting can raise students' reading enthusiasm, boost language abilities, acquire book recommendations from peers, and get parental support for developing reading habits.

Podcasts were discovered to be extremely beneficial for learning English proficiency and aspects such as grammar, pronunciation, and vocabulary. Rosa et al. (2020) confirmed the significant impact of podcasts on the language skills and attitudes of ESL students. In addition, using podcasts in English teaching and learning could improve students' English speaking competency. Dianithi (2017) says podcasts in teaching and learning can improve students' English speaking competency of senior high school students. Yoestara (2019) gathered the information for the topic of podcast from a variety of sources, including books, journal articles, and previous research. Based on these findings, it is possible to conclude that podcasts can assist EFL students to improve their listening and speaking skills.

Cooperative learning may without a doubt, be beneficial to students in some countries. Student Team Achievement Division technique was successfully implemented. According to the teacher's reflection, the STAD method improved students' writing skills through collaborative learning by allowing them to edit their group essays (Madhawa, 2018). In addition, Rahmatika (2019) found that to teach writing, Student Teams Achievement Division (STAD) was more effective than the Direct Method. It is conceivable to use Student Teams Achievement Division (STAD) to teach listening skills as well. Podcasts and collaborative listening were viewed favorably by students. The peer-peer group, on the other hand, valued podcasts far more than the individual group (Saeedakhtar et al., 2021).

Finding appropriate material for students to use without limiting student autonomy is one of the most difficult aspects of EL. Applying podcasts and Student Teams Achievement



Divisions is one of the constructive solutions to minimize the students' inadequacy in listening scope. This study investigates the impact of podcasts and student team achievement divisions (STAD) on students' extensive listening to narrative text. Regarding studies were teaching genres to increase students' writing (Hufon & Trisanti, 2016)(Saeedakhtar et al., 2021), speaking abilities (Yoestara, 2019)(Dianithi, 2017) (Rosa et al., 2020), and reading competencies (Azis & Puspitasari, 2019) there is limited availability of study into students' extensive listening skills.. This study ensures podcast acceptance. There is hardly any scientific data to support the rejection and use of podcasts for educational purposes. The researchers want to broaden existing research on the use of podcasting (Gavenila et al., 2021; Saeedakhtar et al., 2021; Şendağ et al., 2018) in teaching and learning foreign languages at the junior high school level supported the role of their peers through STAD (Madhawa, 2018; Rahmatika, 2019; Saeedakhtar et al., 2021) as well as to confirm the idea that podcasting can serve to boost listening skills.

The researchers have framed the following objectives of the study: (1) to find out the influence of the podcast and STAD combination toward the students' extensive listening to Narrative text; and (2) to find out the significant difference between students' extensive listening to Narrative text before and after teaching using Podcast and STAD.

The researchers could take a provisional answer about the influence of podcast and STAD toward the students' extensive listening on narrative text as:

1. There are significant influences in achievement between the podcast and STAD combination and that was not;
2. Students' extensive listening on narrative text after being taught by using podcast and STAD was extremely better than before being taught by using podcast and STAD.

Extensive listening is used to get a general understanding or be involved in massive amounts of text. EL, regardless of its origin, refers to students being exposed to massive amounts of understandable and enjoyable aural input through television, radio, video, and Internet sources, as well as audio books and magazines (Chang et al., 2018). As a result, the advantages of extensive listening (EL) entail naturalistic language acquisition, improved speech rate coping, and an enhancement in aural word recognition.

A podcast is identical to usual audio or video; the difference is that downloading new available podcasts requires a subscription to certain websites that serve podcasts. Podcasts, in many ways, serve as a new composition medium for students (Feezel, 2018). A podcast is a type of educational technology to facilitate academic performance (Ifedayo et al., 2021). Furthermore, using podcasts provides learners with a variety of benefits. Podcasting, for example, distributes materials in a convenient, portable, and easily accessible format (Koçak & Alagözlü, 2021).

Throughout this paper, the podcast will refer to the Storynory website. Storynory has been giving free audio stories to the world since 2005. It is a podcast and a website with audio streaming. All of the contents are free. It serves audio stories to showcase imagination, good writing, and great narrations. Students and teachers respond positively to Storynory in teaching narrative text reading; they enjoy and easily understand the text, and Storynory can assist students with word pronunciation (Tsany, 2021). Thus, the podcasts from Storynory are very applicable.

The Student Teams-Achievement Divisions Method is one of the basic cooperative learning strategies. Cooperative learning is a technique used by educators to assist students in



developing the skills necessary (Aldila et al., 2018). It is also an appropriate method for beginner educators who employ a cooperative approach. According to Slavin (1994) “STAD consists of five components; class presentation, team, quiz, scoring, and team recognition”. This method is a very engaging activity in the classroom since it encourages both students and teachers to actively participate in the teaching and learning process.

To overview, the researchers explained the materials about a narrative text, make heterogeneous groups which contain 4-5 members, and then before giving a quiz, each of the group members must understand the presented materials. In the last, the researchers gave the reward to the winner of the quiz and the students who are active and engaged in class.

The narrative text is one of the genres taught to eighth-grade students at Junior High School. “The narrative text is text in the form of imaginary, true stories created by fairy tales, created by a person or group of people to entertain readers for example, Cinderella, Snow White, the Fox and Cat, and others” (Manalu et al., 2021). A narrative text is a text that describes past activities or events that are concerned with the problematic experience and its resolution to entertain and even provide moral messages to the reader. Each text is organized and composed with a specific theme, construct, or discourse in mind (Kıymaz & Doyumğaç, 2020). The narrative is a way to tell a story that provides an account of one or more experiences, whether true or fictional.

METHOD

This study took place at a junior high school located in Semarang Regency, Central Java Province, Indonesia. The researchers used a quasi- experimental design (pretest-posttest design). The subjects were from eighth-grade students. In the pretest-posttest design, two groups were decided randomly. Eighth-grade students became the research population. They consisted of five classes. Each class had 30 to 33 students. There were 159 students in the entire population. As one of the compulsory subjects, the students were still constantly learning English.

The researchers employed a simple random sampling technique to decide the sample of this study. Each member of the population has an equal chance of being chosen as a subject in this technique (Sharma, 2017). The researchers followed some procedures to obtain the sample of the research. On a small piece of paper, the researchers jotted down the numbers one through five. A sample of the required quantity was chosen after the small piece of paper was placed inside a box and thoroughly mixed. Hence, two classes are as samples: VIII D became the control class, and VIII C became the experimental class. Furthermore, both classes were equal in cognitive aspects based on their mean mid-term exam scores on the previous semester.

To collect data, the test instrument was in form of objective test. It was chosen as the research instrument since it is possible to assess students' extensive listening comprehension in narrative text using objective tests. The researchers used completion, matching, and correct or incorrect (true/false). Furthermore, the researchers used 15 items for the test. They were divided into three parts. Part A consisted of 5 items of completing tasks. Part B consisted of 5 items of the matching task. Then, part C consisted of 5 items of the true or false task.

All questions used as the test instrument were adopted from test blueprint which was sourced from the course outline of the eighth grade Junior High School syllabus. The validity used in the listening test included content, construct, and criterion validity. This study's level of reliability (also known as equivalence) was Parallel forms because the questions used in this study have parallel forms related to syllabus and curriculum. Based on the validity and reliability



test it is found that the research instruments were valid and reliable and it could be used to collect the data.

A pre-test was given before the teacher gave treatment by teaching the material using the combination of podcasts and STAD for experimental group and giving treatment using reading aloud collaborated with three phase technique for control group. The treatment using podcast and STAD in the experimental group was conducted in three meetings. The topics of each meeting are dealing with narrative text: (1) the social function and the generic structure of narrative text, (2) the language feature of narrative text, (3) narrative text comprehension. On the other hand, the control class was taught using reading aloud collaborated with three phase technique.

The posttest was intended to indicate the students' achievements after being taught with a podcast and STAD in the experimental class and reading aloud with three phase technique in the control class. During the experimental research, the researchers also collected other resources from the teacher's notes. The researchers gathered the documentation with the guidance of the English teacher. The syllabus, lesson plan, and students' development report were all obtained through documentation. From the staff administration, the researchers got data on students' names, teachers' names, a sketch of the school, and the organizational structure of the official school in that academic year. The documentation data were used as supporting information dealing with the schedule of English class at the VIIC and VIID class, the list of students' names, the lesson plan, material and syllabus taught in the eighth grade.

The quantitative data were analyzed using SPSS for Windows 16 version. Although SPSS is not the best tool for quantitative data analysis, it does have some advantages over other available software packages (Rahman & Muktadir, 2021). To know the significant difference of students' extensive listening before and after given treatment, the researchers analyzed the data using ANOVA test. The requirement of conducting ANOVA test is that the data are in normal and homogenous distribution. Thus, the researchers adapted *Kolmogorov-Smirnov* test to check the normality of data and *Levene* test to check the homogeneity of data.

The researchers applied ANOVA because the condition of pre-test between experimental and control groups were not significant differences. In principle, the hypothesis alternative is accepted if the t-table is than 0.05. "Accordingly, it is of great practical value to develop theoretically sound and numerically accurate power and sample size procedures for detecting treatment differences within the context of ANOVA" (Shieh, 2019). The researchers also used N-gain test to check in which level of significant effectiveness of podcast with STAD to teach extensive listening in narrative text. The researchers' used the following formula to calculate the N-gain:

$$N - gain = \frac{posttest\ score - pretest\ score}{ideal\ score - pretest\ score}$$

The N-gain result is categorized as follow:

Classification	Category
$N - gain > 0.7$	High
$N - gain 0.3 - 0.7$	Moderate
$N - gain < 0.3$	Low

FINDING AND DISCUSSION

Data description of pre-test & post-test of Experimental & Control Class

The researchers started the experiment by administering a pre-test to define the students' condition before administering various treatments. The pre-test results did not differ significantly between the experimental and control groups.

Table 1. Pre-test and Post-test means score of control and experimental group

	Pre Test Mean Score	Post Test Mean Score
Control	39	57
Experimental	40	70

Table 1 shows that the mean of the experimental group's pre-test (40) higher than or nearly equal to the mean of the control group's pre-test (39). The experimental group's post-test score (70) is higher than the control group's post-test score (57).

Table 2. Achievement between control and experimental group

	Control Group	Experimental Group
Pre Test	39.5%	40.81%
Post Test	57.46%	70.27%
Achievement	17.96%	29.46%

Table 2 describes the percentage number of students who reached the average score. The number of students who reached the average score of pre-test in control group is 39.5 percent and 57.46 percent in the post test. It shows that there is improvement on the number of students who are reaching the mean score 17.96% that means, students' extensive listening mastery in narrative text is improving in control group.

The number of students' who reached the mean score of pre-tests of the experimental group was 40.81% and 70.27% in the post-test. The result of number of students' who passed the mean score shows the improvement of percentage of students who passed the average score which is 29.46%. Although the percentage number of students who passed the average score in control group after treatment is improving, the percentage number of students who passed the average score after the treatment in the experimental group is higher.

Normality & Homogeneity Test

Table. 3 The Result of Normality Test

		Pre-test		Post-Test	
		Treatment	Control	Treatment	Control
N		33	30	33	30
Normal Parameters ^a	Mean	40.8182	39.5000	40.8182	39.5000
	Std. Deviation	18.70738	14.53355	18.70738	14.53355
Most Extreme	Absolute	.136	.147	.136	.147
	Positive	.136	.110	.136	.110
Differences	Negative	-.096	-.147	-.096	-.147
Kolmogorov-Smirnov Z		.783	.805	.783	.805

Asymp. Sig. (2-tailed)	.572	.535	.572	.535
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Table 3 is the result of SPSS operation to check the normality. It used *Kolmogorov-smirnov* formula. Based on the table above, it is seen that the result of normality level with significance of 2-tailed are 0.572 and 0.535 for pre-test at experimental class and control class; 0.008 and 0.042 for the normality result for post-test of experimental class and control class. All normality results are higher than 0.05. Since the level of significance level from all test are higher than 0.05, it can be concluded that the data are in normal distribution.

Table 4. The Result of Homogeneity Test

	Levene Statistic	f1	df2	Sig.
re-test	.182		43	.672
ost-test	.921		61	.341

Homogeneity test result using Levene is presented on table 4. The significance result of pre-test and post-test are 0.672 and 0.341 which are higher than 0.05. It means that the pre-test and post-test data are homogenous. Since the pre-test and post-test are statistically normal and homogenous, the data have met the requirements to do the T-test.

Hypothesis Testing

The control and experimental groups were supposed to be in roughly equal conditions or ability before conducting the treatment. Anova Test was used to check whether there is difference in experimental class and control class. The two groups were supposed to have significantly different outcomes after receiving the treatments. As a result, the researchers used ANOVA Test to compare the results of the control and experimental groups.

Table 4. Paired Sample Tests of Between-Subjects Effects

Type III Sum of Squares					
Source		Df	Mean Square	F	Sig.
Corrected Model	3781.339 ^a	2	1890.670	17.894	.000
Intercept	26045.137	1	26045.137	246.494	.000
Pre-test	1204.272	1	1204.272	11.397	.001
Research	2435.249	1	2435.249	23.047	.000
Error	6339.740	60	105.662		
Total	269579.000	63			
Corrected Total	10121.079	62			

a. R Squared = .374 (Adjusted R Squared = .353)

The result of paired sample t-test shows the sign. (2-tailed) is 0.000. When the value of Sig. (2-tailed) is lower than 0.05, it means that the H_1 is accepted and the H_0 is rejected. Since the H_1 is accepted, it proves that there is difference in the students' extensive listening before and after taught using podcast and STAD.

Table 5. Paired Differences between Control and Experimental Group

Paired Differences					Sig. (2 tailed)		
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	
			Lower	Upper			
C							
1.94668	20.17977	3.68430	27.00192	11.93142	5.284	29	.000
T							

The obtained t-value with the sig.2 tailed 0.000 is 5.284. The T-table for 63 samples is 1.998 (Ghozali, 2016, 2018) . It is seen that the t-value is higher than t-table $5.284 > 1.998$. The result of the ANOVA test proves that the alternative hypothesis H_2 is accepted and the H_0 is rejected because the t-test is higher than the t-table and the significant level of 2 tailed is $0.000 < 0.005$ which means that there is difference in the students' extensive listening mastery in narrative text taught using podcast and STAD and who are taught using reading aloud collaborated with three phase technique. Then, the researchers tested the data using N-gain to know the level of effectiveness of the podcast and STAD to teach extensive listening. The result of N-gain test is 0.49 that means level of significant effectiveness of podcast with STAD to teach extensive listening in narrative text is high.

Storynory podcasts provide an exciting and practical alternative to traditional listening exercises by allowing students to experience real-world language usage. The study's findings are consistently encouraging, demonstrating the importance of incorporating auditory tools into language acquisition contexts to create convincing and effective learning experiences The Storynory podcast, by playing the story and asking students to listen to it over and over with their classmates, can improve the learning environment. Podcast collaboration with STAD allows students to take an active role in classroom activities. Learning activities become more enjoyable as a result of the ease of use and availability of existing stories for group listening practice. Furthermore, (Gönülal, 2020) stated that students found that extensive listening practice with podcasts was extremely beneficial in not only helping them improve as L2 listeners but also in improving their pronunciation abilities and knowledge of words and phrases.

The data analysis results show that the experimental group had a statistically significant increase in their average score on the post-test when compared to the pretest. In contrast, the group that did not receive Podcast and STAD intervention, known as the control group, showed a significantly lower increase in their listening scores. The current study contributes to the existing research by providing additional evidence of the effectiveness of podcasts and STAD in improving students' listening abilities. Podcast and STAD stimulated their ability to understand oral communication, follow instructions, and acquire relevant details cooperatively.



Podcasts and STAD were an excellent combination for teaching students related to extensive listening skills. These results are consistent with those obtained by (Gavenila et al., 2021; Madhawa, 2018; Rahmatika, 2019; Saeedakhtar et al., 2021; Şendağ et al., 2018) who investigated about the podcast and cooperative learning method that had been successfully applied for the students. The students' negative reaction to English sounds had become a positive reaction and high motivation. Students and teachers felt the teaching and learning processes were portrayed as joyful activities. Their peers help absorb information easily. Some students were excited about improving their listening skills by using podcasts. They could grasp the native speaker comprehensively as well as maximize their role among students (collaborative learning).

CONCLUSIONS

There are significant differences in learning outcomes between students who learned extensive listening to narrative text using the combination of Podcast and STAD and students who did not get it. Students' extensive listening on narrative text was superior to before being taught with a podcast and STAD. In the research site, the combination of Podcast and STAD becomes quite helpful for teaching extensive listening on the narrative text. The treatment boosted their achievement score significantly. Podcasts and STAD greatly influence teaching listening that theoretically and practically will be useful not only help individuals progress as L2 listeners but also increase their pronunciation abilities as well as understanding of words and phrases.

Based on this study's findings and several presents studies the researchers hope that the findings of this study will provide information about the level of students' extensive listening to Narrative Text. This study is beneficial in the following ways: The English teaching-learning fields of literature deal with media and English teaching methods. The study's findings can be used to improve the researchers' teaching ability both now and in the future. The findings of the study can help students learn how to improve their extensive listening on narrative text. The findings of this study improve the institution's quality, particularly in the English teaching and learning process at the research site, where students can do extensive listening to narrative texts.

There is also a limitation, such as the fact that using podcasts is more time-consuming for teachers because teachers have to discover selected topics and filter the appropriate ones. The current study on the effectiveness of podcasts in developing listening skills would be an encouraging starting point for English teachers and learners to investigate these digital tools further.

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