From flexible to subtitling: Exploring students' experiences on improving listening skills through podcast

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ARTICLE INFO	ABSTRACT
	English language learning is mandatory at all levels of school in Indonesia. When acquiring proficiency in the English language, learners frequently experience many challenges, particularly in the domains of speaking and listening. Hence, the researcher examined this matter through the implementation of a study utilizing the Podcast functionality within the Spotify application. One advantage of utilizing this application is its potential to enhance listening proficiency in the context of English language acquisition. Furthermore, its user-friendly interface enables convenient access and utilization at any given time and location. The present study was undertaken on a cohort of German language education students over the years 2020 and 2021. The chosen study methodology involves conducting interviews via the Zoom program, wherein a series of questions are compiled for the participants. The investigation yielded diverse perspectives. In order to enhance their English language proficiency, students must consistently engage in regular practice of speaking and listening activities that are directly relevant to the process of learning the English language. Similar to one's leisure time, it is imperative to utilize available time for the sake of ongoing learning. The study highlights the importance of consistent practice in speaking and listening activities to enhance English language proficiency among students learning English as a foreign language.

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Indonesia is among the nations that incorporate English as a foreign language into their educational curriculum, hence mandating English as a compulsory subject throughout all levels of schooling within the country.

However, it is essential to note that at the high school level, English teachings are often limited due to the Indonesian government's emphasis on prioritizing the Indonesian language, preserving regional languages, and achieving proficiency in other languages (Rosell-Aguilar, 2013). The inadequate allocation of class hours in high school leads to delays in the acquisition of English language proficiency. One of the challenges that arises pertains to the instruction of listening skills within educational institutions. The implementation of listening learning differs from grammar learning in terms of its focus on theories or texts. Listening learning necessitates extensive exposure to English audio, exercises, and practical application in order to enhance students' skills and enable them to successfully complete tasks.

According to Adi S (2003) as noted in reference (Listiyaningsih, 2017), the concept of improvement is synonymous with progress. Improvement, in a broad sense, refers to any endeavors aimed at augmenting the level, extent, caliber, or magnitude of a given entity. Enhancement encompasses the process of augmenting one's abilities and skills in order to achieve a higher level of proficiency. The process of attaining a goal is inherently linked to the notion of progress and enhancement. Consequently, enhancing one's listening proficiency in the English language holds significant importance. Listening is considered to be the foundational skill required for the development of both speaking and writing abilities (James Hartshorn, K., Hart, J. M., & McMurry, B. L, 2019). Therefore, if pupils are not well instructed in listening skills, they may encounter challenges in acquiring proficiency in English writing and speaking. The act of listening necessitates the utilization of complete concentration and attentiveness on the subject matter under discussion (Rosell-Aguilar, 2013). According to Orilina and Suryani (2017) as given in reference (Saragih., et al, 2022), it is argued that the initial language abilities developed by students are those related to listening. Listening skills encompass more than simply hearing; they require a comprehensive understanding of the intended message. Consequently, students are expected to approach listening tasks with diligence, avoiding reliance solely on habitual responses, reflexes, or instincts (Nurpahmi, 2015, as referenced in Saragih., et al, 2022). Based on the provided definition, it can be inferred that listening skills serve as the foundational prerequisite or one of the fundamental abilities essential for acquiring English language proficiency. The comprehension of auditory content necessitates focused attention.

Podcasts are a viable medium for enhancing listening abilities within the context of educational settings (Rosell-Aguilar, 2013). Podcasts represent a dynamic kind of web media that holds potential for educational application, particularly within the realm of teaching. This is mostly due to its audio-visual nature, which enables direct auditory engagement. With the rapid advancement of society, podcasts have been widely accessible globally,

serving as a medium that facilitates students in acquiring direct exposure to English pronunciation and speech, thereby enhancing their listening skills. Students have the autonomy to select their preferred subject matter and access it at no cost through the process of downloading. Podcasts and digital books share a common purpose of enhancing students' knowledge, hence suggesting a certain degree of similarity between the two. According to the author's perspective, it is posited that educators have the ability to employ podcasts as a means of facilitating learning endeavors for students, hence augmenting their information acquisition and refining their aptitude for auditory comprehension.

Numerous educational resources in the form of mobile applications or laptop software are available to facilitate online learning, with podcasts being one such example. The younger generation exhibits a strong affinity towards the media, which has emerged as a prominent cultural phenomenon. Fadilah et al. (2017) states that a podcast refers to audio or video content that is accessible on the internet and can be streamed or downloaded onto a computer or portable media player, either free of charge or through a subscription model. The inception of podcasting can be attributed to Adam Curry, who pioneered the creation of a podcast in the year 2000. Subsequently, the popularity of podcasts began to gain traction in Indonesia around the year 2005. (Tuncer, H., & Karataş, T. Ö, 2022)

Podcast medium possesses the ability to capture audio content generated inside many contexts, thereby immersing listeners in authentic environments. Podcasts are typically characterized as digital multimedia content available for download onto a computer or portable media player, either for no cost or through a subscription model (Fadilah, 2017). The content of podcasts has undergone a transformation and evolution over the course of time, encompassing many formats such as dramas, monologues, debate shows, and feature/documentaries. The subjects discussed encompass a broad spectrum, encompassing disciplines such as history, physics, politics, economics, philosophy, and various others. Podcasts offer a range of advantages: 1) Audio podcasts have been identified as a valuable medium for acquiring knowledge and enhancing learning outcomes. 2) Podcasts have the potential to surmount several obstacles that impede the acquisition of experiential knowledge. In essence, podcasts can serve as educational tools to offer desired things when direct discovery or experience is not feasible. In contrast to utilizing video call tools, which can potentially deplete data allowances and necessitate a strong internet connection, employing podcasts offers a more accessible alternative. This is due to the fact that podcasts may be accessible not just through streaming but also through downloading. In terms of its use, this application necessitates minimal data usage and occupies a negligible amount of storage space on mobile devices. Podcasts provide the

advantageous quality of being accessible at any given time and location, so affording individuals the opportunity to engage with them repeatedly. In addition to its primary function as an audio playback platform for music, this application also has a podcast feature that enables users to access and stream podcasts online. Furthermore, users have the option to save podcasts for offline listening. This form of material can be readily accessible with or without an internet connection. (Tuncer, H., & Karataş, T. Ö., 2022)

There exist multiple perspectives among students regarding the utilization of podcasts in educational settings, as discussed in the research article titled "The Use of Podcast in Improving Students' Listening Skill of Senior High School" (Rosell-Aguilar, 2013). The majority of these students hold the belief that podcasts are highly beneficial in enhancing their proficiency in English listening. Furthermore, individuals get a substantial amount of information through the utilization of podcasts. Podcasts facilitate a more efficient and expeditious comprehension of the subject matter, enabling students to get a clearer understanding of the material and so enhancing their preparedness for subsequent discussions. Podcasts can serve as a valuable tool for fostering a sense of connection to the campus environment, enabling students to engage with inspiring narratives that can enhance their motivation during lectures and facilitate the development of their skills and abilities.

The author conducted a study on a sample of students enrolled in the German language education study program from the cohorts of 2020 and 2021. The researcher conducted interviews with the participants in order to gather their opinions and perspectives on the utilization of Spotify Podcasts as a tool for learning English. The interviews aimed to ascertain whether the participants had any prior experience with using Spotify podcasts, and to explore the viewpoints of students enrolled in the German language education study program from the classes of 2020 and 2021 regarding the efficacy of utilizing Spotify podcasts for enhancing listening skills. Learners have the ability to ascertain the benefits and drawbacks associated with Spotify Podcasts. This research holds significance for prospective writers who are engaged in comparable research areas.

A gap exists in understanding the effectiveness of using podcasts to improve English listening skills among high school students in Indonesia, as few studies have examined this. The present study aims to address this gap by investigating the use of Spotify Podcasts to enhance listening abilities. Developing listening skills can greatly impact overall English proficiency. While podcasts offer engaging authentic language input, research is needed on actual outcomes. This study will explore students' perceptions of podcasts for improving listening, examining benefits and challenges. Findings will provide insights into podcasts as a supplementary aid for building critical

listening skills in Indonesian EFL classes. This has implications for developing effective teaching approaches tailored to this context.

The skills associated with the English language are commonly categorized as reading, speaking, listening, and writing (Hsieh, S., & Yang, Y., 2017). The aforementioned four talents encompass pronunciation, grammar, and vocabulary. The process of acquiring reading skills is influenced by various circumstances, as indicated by a study conducted by (Hsieh, S., & Yang, Y., 2017). The act of reading necessitates comprehension of the subject matter inside a given text, the allocation of cognitive resources to various sources of information, the interpretation of the intended meaning conveyed by the text, and the formulation of logical deductions and inferences, among other cognitive processes. Furthermore, the implementation of methods is crucial for enhancing reading comprehension. Moreover, it has been demonstrated in prior research that listening skills are consistently rated as the most important among other skill sets. According to Rost (2016) as described in reference (Hsieh, S., & Yang, Y., 2017), the listening process encompasses various levels involving neurological, semantic, and pragmatic processes. These brain processes are regulated by physiological factors, encompassing the perception of speech, identification of language units, syntactic decoding, and global sign integration. The field of semantics is shaped by various factors, including one's comprehension of language structure, schemata, social cognition, the capacity for inference, the ability to assimilate information, and proficiency in problem-solving. In addition, the concept of pragmatics encompasses the learner's capacity to engage in active listening from a pragmatic standpoint, deduce the speaker's underlying intention, enhance the speaker's intended meaning, and construct an appropriate response.

The research conducted by Al Riyami, T. K. (2021) examines the viewpoints of employers regarding the English communication skills of Omani graduates. The study identifies two key components of employees' English skills, namely linguistic proficiency and professional communication abilities. Within the field of linguistics, various skills are classified and differentiated, including reading, listening, writing, speaking, grammar, and vocabulary skills. The viewpoint conveyed in the preceding passage bears resemblance to the opinion being discussed. According to Isabelli-Garc´ıa, et al (2018), it has been asserted that language can be employed through various modalities, including reading, writing, speaking, and listening. In addition to the aforementioned four primary aspects, there are various more domains, including communicative competence, phonological grammatical competence, grammatical competence pertaining to word and sentence formation, and inter-language sociolinguistic-pragmatic competence. According to a study conducted by Garcia et al., (2006) a significant number

of students perceived reading to be of diminished value, since they expressed a preference for acquiring information through oral communication. There is a distinction in terms of writing, as learners observe an improvement in their proficiency, albeit to a lesser extent compared to reading, when it comes to this particular skill.

The research findings indicate that students saw an increase in self-assurance in relation to their listening skills. In terms of the speaking component, numerous students employ instructional materials, audio recordings, or concise written notes

According to the literature Tuncer, H., & Karataş, T. Ö. (2022), it is evident that contemporary English teaching practice revolves around four fundamental competencies. According to the findings of this study, educators promote the practice of students engaging with a minimum of two literary works and engaging in discussions surrounding them. Subsequently, students are prompted to undertake textual analysis exercises, with the aim of refining their reading abilities. In the realm of writing skills, educators assign homework to students that pertains to the subject matter, while also demanding a level of originality from the students. Additionally, teachers may task students with composing essays and diary entries. In terms of auditory comprehension, educators offer a plethora of motivational podcasts, musical compositions, and audiovisual materials to enhance students' listening abilities. Regarding speaking skills, the instructor encourages students to engage in collaborative activities and allocate dedicated time for interpersonal communication. The authors' conclusion, drawn from prior research, posits that podcasts have the potential to enhance English language competence.

This paper aims to elucidate the emergence of the topic of listening as a subject of inquiry across many academic disciplines. This study also investigates the concept of "hearing well" in the context of conservation. It emphasizes the importance of perceiving listening as a relational process and acknowledges our roles within these connections. Furthermore, it underscores the necessity of approaching these relationships with respect and empathy. Additionally, it examines the inclusive nature of listening by considering how spatial and temporal factors influence comprehension. This paper presents examples of how explorers and interpreters may create environments conducive to active listening. To support our argument, we provide brief personal anecdotes derived from our extensive experiences in the fields of conservation and exploration. This text aims to elucidate the practice of harkening that has been employed during our endeavors, while also serving as a practical demonstration of harkening to our individual experiences as a component of our collaborative note-taking procedure. Our main emphasis is on the physical and proximate environments in which

hearing takes place. However, it is crucial to note that this focus does not diminish the significance of other contexts for listening, particularly those that are facilitated by technology and occur at a distance. Harkening is perceived as a dynamic process including active co-presence. Consequently, our emphasis on the physical and bodily act of listening is grounded in realism rather than normative expectations. Bodie et al. (2008) conducted a scholarly investigation that conceptualized the act of listening as a cognitive effort, specifically focused on the retention of orally presented information. Consequently, they regarded the evaluation of comprehension as a direct form of communication between the sender and receiver.

The perspective of listening as a process can be complemented by the examination of harkening, which refers to a collection of behaviors that guide individuals in achieving their communication goals. This is commonly known as the listening faculty perspective. An academic viewpoint emphasizes the importance of honing one's listening skills in order to properly engage in a communication act, much like the ability to differentiate between factual information and personal viewpoints. These processing and faculty perspectives coexist with a corpus of research that highlights listening as a collection of styles, habits, and preferences exhibited by individuals in communication. From this vantage point, the focus shifts towards comprehending how individuals are predisposed to specific listening styles, and accounting for these variations through the examination of cognitive processes, the exploration of personality traits, and the adaptation of listening styles to specific contexts. In the context of conservation exploration, which aims to understand the diverse perspectives individuals hold towards nature, the role of the experimenter-as-listener is of utmost significance, but in an inverted manner. While conservation wisdom traditionally relies on positivist perspectives that view experimenters as objective and impartial observers and evaluators of nature's values and relationships, many social scientists in the field of conservation adopt a constructivist epistemology. This perspective recognizes that experimenters are inevitably involved in the process of exploration and knowledge generation. This viewpoint is supported by various studies conducted by Bennett et al. (2017), Evely et al. (2008), Moon & Blackman (2014), Moon et al. (2019), and Pasgaard et al. (2017). This statement does not suggest that experimenters are biased when, for example, interviewing and listening to individuals involved in conservation. Instead, it emphasizes that their responsibility as scientists is to refrain from forming judgments based on the opinions and values of the interviewees. Their role is to objectively assess and report their findings in an unbiased manner, even if they personally disagree with the views expressed during the conversation. According to Koch (2020) as quoted in

reference, the author describes the practice of cultivating "intellectual modesty" and a "ethic of openness" as crucial attitudes and commitments for researchers engaged in "deep listening" during their fieldwork. The practice of deep listening include not just actively attending to the perspectives of others, but also engaging in critical self-reflection regarding our roles as researchers and our relationships with people we are listening to. This self-reflection is essential in order to prevent the assumption of a position of superiority over others, as discussed by Tuhiwai-Smith (2012). Furthermore, this process of self-reflection serves to foster inclusivity within the listening process. In essence, acknowledging harkening as a relational act entail directing one's attention towards the interconnections of disparity and authority embedded within the realms of conservation practice and research. It is crucial to recognize the significance of this approach, as it provides us with a means to comprehend how we might foster empathy towards those we listen to. Additionally, it allows us to establish inclusive connections and actively engage with marginalized actors, thereby amplifying their involvement in conservation efforts.

Language learning, as a field that incorporates audio recordings of the target language into educational activities, was promptly recognized as a prospective beneficiary of the advantages offered by podcasting as a tool for teaching and learning (Chinnery, 2006; Godwin-Jones, 2005; Kukulska-Hulme, 2006; Stanley, 2006; Thorne & Payne, 2005). Various arguments have been presented to elucidate the rationale behind incorporating podcasting into language learning. These arguments are underpinned by several learning theories, such as constructivist perspectives, informal and lifelong learning theories, and principles of mobile learning. Additionally, the utilization of podcasting aligns with the practices of offering learning objects, employing chunking techniques, and implementing just-in-time teaching strategies, among other relevant considerations. (Tuncer, H., & Karataş, T. Ö., 2022).

Podcasting aligns with the principles advocated by some Second Language Acquisition (SLA) theories, which suggest that it facilitates language acquisition. One evident use is the utilization of target language resources as valuable sources of information regarding language usage (Ryan, 1997), which might potentially immerse the student in the communicative realm of the target language community (Little, 1997). According to Gromik (2008), as noted in reference, podcasting technology offers learners the opportunity to access authentic resources that are both free and otherwise inaccessible in regions where the target language is not often spoken (p. 50). Podcasting has prospects for engaging in active exploration, observation, processing, and interpretation of language, all of which have been recognized as facilitative of language acquisition (Cooper,

1993). The availability of numerous resources pertaining to a particular subject facilitates focused listening, which involves engaging with multiple input sources that discuss the same issue (Krashen, 1996, as). In addition, podcasting provides individuals with a customized auditory encounter, allowing them to select the time and location for listening, as well as the specific content they wish to connect with. Moreover, users have the ability to control the playback of recordings, including pausing, rewinding, speeding up, slowing down, and engaging in repeated listening. Podcast resources have the potential to serve as a foundation for purposeful and captivating activities, while also presenting chances for individuals to engage with intelligible input. This allows listeners to concentrate on certain aspects of the language being studied.

The benefits of podcasting extend beyond the technological capabilities it offers. Similar to how the initial integration of the World Wide Web into the field of education resulted in a surge of online learning resources, the widespread adoption of podcasting has similarly contributed to the abundant availability of diverse materials, created by individuals, educational institutions, or broadcasting entities, that are beneficial for language learners. This compilation encompasses a variety of resources that have been especially developed to facilitate the process of language acquisition, as well as materials that have been produced for individuals who are already proficient in the target language. These materials can be utilized by language learners and educators, similar to how radio and television programs have been employed in language instruction and acquisition for many years. For comprehensive evaluations of the various applications of podcasting in language learning and suggestions for its implementation in the educational setting, refer to the works of Lomicka and Lord (2011) and Shinagawa (2012).

One notable distinction between the utilization of podcasting in language education and its application in other academic domains is in the requisite listening skills for language acquisition. In contrast to other academic disciplines that prioritize the content and significance of audiovisual resources, the field of language learning places varying degrees of emphasis on the form aspect of listening. This form-oriented approach enables learners to develop an awareness of grammatical, pronunciation, and other linguistic features inherent in the language they are utilizing or being exposed to (Doughty & Williams, 1998; Long, 2000; Skehan, 2003). Several scholars have identified a significant drawback of podcasting in the context of language acquisition, which is the absence of a crucial component: interaction. While podcasting offers access to audiovisual materials, it fails to provide opportunities for learners to engage in interactive language practice (Stockwell, 2010). While it is indeed accurate

that learners may utilize their own podcasts, such as when using a gadget limited to media playback like a conventional iPod, there exist other methods through which interaction centered around podcast resources might be fostered. The levels of engagement with supplementary materials accompanying podcasts can vary, ranging from basic to advanced. Basic-level engagement may involve the provision of ancillary materials such as transcripts or print exercises. On the other hand, more advanced levels of engagement can be achieved through the integration of other technologies. For instance, in Virtual Learning Environment/Learning Management System contexts, resources can be seamlessly incorporated with quizzes and forums. Additionally, in the case of smartphones or tablets, podcasts can be combined with other applications available on these devices. Furthermore, when podcasts are employed collectively rather than individually, whether inside a classroom setting or beyond, they can serve as a valuable resource for facilitating interactive activities such as reporting, discussing, summarizing, comparing, contrasting, and other related tasks.

METHOD
This study used a qualitative research methodology to gather data via interviews. This research employed the Zoom meeting program and WhatsApp telephone to conduct an interview study, aiming to investigate student viewpoints regarding the utilization of podcasts on Spotify as a means to enhance listening skills. According to Kvale, it is suggested that researchers facilitate exploring participants' activities, experiences, and opinions by conducting interviews in their native language. The familiarity of students with streaming applications such as YouTube, Instagram, and TikTok suggests that there may be a distinct experience associated with listening to podcasts. The semi-structured interview is utilized as a means to gather further insights into the participants' background, learning experience, cultural influences, and psychological aspects.

Participant
Ten female students were recruited for this study. They were selected based on their participation in online learning activities. Participants are students from one Indonesian university, Universitas Negeri Medan. They are students enrolled in the Art and Language Faculty who study English and Germany. Their ages ranged between 20 and 21 years old. The demographics of the participants are shown in Table I.

Table 1. Participants Demography

Participant	Age	Department	Gender	Semester
P1	20	Germany	Female	4

P2	19	Germany	Female	4
P3	19	Germany	Female	4
P4	19	Germany	Female	4
P5	19	Germany	Female	4
P6	21	Germany	Female	4
P7	21	Germany	Female	4
P8	21	Germany	Female	4
P9	21	Germany	Female	4
P10	20	Germany	Female	4

The majority of the study participants resided in Medan, and all participants were requested to do interviews upon completion of their study alongside the authors. The primary author delineated the study's aims, research methodology, and potential dangers. The students subsequently consented to engage in a sequence of interviews, which yielded primary data from the participants. In order to ensure the preservation of secrecy, the authors opted to employ pseudonyms rather than provide the full names of the participants.

Research Procedure

The authors initially described the objective of the study and extended an invitation to students to partake in the research. The participants provided their consent to partake in the research investigation. Following the completion of the questionnaire, all participants were then contacted through the messaging application WhatsApp. The subsequent phase involved the development of an online interview. The scheduling of online interviews is contingent upon the availability of the participants. The interview was done via the Zoom video conferencing platform. Interviews are typically conducted in the context of research applications. The duration of each interview ranged from 50 to 60 minutes. Prior to recording or transcription, certain records were repeatedly listened to in order to aid in their identification and categorization. The interview was carried out in Bahasa, Indonesia.

Data Collection

This article employs two distinct methodologies for data collection. One method involves conducting a virtual interview using the Zoom application, while the other method is written communication through the WhatsApp messaging service.

The first and second approaches encompass virtual interviews and textual interviews conducted through a chat application. These methods involve inviting participants and afterwards posing a set of predetermined questions, one of which pertains to the individual's prior experience with the study of English. Which medium do you prefer for English language acquisition: movies, songs, or books? What challenges were encountered

during the process of acquiring proficiency in the English language? In your perspective, what is the perceived level of difficulty associated with English listening comprehension? What level of difficulty does this task entail: difficult, moderate, or easy? Are you acquainted with the Spotify application, particularly the podcasts available on the platform? Have you ever utilized the podcast menu feature on the Spotify platform? In your perspective, does Spotify have the potential to enhance the act of listening? What notable elements are encompassed inside Spotify podcasts that can contribute to the enhancement of listening skills? What are the benefits of autonomous English language acquisition with Spotify Podcasts in contrast to formal instruction in an English language course? What were the primary obstacles faced during the process of acquiring English language proficiency through the utilization of Spotify Podcasts, and what strategies were employed to surmount these challenges? What strategies can be employed to effectively structure one's English study time when engaging in independent study? Could you provide any recommendations for fellow students who are interested in initiating independent English language learning using the Spotify Podcast platform?

During the virtual interview, a screen recording was conducted to serve as proof for data collection purposes and to facilitate the summarization of certain responses.

Data Analysis Procedure

Upon the conclusion of data collecting, subsequent data analysis was conducted, specifically focusing on the participants' comprehension of the inquiry. Upon doing a study, it was determined that a subset of the participants exhibited a limited level of familiarity with utilizing the Podcast feature within the Spotify application. The lack of familiarity with this function can be attributed to the fact that the Spotify program requires a paid subscription, resulting in limited usage among a significant number of users.

This implies that, in a broader sense, enhancing English language proficiency cannot be just achieved through Podcasts, but necessitates the utilization of additional apps that align with individual interests.

Tabel 2. The Example For Analysing Data Thematicaly

Interview Data	Coding	Theme

P 6	According to him, the difficulty in speaking English was moderate and the difficulties he encountered were in listening and speaking	The use of Podcasts can improve English language skills by frequently listening to video
P 7	According to him, the difficulty in speaking English was difficult and the difficulties he encountered were in the grammar section	Listening to Podcasts can be used at leisure and does not conflict with lectures

The objective of the focus group discussion was to gain further insights into the challenges encountered by participants when using the Podcasts menu feature on the Spotify platform. A cohort of ten female students was selected and recruited to participate in focus group talks.

FINDINGS

Upon doing an analysis of the data obtained from participant interviews, it became evident that three distinct themes emerged as being of substantial importance. The initial theme pertains to the benefits and intriguing aspects arising from the utilization of Spotify podcasts. The subsequent thematic focus pertains to the difficulties encountered while acquiring proficiency in the English language, particularly in the context of utilizing the Spotify podcast as a learning tool. Additionally, this discourse aims to explore potential resolutions to these aforementioned concerns. The third theme is to recommendations that might be provided to novice English language learners.

The Advantages of Using Podcast Spotify

When queried about the benefits of utilizing podcast media on Spotify as opposed to English course institutions for enhancing listening skills in the context of studying English, 80% of respondents provided an affirmative response. The Spotify podcast medium encompasses a wide range of content, spanning from casual chats to more complex subject matter. The convenience of accessing podcast media through the program was also a topic of discussion among the panelists. Furthermore, the participants emphasized the advantages of time efficiency and the convenience of diverse learning environments facilitated by the utilization of podcast media on the Spotify platform.

Table 3. Students' Perceptions about the Advantages using Spotify

podcast in Improving Listening Skills

No	Students' Perception	Participant
1.	Learning to use podcasts is time-flexible, if we study courses our schedule has been determined when we will study and when we finish learning, if we learn Spotify podcasts we can listen to it anytime, anywhere	P1
2.	Time efficient, if the podcast can be anytime anywhere, if the course has time determined, if the podcast on Spotify can be every day, from the podcast is also cheaper because it is quite a quota, because there is no video so I am more efficient	P3
3.	The advantage of learning English independently through Spotify podcasts is that you can listen to them anywhere and can be downloaded for offline listening	P4
4.	'Learning to use Spotify podcasts is easier to understand, and very helpful in improving listening skills	P5
5.	'If the course becomes more formal, if from the Spotify podcast we can learn anytime and anywhere and can adjust to our mood because the learning is not scheduled	P6
6.	I love that I can listen to podcasts at any time of the day, allowing me to fit in listening practice whenever it suits me best	P7
7.	Being able to pause and rewind the podcast has really helped me grasp the content, and I love that I can do it on my own schedule	P8
8.	The flexibility of podcasts has allowed me to incorporate listening practice into my busy schedule, and I'm already seeing improvements in my comprehension skills	P10

Chen and Fawson (2016) propose that podcasting serves as a technology-enhanced learning tool that can facilitate language acquisition and boost students' listening comprehension abilities. During a recent discourse on language acquisition methodologies, a prevailing consensus emerged among the participants, indicating that the use of podcasts as a means to enhance listening proficiency is a very efficacious strategy. The participants came to recognize the several benefits they derived from utilizing podcast media on Spotify as a means of learning English, notably encompassing the freedom of time and location. Learning can take place in several locations and at any given moment. The content can be downloaded and stored to conserve data use. In contrast to traditional formal and scheduled studying, the use of Spotify media allows individuals to have the freedom to determine their study time without limitations. A majority of 80% of participants reported experiencing increased profitability in their listening abilities through the utilization of podcast media on the Spotify platform. The participants provided justifications for their replies, citing reasons such as increased convenience, cost-effectiveness, time efficiency, flexibility in terms of location, and ease of accessibility.

One of the primary advantages associated with the utilization of podcasts is the enhanced flexibility it provides. The convenience and accessibility of podcasts were highlighted by participants in the debate as advantageous for the development of listening skills, as they can be accessed at any time and from any location. According to Järvelä and Häkkinen (2014), the popularity of podcasting in educational settings can be attributed to its flexible and asynchronous character.

Moreover, the participants expressed their appreciation for the diverse array of podcast subjects that were accessible, enabling them to enhance their auditory comprehension abilities across a wide spectrum of domains. Chen and Fawson (2016) emphasize the significance of selecting educational material that is congruent with the learners' interests, objectives, and skill levels. This approach has the potential to enhance student motivation and facilitate active participation in the subject matter, leading to a positive impact on their listening comprehension skills.

Numerous individuals engaged in the discourse also saw that regular engagement with podcasts facilitated the gradual improvement of their auditory comprehension skills. The findings of Cakir and Koseoglu's (2015) study provide support for the observed outcome, as they discovered a notable enhancement in listening comprehension scores subsequent to the implementation of a podcast-centered intervention. According to Kung (2015), consistent exposure to real language through podcasts has the potential to enhance not only comprehension skills, but also vocabulary acquisition and grammar proficiency.

In summary, the aforementioned research indicates that the utilization of podcasts as a means to enhance the listening abilities of language learners is a beneficial practice that garners support from the majority of participants. Podcasts possess attributes such as flexibility, a diverse range of content, and regular exposure, rendering them a very efficacious instrument for the learning of language skills. Given this perspective, it may be advisable for language educators to contemplate the integration of podcasts into their instructional toolkit as an additional avenue for enhancing their students' language acquisition.

DISCUSSION
Challenges and Solutions for Learning English

The respondents said that they had challenges when acquiring proficiency in the English language. The aforementioned challenges arise not only in the context of learning podcasts, but also in a broader sense, encompassing the obstacles encountered along the process of acquiring podcasting skills. Commonly encountered challenges faced by participants include the absence of subtitles inside the podcast. The authors indicated that the

challenge of comprehending audio material stemmed from a limited language repertoire.

Table 4. Students' Perceptions about the Challenges using Spotify podcast in Improving Listening Skills

No	Students' Perception	Participant
1.	Sometimes, when I listen to podcasts to improve my listening skills, I struggle to understand everything because there are no subtitles or transcripts available	P2
2.	It can be frustrating when I come across a podcast that I'm interested in, but there are no subtitles available, making it challenging for me to follow along and pick up on new vocabulary	P9

One of the primary obstacles encountered by students in utilizing podcasts as a means to enhance their listening abilities is the absence of subtitles. Podcasts serve as a valuable tool for anyone learning a new language, as they give the opportunity to engage with genuine, unscripted dialogues. Nevertheless, individuals who are in the early stages of their education or possess limited comprehension skills may find podcasts without subtitles to be more of a detriment rather than a beneficial resource. The absence of subtitles poses a challenge for students in comprehending the subtleties of a discussion, so impeding their ability to comprehend, analyze, and derive significance from the content. This phenomenon has the potential to engender feelings of frustration, ultimately resulting in a subset of pupils disengaging from the process entirely.

One further factor that can impede students' utilization of podcasts for enhancing their listening abilities is the absence of subtitles, which results in their failure to grasp essential vocabulary and grammar constructs. Certain individuals find it imperative to visually perceive written words in order to comprehend their significance, whereas others require subtitles to discern grammatical patterns for subsequent application. The absence of these resources can present difficulties in the acquisition of new language items, leading to a protracted and ineffective learning trajectory.

Additionally, it is important to note that learners may potentially overlook significant cultural and regional elements of the language, which are essential for the process of language learning. The inclusion of subtitles offers learners the chance to establish a connection between auditory stimuli and written representation, enabling them to accurately comprehend vocabulary, idiomatic expressions, and grammatical structures within their respective contexts. Consequently, this practice enhances their overall listening comprehension.

Hence, it is imperative to underscore the importance of podcast producers and language educators providing subtitles or transcripts as integral components of the instructional materials for language learners. The utilization of subtitles and transcripts can serve as a valuable strategy in promoting language acquisition. These resources offer language learners the chance to independently evaluate their understanding, discern areas of proficiency and areas in need of improvement in their listening abilities, and progress towards their objectives at a personalized rate.

In summary, the absence of subtitles poses a notable obstacle for individuals aspiring to enhance their listening abilities as language learners. The utilization of subtitles is essential in facilitating students' effective engagement with podcasts and their acquisition of new language structures and vocabulary. Therefore, it is imperative for podcast producers and language educators to acknowledge the significant benefits of integrating subtitle materials into their content. This inclusion has the potential to significantly enhance the learning process for students, expediting their language acquisition and fostering greater engagement with podcast resources.

Tips for Learning English through the Spotify Podcast
When inquired about the recommendations for students who are new to learning English using the Spotify Podcast, the following things can be considered. The majority of respondents indicated that they needed to engage in regular and frequent listening practice, as well as engage in shadowing exercises. Some individuals respond by consistently dedicating time to practice and frequently engaging with Spotify Podcasts.

Table 5. Students' Tips in using Spotify to Improve Listening Skill

No	Students' Tips	Participant
1	I recommend starting with simple podcasts and gradually moving on to more complex ones	P1
2	It's important to find podcasts that interest you, as it makes it easier to learn and stay motivated	P2
3	I suggest listening to podcasts with different hosts to get exposure to different accents and expressions	P3
4	One of my tips is to listen actively by trying to repeat what the host is saying and understanding the meaning of new words and phrases	P4
5	I've found that creating a vocabulary list from the podcasts I listen to is a great way to solidify my understanding of the language	P5
6	It's helpful to challenge yourself by listening to podcasts on topics you're not familiar with, as it helps expand your vocabulary	P6
7	Set aside regular times when you can listen to podcasts to	P7

	develop the habit of using it as a learning tool	
8	I recommend revisiting podcasts you've listened to before to see how much you've improved	P8
9	Using podcasts to learn English is great, but it's important to practice your speaking and writing skills too	P9
10	Finally, don't be afraid to ask for help or clarification if you don't understand something.	P10

Over the past few years, there has been a notable surge in the utilization of podcasts as a medium for language acquisition. Podcasts have demonstrated efficacy in enhancing language proficiency, namely in the domains of listening, comprehension, and pronunciation. Consequently, they serve as an ideal tool for anyone seeking to enhance their English language skills. Spotify is well recognized as a prominent podcast platform with a substantial global user base. This article examines several recommendations for use Spotify podcasts as a means to enhance one's English listening proficiency.

Engaging in active listening to podcasts is an effective method for enhancing one's listening abilities. By actively engaging in the process of listening and directing one's attention towards the content being communicated, individuals can enhance their ability to discern various auditory elements such as phonetic distinctions, intonation patterns, rhythmic structures, and lexical choices. According to Hsieh and Yang (2017), in an article published in the Journal of Language and Linguistic Studies, podcasts offer notable advantages in terms of highlighting the genuine and natural characteristics of spoken language. Additionally, they enable learners to identify and comprehend various subtleties of the language that may prove difficult to grasp without consistent exposure.

An additional recommendation is to engage in listening to a podcast that is specifically designed to align with your proficiency level. Novice listeners may derive greater advantages from rudimentary podcasts that center on commonplace vocabulary and grammatical structures, but individuals at the intermediate or advanced level of proficiency may find greater satisfaction in more demanding material, such as humor, news, or history podcasts. A wide array of English language podcasts may be accessed on the Spotify platform, affording users the opportunity to peruse the available content and select topics of personal interest.

The practice of note-taking during podcast consumption can prove to be highly advantageous. The study conducted by Jang, Park, and Choi (2021) revealed that individuals who engaged in note-taking during the process of listening to podcasts demonstrated enhanced knowledge of the subject matter being studied. Taking notes of important phrases, unfamiliar terminology,

and pronunciation emphasis can enhance learners' retention of the material and facilitate its application in ordinary speech.

Furthermore, it is advisable to engage in regular exercises aimed at enhancing one's ability to comprehend various English accents and dialects. In addition to the traditional American and British accents, English is spoken with a multitude of accents across the globe. By engaging with podcasts originating from diverse English-speaking regions, language learners can familiarize themselves with the variations in accents and dialects. This exposure is of utmost importance as it enables effective communication with individuals from all parts of the world.

Ultimately, the crucial factor in enhancing one's English listening abilities lies in maintaining a regular and disciplined practice routine. It is recommended to establish a structured timetable and provide consistent intervals for engaging in podcast consumption. Consistently incorporating the practice of listening to podcasts, even for little periods each day, can assist learners in sustaining concentration, drive, and progress.

In summary, the utilization of Spotify podcasts as a means to enhance listening proficiency proves to be efficacious, enjoyable, and convenient. By engaging in active listening, attentively tuning in to variations in accent, diligently collecting notes, and consistently practicing, learners can reap the advantages offered by this dynamic educational tool. The vast array of podcasts accessible on Spotify provides English language learners with an abundant and inexhaustible source of audio content, so facilitating the improvement of their language proficiency.

After using podcasts to learn English, respondents realized that listening has quite difficult difficulties so sometimes there are many vocabulary words that are not heard and missed. To overcome that, respondents prepare a notepad to record difficult words then the podcast audio will be repeated. In this case, podcasts that do focus on listening will indeed help but also make it difficult for learners. Moreover, there is no subtitle feature and slow down audio which is actually very helpful for new learners. If the learner writes vocabulary and translates one by one, it will certainly help remember the vocabulary, but it is less effective in time. In addition, another problem that often occurs is difficult podcast access due to unstable networks on devices used by learners. Even some respondents stated that they must have a good internet connection, a place that is quite accessible to the internet network and a comfortable place.

CONCLUSION

Podcasts are an engaging kind of web media that educators may effectively utilize due to their provision of live audio content. With the rapid advancement of society, podcasts have been widely accessible globally,

serving as a medium to facilitate students' direct exposure to English pronunciation and speech, thereby enhancing their listening skills. Students have the freedom to select their preferred subject matter at no cost through the process of downloading it. Podcasts and digital books share the common attribute of enhancing students' knowledge, hence suggesting a certain degree of similarity between the two mediums. According to the authors, the utilization of podcasts by teachers can be an effective strategy for facilitating learning activities among students, hence enhancing their knowledge acquisition and refining their listening abilities.

Despite being widely recognized as a significant tool for English language acquisition, there exists varying perspectives on the efficacy of Spotify Podcasts in enhancing students' listening skills in English instruction. This research investigates the perspectives of students on the Podcast feature inside the Spotify application, aiming to ascertain the level of user satisfaction and the impact of this feature on student learning. The objective of this article is to examine the experiences of students in utilizing Spotify Podcasts. The primary objective of the study was to ascertain the financial advantages that students derive from incorporating Spotify Podcasts into their academic pursuits. Additionally, it gathers students' challenges encountered when use Spotify Podcasts for educational purposes and provides suggestions to enhance their English language acquisition. The initial issues were due to network interference and the users' limited familiarity with the application. One further obstacle that arises is the deficiency in auditory and oral communication skills.

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