

CHAPTER II

LITERATURE REVIEW

A. The Concept of Listening

1. Definition of Listening

Listening can be understood as an active mental process rather than a passive act of hearing. As explained by Nursanty Haloho et al., (2022), it involves the ear capturing discrete sound elements such as individual letter, intonation patterns, rhythm, and pauses which the brain then transforms into meaningful messages. Building on this idea, Prastyo et al., (2023) argue that listening goes mere sound recognition; it requires the listener to comprehend the speaker's utterance, grasp the intended ideas, and actively participate in the dynamic interplay between speaker, listener and sound. This is in line with Febriani et al., (2022), who state that listening is closely related to thinking skills, as listeners simultaneously process both explicit and implicit meaning in order to understand it, a process that encompasses recognizing expressions, listening actively and accurately, and grasping the meaning behind an utterance. Given this complexity, listening is often regarded as the most demanding among the four language skills commonly used in daily communication (Mohapatra, 2025). Within an educational context, this has practical implications: when students receive information aurally, they are

simultaneously preparing themselves to engage in subsequent reading or conversational tasks (Latupono & Nikijuluw, 2022).

Based on the above explanation, these perspectives suggest that listening is best defined as a dynamic and multilayered process in which individuals not only detect acoustic signals but also cognitively reconstruct them into coherent meaning. This process extends beyond recognizing surface-level linguistic features to encompass a genuine understanding of the speaker's intent and the interactive nature of communication itself.

Consequently, listening functions as a foundational communicative competence, one that equips learners to interpret information accurately and to participate more confidently in both reading and speaking activities.

2. The importance of listening skills

Among the four core listening skills, listening holds a distinctive position: it is typically the first skill acquired during the language learning process and remains the most frequently exercised in everyday interaction (Movva et al., 2022). Gultom et al., (2023) further emphasize that mastering listening is essential for understanding communication in its entirety, since meaningful exchange depends heavily on the interaction between speaker and listener. Central to this process is the quality of input the

listener receives a factor that ultimately determines how successfully communication unfolds. Without adequate listening ability, communication itself cannot take place effectively (Latupono & Nikijuluw, 2022).

From these arguments, it becomes evident that listening is not merely a supporting skill but a cornerstone of both communicative competence and academic learning. It enables learners to receive information accurately, to respond appropriately and to build meaningful interaction with others. In educational setting specifically, strong listening ability lays the groundwork for developing speaking, reading and writing skills alike. For this reason, cultivating good listening habits is indispensable not only to avoid miscommunication, but also to enhance the overall quality of one's interactions in English.

3. Listening teaching techniques

Effective listening instruction requires more than simply playing audio material; it demands techniques that actively engage students in processing spoken language. Research generally points to three interconnected stages Pre-listening, While-listening and post-listening as essential components of a well-structured listening lesson.

The pre-listening stage serves to prime students cognitively before they encounter the actual audio input. (Movva et al., 2022) state that activities conducted at this

stage such as providing a general framework for the task, activating learners' prior knowledge, and sharing the learning goals help direct students' attention to the listening passage and inform them of its purpose, thereby preparing them to become more confident and effective listeners.

Once listening begins, teachers commonly employ strategies such as listening for gist, listening for specific information and selective listening to direct student's attention toward different dimensions of the spoken text. Al Bloushi, (2024)notes that during this stage, learners are not expected to understand every word; rather, the aim is for them to grasp the overall message of the text, thereby cultivating a more strategic approach to comprehension.

Finally, the post-listening functions to consolidate what students have understood. Tasks such as summarizing content, answering comprehension questions or engaging in follow-up discussion allow learners to verify their understanding and reflect critically on the material. (Movva et al., 2022) found that learners who received structured instruction across the pre-, while-, and post-listening stages performed significantly better on post-tests than those in the control group, indicating that a complete instructional sequence is indispensable for reinforcing learners' ability to interpret spoken language within context. Collectively, these three stages form a cohesive instructional framework that

promotes active listening, strengthens comprehensions and creates a more meaningful learning experience through authentic audio materials.

B. Teaching listening for young learners

1. Listening to Gist

Listening for gist refers to learners' capacity to grasp the overall meaning of spoken text without needing to understand every individual word. (Namaziandost, E., Ahmadi, S., & Keshmirshekan, 2020) contend that effective comprehension relies on activating prior knowledge and capturing the general message before attending to finer linguistic details. This view is supported by (Sujatha & Rajasekaran, 2024) who found that a top-down instructional approach one that provides learners with background knowledge of the context, situation, and phrasing before detailed listening begins meaningfully improves students' ability to construct overall meaning from spoken input. For junior high school students specifically, this skill proves particularly valuable as it allows them to follow the main storyline of a podcast or conversation even when some vocabulary remains unfamiliar.

2. Listening to specific information

This component involves the ability to pinpoint particular details within a spoken text names, numbers, dates, or other key facts and requires sustained, purposeful

attention. Meng Yaru et al., (2023) found that semantic understanding and the recognition of specific lexical details are among the most prevalent barriers EFL learners face when extracting targeted information from listening input, underscoring the need for explicit training in this skill. Given that this skill closely mirrors common assessment formats, its practice is especially beneficial for junior high school learners seeking to extract relevant details from authentic audio sources such as Podcasts.

3. Vocabulary Recognition

Because comprehension hinges on a listener's ability to recognize words swiftly and accurately, vocabulary recognition constitutes a critical building block of listening skills. Meng Yaru et al., (2023) identify vocabulary recognition, alongside semantic understanding, as among the most prevalent barriers to listening comprehension faced by EFL learners. Limited vocabulary recognition often causes learners to miss crucial information embedded in spoken input, reinforcing the need to build this skill systematically before learners engage with more complex listening tasks.

4. Listening for Inference

The ability to understand information that is indirectly conveyed by the speaker such as feelings, intentions, cause-and-effect relationships, and implied

meanings constitutes a form of inferential listening. This skill requires the listener to go beyond the literal meaning of words and interpret the speaker's intentions based on intonation, context, and cues. Ebadi et al., (2023) found that structured, technology-assisted mediation can support the development of learners' inferential listening skills, with EFL learners generally reporting positive perceptions of instructional approaches that guide them toward drawing inferences from spoken input rather than relying on literal word recognition alone. For junior high school students, developing inference skills is important to help them understand everyday conversations in podcasts, such as why a speaker is sad or what the speaker is likely to do next. Therefore, listening for inference falls within the category of intermediate to higher-order thinking skills, as it involves processes of analysis and interpretation rather than merely recalling information heard.

In the context of teaching listening to young learners, the use of LEP podcasts in the form of conversations and animations is more appropriate than listening to media such as TOEFL audio because it is more suited to the cognitive and linguistic development stages of secondary school students. TOEFL material is generally designed for intermediate to advanced levels with complex sentence structures, high speaking speeds, and information density

that can make it difficult for students to develop sound awareness and vocabulary recognition. In contrast, LEP podcasts, which are dialogical, contextual, and presented visually through animation, provide more natural, simple, and repetitive language exposure, helping students gradually recognize phonemes, word stress, intonation, and meaning. Furthermore, in terms of listening for gist and listening for specific information, short, real-life conversations make it easier for students to understand the main ideas without having to understand all the vocabulary, while also training them to find specific information such as names, times, or the purpose of the conversation. Thus, pedagogically, LEP podcasts are more relevant and effective for use in this study because they support gradual, communicative listening learning that is appropriate for the characteristics of lower secondary school students.

C. The concept of the English podcast

1. Definition of English podcast

A podcast, in its broadest sense, refers to a digital audio program consisting of spoken content or music that can be downloaded automatically via the internet (Merriam, 2026). More specifically, it typically takes the form of recorded conversations or discussions that listeners may access at their convenience, regardless of time or location (Rime et al., 2022). Bölükbaş & Dinç, (2022) offer a

complementary perspective, describing a podcast fundamentally as the transfer of digital audio files to end users through devices such as computers or smartphones.

Considering the explanation above, a podcast may be defined as an internet-distributed audio program that allows users to stream or download episodes at will, using everyday digital devices. While podcasts originated primarily within media and entertainment industries, their application has since expanded considerably into educational contexts. This shift underscores that podcasts function not merely as entertainment but as legitimate pedagogical tools particularly suited to secondary-level learners, given their capacity to deliver authentic audio exposure in a flexible, accessible format.

2. The type of English podcast

As categorized by Al Sheef and Althobaiti (2019), as cited in (Chaves-Yuste & de-la Peña, 2023) podcasts can be divided into four types:

a. Audio podcasts

Audio podcasts represent the simplest and most widely used format, typically distributed as compact MP3 files that are easy to download or stream. Because they rely exclusively on sound without visual accompaniment, they are especially effective for developing listening skills, pronunciation awareness, and comprehension learners must focus entirely on the

auditory channel, free from visual distraction. Moreover, audio podcasts are easier for teachers to produce and distribute compared to other types of podcasts.

b. vodcasts or video podcasts

Vodcast, or video podcast, combines both audio and visual elements in one format. In addition to listening to spoken content, learners can see facial expressions, gestures, subtitles, or contextual visuals that support understanding. This type of podcast can enhance comprehension because visual cues help learners interpret meaning more effectively. In educational settings, vodcasts are beneficial for demonstrating real-life conversations, role-plays, or situational dialogues. However, they generally require larger file sizes and stronger internet connections compared to audio-only podcasts.

c. Enhanced podcasts

Enhanced podcasts are typically distributed in MP4 format and combine audio content with additional features such as synchronized images, slides, website links, and chapter markers. These features make the content more interactive and structured, allowing learners to follow the material more systematically. For example, images or slides may highlight key vocabulary while the audio is playing. This type of podcast is useful in

instructional contexts because it integrates multimedia elements that support comprehension and engagement. However, it may require more technical preparation and digital literacy from both teachers and students.

d. Screencasts

Screencasts are digital recordings of computer screen activities accompanied by audio narration. This type of podcast is often used for tutorials, demonstrations, or step-by-step explanations of specific topics. In language learning, screencasts can be used to explain grammar, pronunciation, or vocabulary while visually showing slides, documents, or online resources. Screencasts are effective for guided instruction because learners can see the process while listening to the explanation. Nevertheless, like vodcasts, screencasts require adequate technological support and internet access

Among the four types of podcasts described above, this research adopts a vodcast (audio-visual podcast) format, specifically the “8 Minute English” series from the Learn English Podcast (LEP) channel on YouTube. The type of podcast adopted in this study is the audio-visual podcast series “8 Minute English,” which was purposively selected based on the suitability of the content with the cognitive characteristics and

curriculum needs of seventh-grade students at SMPN 11 Bengkulu Tengah.

This content presents contextual material related to daily routines, vocabulary mastery, strategies for improving listening skills, and the development of a learner mindset through a multimodal approach that combines dialogic narration with animated visualizations. The integration of conversational audio, on-screen text, and animations provides meaningful visual cues that function as effective scaffolding in facilitating meaning comprehension for beginner learners (level A1–A2). Since this study focuses on improving students' listening skills, the use of an audio-visual podcast is considered appropriate because it supports listening comprehension through both auditory input and visual reinforcement, making the learning process more engaging, interactive, and suitable for junior high school students.

3. Advantages of English podcast for listening

a. Podcasts provide flexible and independent learning

One of the main advantages of English-language podcasts is that they provide flexible and independent learning opportunities for students. Learners can access podcast material anytime and anywhere according to their own schedule, allowing them to control the pace of

their learning. They can pause, rewind, or listen again to parts that are difficult to understand, which support individual learning needs and different levels of proficiency. This flexibility is particularly beneficial for secondary school students, as it encourages independent learning and helps them practice listening outside the classroom without time or place restrictions.

b. Podcasts introduce learners to authentic language

English podcasts expose learners to authentic language use, including real pronunciation, various accents, natural intonation, and everyday conversational expressions. Unlike scripted textbook recordings, podcasts often contain spontaneous speech patterns that reflect real-life communication. This authentic exposure helps students become familiar with how English is actually spoken by native or proficient speakers. As a result, learners can improve their ability to understand different speech variations and develop better listening comprehension skills in real communication contexts.

c. Podcasts can increase learners' motivation

Another important advantage of podcasts is their ability to increase students' motivation and interest in learning English. Podcasts offer a variety of topics such as education, entertainment, everyday life, stories, and culture, which can suit students' interests and

preferences. When students listen to content that is interesting and relevant, they tend to be more focused and enjoy the learning process. This increased motivation can encourage more active participation and better learning outcomes, especially in listening activities that are often considered challenging.

d. Podcasts support the development of listening skills

Podcasts directly support the development of listening skills by providing continuous exposure to spoken English. Through regular listening practice, students improve their ability to identify main ideas, understand specific information, recognize vocabulary, and interpret meaning from context. Furthermore, podcasts are easily integrated into digital or online learning environments, such as learning management systems, virtual classrooms, or blended learning models. This makes podcasts a practical and effective tool for modern education, especially in technology-supported classrooms at the junior high school level c.

4. Disadvantages of English podcast for listening

a. Limited access to technology

Since podcasts are digital audio materials distributed online, students need appropriate devices such as smartphones, computers, or tablets, as well as reliable internet access to download or stream the

content. In many educational contexts, especially in developing areas, not all learners have equal access to these technological resources. This digital divide can create inequality in learning opportunities, where some students benefit fully from podcast-based learning while others struggle to participate effectively. As a result, the implementation of podcasts in listening instruction may not be optimal for all learners.

b. Learners with poor listening skills

Another disadvantage is that learners with limited listening proficiency may experience difficulty understanding authentic podcast content, particularly when the speech is too fast or contains unfamiliar vocabulary. Podcasts often feature natural conversations with varied accents, reduced forms, and spontaneous speech patterns, which can be challenging for junior high school students. Without sufficient vocabulary knowledge and listening strategies, students may fail to grasp the main ideas or specific information in the audio. Consequently, instead of improving listening skills, students may feel frustrated or discouraged when they cannot follow the content effectively.

D. The role of English podcast to listening

1. The Role of Teachers in Using Podcast Content

Yaacob et al., (2021) point out that video-based podcasts contribute effectively to enhancing students' listening competence. Nevertheless, the success of applying this medium is not determined merely by the technological dimension. It is here that teachers play a vital role in ensuring the success of learning through the following roles:

a. Teachers as Facilitators

Within podcast-based listening lessons, the teacher functions as a facilitator who builds a conducive learning atmosphere so that students can interact actively with the podcast content. Rather than being the sole source of information, the teacher provides access to appropriate podcast content, encourages interaction, and supports students in developing their listening skills independently. As facilitators, teachers help students build confidence, encourage discussion after listening activities, and promote learner autonomy by allowing students to explore and respond to audio materials according to their abilities. This role is important because podcast learning often requires students to take greater responsibility for managing their own comprehension process.

b. Teachers as Planers

In addition, teachers take on the role of planner in podcast-based listening lessons, which involves thoughtfully choosing podcast materials appropriate to students' proficiency, instructional goals, and curriculum requirements. Effective planning includes determining the purpose of listening (such as listening for gist or specific information), preparing pre-listening, while-listening, and post-listening activities, and ensuring that the content is relevant and age-appropriate for junior high school students. Through structured lesson planning, teachers can integrate podcasts into classroom instruction in a meaningful way, preventing the activity from becoming unstructured or purely entertainment based.

c. Teachers as Guides

Teachers also serve as guides, offering explicit directions and step-by-step support across the entire listening activity. They assist students in understanding difficult vocabulary, identifying key information, and applying listening strategies such as predicting, note-taking, and summarizing. Teachers also monitor students' comprehension and provide feedback to help them improve. By guiding students step by step, teachers ensure that podcast-based listening activities contribute

effectively to the development of listening skills rather than leaving students confused or overwhelmed by authentic audio content.

In conclusion, by integrating the teacher's roles as facilitator, planner and mentor, the use of technology in the classroom is no longer merely a form of entertainment, but has become a structured, effective and meaningful learning tool for students.

2. The Role of Students in Using Podcast Content

When engaging with podcast material, students take on an active position as both listeners and autonomous learners. They are motivated to listen attentively, pay close attention to pronunciation, intonation, and meaning, and complete the listening assignments given by the teacher. Through repeated listening, students can improve their understanding and become more familiar with the use of authentic English.

In addition, podcasts allow students to control their own learning process. Students can listen to audio at their own pace, repeat difficult parts, and choose content that suits their interests. This flexibility encourages learning autonomy and increases student motivation in developing their listening skills. As a result, students become more engaged and responsible for their own learning process.

E. Learning and Listening Procedures using LEP

Learning English Podcast (LEP) is an audio-visual learning medium intended to strengthen students' listening skills through authentic spoken English materials. In this study, LEP is taken from a YouTube channel that provides short English learning videos, particularly the "8 Minute English" series. These materials are designed to support students' listening comprehension through contextual and meaningful language input. The use of LEP in this study is grounded in two complementary theoretical frameworks: one explaining *how* learners cognitively process audio-visual input, and the other explaining *why* such exposure contributes to language acquisition.

First, this approach aligns with Mayer's (2001) Cognitive Theory of Multimedia Learning, which posits that the learning process becomes more efficient when learners receive information through both auditory and visual pathways simultaneously, rather than through a single channel. In this study, LEP supports student comprehension by combining audio and visual elements, which reduces cognitive load and enhances understanding. This dual-channel presentation helps students process auditory input more efficiently and maintain better attention during learning activities - addressing the cognitive mechanism through which listening materials are processed.

Second, beyond this cognitive-processing perspective, Krashen's (1982) Input Hypothesis offers a complementary explanation by addressing the linguistic condition necessary for acquisition to occur. Krashen proposes that language acquisition takes place when learners are exposed to comprehensible input - input that is only slightly beyond their existing competence, referred to as $i+1$. In this study, LEP provides students with authentic spoken English input that is comprehensible and can be accessed repeatedly, thereby enabling a gradual improvement in listening comprehension. Continuous exposure to such input allows students to develop their ability to understand spoken English in a more natural and meaningful way.

Taken together, Mayer's (2001) theory accounts for the cognitive efficiency with which LEP is processed, while Krashen's (1982) theory accounts for the linguistic conditions under which such exposure fosters language acquisition. These two frameworks therefore provide complementary — rather than overlapping theoretical grounding for the use of LEP as a listening instruction medium in this study.

1. Procedure of Using YouTube to Access LEP

The Learning English Podcast (LEP) used in this research was taken from the YouTube platform, specifically from the “8 Minute English” episodes. The

procedures of using YouTube in classroom listening activities were carried out as follows: Open the Application

- a. The teacher opened the YouTube application on a smartphone or computer connected to a speaker or classroom audio system.

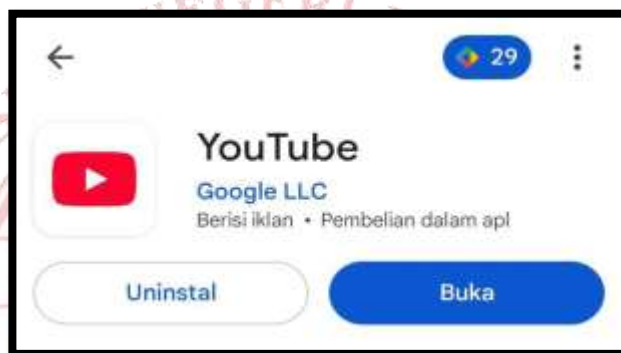


Figure 2.1
(YouTube Application Platform)

- b. Searching for the channel

In the search bar, the teacher typed “Learning English Podcast” to find the official LEP channel.

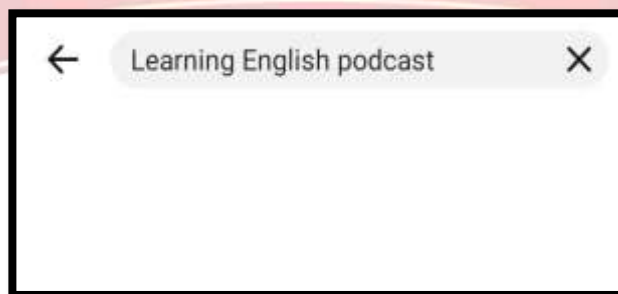


Figure 2.2
(Searching Process for Learning English Podcast (LEP))

c. Selecting the official channel

After the search results appeared, the teacher selected the official channel titled “LEP – Learn English Podcast (@LEP-LearnEnglishPodcast)” to ensure the authenticity of the content.

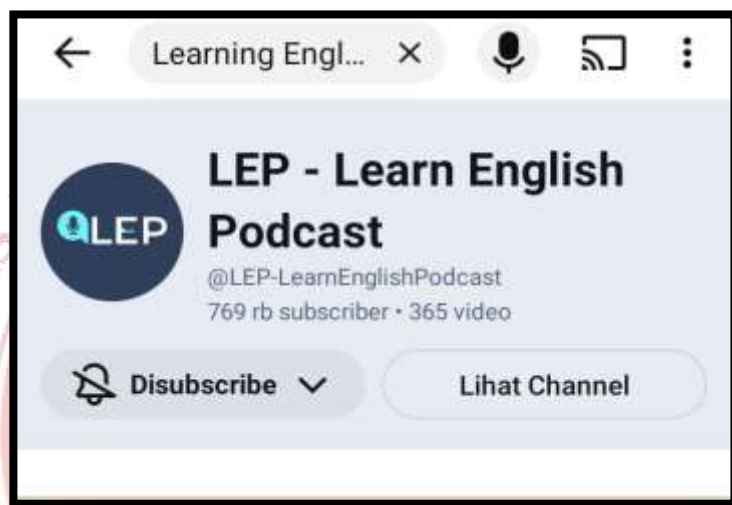


Figure 2.3
(Official Channel of LEP – Learn English Podcast)

d. Open the playlist

The teacher clicked on the “Playlist” section and selected the “8 Minute English” playlist, which contains short and structured English learning podcast episodes.



Figure 2.4
(Channel Homepage Display)

e. Choosing the episode

The teacher chose an episode that matched the learning objectives and students' proficiency level, especially topics related to daily conversations and basic expressions.

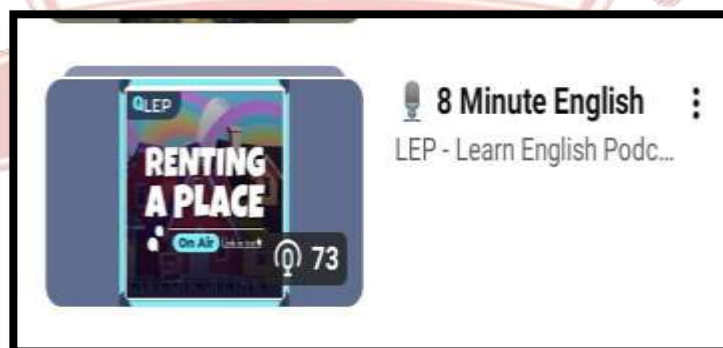


Figure 2.5
(“8 Minute English” Playlist)

f. Playing the podcast content

The selected episode was played in the classroom.
The teacher ensured that the audio volume was clear and audible for all students.



Figure 2.6
(Example of Episode in “8 Minute English”)

g. Conducting listening activities

During the playback, students completed listening tasks such as identifying the main idea, answering comprehension questions, and finding specific information.

h. Repeating the audio if Necessary

The teacher replied to the podcast to help students confirm their answers and better understand difficult parts.

F. Previous Study

Several previous studies have examined the use of podcasts as a learning medium in English language learning, particularly in improving students' listening skills.

Bozavli, (2024) in the article entitled “*The Effects of Intensive English Podcast Listening on High School Students' Comprehension Skills and Impact on Learning Motivations*”, investigated the effect of frequent and intensive podcast exposure on upper secondary school students' listening comprehension. The research findings indicated that learners who consistently took part in podcast-based listening tasks showed marked progress in listening comprehension when compared with peers who did not receive such intensive exposure. The findings highlight that podcasts provide authentic input, natural pronunciation, and continuous exposure to spoken English, which contribute substantially to the development of listening proficiency. This previous study is similar to the present research because both focus on the use of podcasts as a medium to improve students' English listening skills and apply them in a secondary school context. However, the difference lies in the level of education and treatment design. Bozavli's research involved upper secondary school students with intensive exposure, whereas the current study focuses on seventh-grade students at SMPN 11 Bengkulu Tengah and implements Learning English Podcast (LEP) within a

limited instructional period. Additionally, the present research emphasizes the specific use of LEP content as classroom learning media, while Bozavlı's study examined broader podcast exposure frequency. These similarities and differences position the current study as a contextual and level-specific extension of previous research.

The results showed that incorporating podcasts into instruction notably boosted students' listening achievement, enhanced their vocabulary command, and supplied them with meaningful, context-based language input. The study concluded that podcasts function as an effective digital learning medium because they expose learners to authentic spoken English and support active listening practice. This previous study is similar to the present research in that both examine the use of podcasts as an instructional medium to improve English listening skills in an EFL setting and emphasize the role of authentic audio materials. However, the difference lies in the research focus and participant characteristics. Sayidaturrahmah et al., (2024) examined podcast use in a broader EFL context without specifically concentrating on seventh-grade junior high school students, whereas the current research focuses specifically on seventh-grade students at SMPN 11 Bengkulu Tengah and utilizes the Learning English Podcast (LEP) "8 Minute English" series as structured classroom material. Therefore,

the present study extends previous findings by applying podcast-based instruction to a more specific educational level and contextual classroom setting.

Munisaxon & Qizi, (2025), in the article entitled *“The Effectiveness of Podcasts in Developing EFL Listening Skills,”* investigated the effectiveness of podcasts in enhancing EFL learners’ listening comprehension and promoting learner autonomy at the university level in Uzbekistan. The study employed a quasi-experimental nonequivalent control group design combined with a mixed-methods approach, integrating pre-test and post-test assessments with surveys and interviews over a six-week intervention period. The findings revealed that systematic exposure to podcasts significantly improved learners’ listening comprehension, particularly in accent recognition, speech rate adaptation, and contextual understanding, while also fostering motivation and independent learning. This previous study shares similarities with the present research in its focus on the use of podcasts to improve EFL listening skills and its application of a quasi-experimental design involving experimental and control groups.

However, notable differences exist in several aspects. In terms of research object and setting, the previous study was conducted with university students in Uzbekistan, whereas the present study focuses on seventh-grade students

at SMPN 11 Bengkulu Tengah, Indonesia, in the academic year 2025–2026. Methodologically, the earlier research adopted a mixed-methods approach, while the present study applies a purely quantitative design using pre-test and post-test listening assessments to measure the impact of the English Learning Podcast (LEP), specifically the “8 Minute English” series, as the treatment. Therefore, although both studies examine the pedagogical value of podcasts in developing listening skills, the current research offers contextual novelty by targeting junior high school students and implementing a more focused and structured podcast-based intervention within a secondary school setting.

G. Theoretical Framework

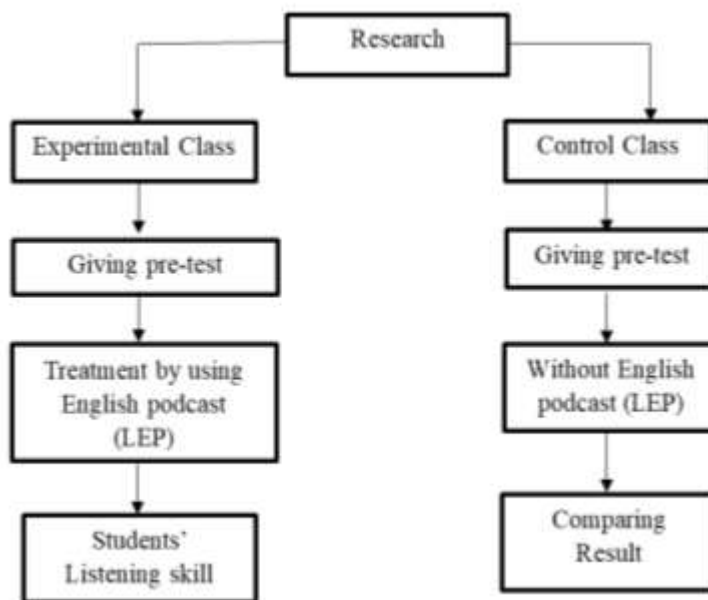
This study consists of two main variables:

1. The independent variable (X) is the Learning English Podcast (LEP), which is used as a learning medium in the teaching of listening skills. LEP provides students with authentic English audio-visual input through YouTube-based podcast content.
2. The dependent variable (Y) is students’ listening skills, which refer to the ability to understand main ideas, specific information, vocabulary, and implied meaning in spoken English.

Several theoretical perspectives account for the connection between these two variables. Krashen’s Input

Hypothesis (1982), for instance, asserts that language learning is driven by exposure to comprehensible input. Mayer’s Cognitive Theory of Multimedia Learning (2001) explains that audio-visual materials enhance learning effectiveness by reducing cognitive load. Meanwhile, Rost (2011) explains that listening is an active cognitive process involving attention and interpretation.

Based on these theories, LEP is expected to improve students’ listening skills through meaningful input, cognitive processing, and sustained exposure to English.



**Diagram 2.1Theoretical Framework
(Designed by Researcher)**

H. Hypothesis

Based on the identified research problem, the researchers formulated the following hypotheses:

1. Null Hypothesis (H_0): There is no significant effect of using the English podcast LEP towards the listening skill of skills of seventh grade students at SMPN 11 Bengkulu Tengah
2. Alternative Hypothesis (H_a): There is a significant effect of using the English podcast LEP towards the listening skills of seventh grade students at SMPN 11 Bengkulu Tengah

