Developing English Listening Skills for Comprehension Through Repetition Technique Using Podcast

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Abstract

This research is a pre-experimental study conducted with the following objectives: 1) to investigate the efficiency of using podcast in developing English listening skills for; 2) to compare the achievement of English listening comprehension before and after the repetition technique using podcast; 3) to examine the satisfaction with the intervention of using the repetition technique with podcast to enhance English listening skills for comprehension. The sample group consisted of 41 second-year students. The selection of the sample group was done through purposive sampling, whereby the sample group had to meet the language proficiency standards of level A2 or B1 according to the Common European Framework of Reference for Languages (CEFR). The experimental period spanned 11 weeks, with a total of 22 hours. The research instruments were podcast clips, practice exercises, pre and post-tests, and satisfaction questionnaire. The research findings revealed that the efficiency of using podcast in developing English listening skills for comprehension exceeded the predefined criterion of 80/80, with a score of 88.51/86.59. Moreover, when comparing the scores for the post-test English listening skills for comprehension of students using the intervention of using the repetition technique with podcast to enhance English listening skills for comprehension, it was found to be significantly higher than the average pre-test scores at a statistical significance level of .05. Overall, the students expressed a high level of satisfaction with the intervention of using the repetition technique with podcast to enhance English listening skills for comprehension. The average satisfaction score was 4.50.

Keywords: efficiency, listening for comprehension, podcast, repetition technique

1. Introduction

The world in the 21st century has undergone a profound transformation compared to the 20th-century world. It has evolved into a borderless world driven by various technologies and innovations, particularly digital technology. The 21st-century world can be characterized as a world without boundaries, where individuals recognize the pivotal role of digital technology in their daily lives. Digital technology acts as a unifying force, facilitating rapid and effortless exchange of information and news through electronic devices such as mobile phones, smartphones, and computers. These electronic devices have undergone continuous development. According to We Are Social's (2021) survey on global mobile phone usage statistics, it was revealed that the current global mobile phone user base accounts for 67% of the world's population, representing a growth rate of 2.3% in 2020. Furthermore, internet users constitute 61% of the global population, totaling 4.6 billion people worldwide. In Thailand, data from the National Statistical Office of Thailand (2018) disclosed that there were 89.6 million mobile phone users, with 69.9 million utilizing smartphones. Among the population aged 6 years and older, 36 million people accessed the internet. Thai internet users, on average, spend 8.44 hours per day online, ranking among the top 10 globally. The Gen Z group allocates the most time online, with an average of 12 hours and 5 minutes per day, primarily for online learning. This is followed by watching television programs, videos, and engaging in online music streaming (Electronic Transactions Development Agency, 2021).

In the 21st century, society has transformed into a learning society, utilizing electronic devices as tools for acquiring knowledge. The majority of the world's essential knowledge is documented and disseminated in the English language. Therefore, it is crucial for individuals with access to this knowledge to possess proficiency in foreign languages, especially English. English holds the status of an international language and is the most widely used language on the internet, accounting for 26.8% (Office of Academic Resources and Information Technology, cited in Internetworldstats, 2022). Consequently, the Thai government has implemented policies to

promote opportunities and enhance the quality of English language proficiency within the ASEAN community. The Thai Ministry of Education has announced a policy to reform English language teaching and learning, with reference to the Common European Framework of Reference for Language (CEFR). The focus is on nurturing language competencies and skills in English (Thai Ministry of Education, 2016).

Listening is an important skill in language learning as learners acquire essential information and knowledge through this process. Consequently, learners can then proceed to develop their speaking skills (Nation and Newton, 2008). The value of listening begins with the acquisition of vocabulary, pronunciation, intonation, and the ability to comprehend spoken language. Comprehension-focused listening is a crucial skill in English language instruction for effective communication. Instruction in teaching English listening skills reveals that a significant number of learners encounter the problem of insufficient training in this area, as grammar, reading, and vocabulary receive more emphasis. This issue stems from teachers' belief that listening skills can naturally develop through learners' independent efforts (Hamouda, 2013). While teachers assess learners' listening skills, they do not explicitly teach them, resulting in learners using their listening skills primarily for test-taking rather than comprehension (Glisan, 1985). Listening difficulties faced by learners include: 1) challenges arising from the accents of native speakers, 2) learners' attempts to understand the meaning of every word, leading to anxiety, 3) difficulty comprehending fast-paced content, 4) the necessity of listening multiple times for comprehension, 5) feeling tense and not relaxed during listening, and 6) lack of interest when the listening material is excessively long.

Cengage (2022) explains that "practice makes perfect" illustrates the fact that repetition enhances learning. The technique of repetition has garnered attention from scholars since the time of Ebbinghaus (1913), demonstrating that human memory improves with the number of repetitions of studied information. The strength theory in the scientific realm of the 21st century posits a singular position within the storage unit of memory that aligns with each occurrence of a repeated event. This is referred to as memory trace consolidation. Strengthening the memory trace is believed to enhance efficiency and robustness. Additionally, it is hypothesized that stronger traces facilitate easier retrieval than weaker ones.

Therefore, the researcher is interested in developing English listening skills for comprehension using the repetition technique, utilizing podcast materials among second-year students in the Department of English for International Communication. This approach aims to enable students to benefit from modern technological resources, allowing them to access knowledge anytime and anywhere, while also providing opportunities to practice English listening skills with native speakers. The objective of this approach is to foster motivation, positive attitudes, and effective strategies for improving English listening skills and comprehension. Furthermore, it serves as a guideline for teachers to enhance the efficiency of English language teaching and learning.

2. Review of Related Literature

2.1 English Listening for Comprehension

Many educators and researchers have proposed ideas regarding listening for comprehension, emphasizing its role and significance in developing effective listening skills. Hedge (2000) states that prior listening experiences enable learners to predict or infer what will follow after hearing, thus enhancing listening skills for comprehension. Listening in various contexts requires listeners to respond, including interpreting meaning and analyzing the speaker's intentions (Kennedy & Trofimovich, 2008). According to their study, listeners who have previous experience in learning a second language are better able to understand the pronunciation of the second language from speakers, whether they are native or non-native, compared to listeners without prior second language learning experience. Therefore, understanding the meaning conveyed through second language pronunciation depends on the listeners' experience and attentive listening. EDU SSRU (2014) highlights listening for comprehension as a fundamental skill applicable in all situations. It involves listening to comprehend and understand stories, grasping individuals' thoughts, comprehending the meaning of messages, and applying what has been heard in practice. Listening for comprehension requires continuous attentive listening, critical thinking, and accepting knowledge and perspectives from different viewpoints of the speaker. It may involve taking important notes or recording key points. Based on the above perspectives, it can be concluded that the process of listening for comprehension is a crucial step in effective communication, involving receiving information from speakers, media, or auditory signals, interpreting meaning, understanding, evaluating, and applying it to convey or respond in both purposeful conversations and communicative interactions.

2.2 Repetition Technique

Ward (1894) described repetition as a single position in the memory unit that stores corresponding events. Each time an event is repeated, it is referred to as the strengthening or enhancement of memory. It is also hypothesized

that stronger retrieval from memory is easier than retrieval from weaker memory traces. Therefore, repetition aids learning by strengthening the memory unit itself, as suggested by Ebbinghaus (1913), a pioneering psychologist in the study of human memory and forgetting. Ebbinghaus sought to investigate how humans forget learned information and how long it takes to recover that memory. The study revealed that humans are inclined to forget new information immediately, or some individuals gradually forget it over time. Thus, regular and consistent reviewing is necessary to recall the original content. The findings from "Memory: A Contribution to Experimental Psychology," an influential work in neuroscience, led many scholars to apply the Spaced Repetition technique in educational settings to enhance long-term retention. In other words, the pedagogy must include frequent and regular reviewing, as repetition helps prevent easy forgetting. Ebbinghaus recommended spaced intervals of 18 minutes, 1 day, and 7 days after the initial memorization. He also observed that individuals could design their own review intervals, as long as they do not allow too much time to pass between repetitions. Iimura (2007) discussed the benefits of repetition, stating that it improves listening comprehension regardless of question types and the listener's expertise. The more expert listeners become, the more they benefit from repetition. Pashler, Rohrer, Cepeda and Carpenter (2007) also highlighted the advantages of spaced repetition, stating that it is a useful tool for learning across various dimensions and disciplines. It applies to learning rules, mathematical facts, and numerous other subjects. Individuals with a tendency to remember information and facts through repetition are more likely to succeed in subsequent testing.

2.3 The Use of Podcasting in Teaching Listening Skills

The use of podcasting in teaching listening skills is an interesting and contemporary technological approach. Particularly in the context of foreign language learning, using audio podcasts for teaching listening skills has gained attention. According to Ross Winn (2021), broadcasting or podcasts refer to blogs, TV shows, and favorite topics that are available in large audio recording repositories. These recordings can be searched, downloaded, and conveniently listened to in various locations such as cars, workplaces, homes, or during exercise. Audio broadcasts or podcasts can be found on the internet through platforms like Google or various applications. Merriam (2022) defines broadcasting or podcasts as digital programs in the form of songs or conversations available for automatic download via the internet. Thai ware (2021) describes podcasts as digital audio files created for online distribution, usually involving enjoyable conversations that viewers can indulge in unknowingly. Similar to radio programs, podcasts have presenters who narrate various stories for listeners. Listeners can subscribe and follow to download new episodes onto their computers, applications, or portable devices. Regarding the use of audio podcasts for teaching listening skills, Constantine (2007) highlights that podcasts serve as a real-life learning and listening practice that benefits language learners of all levels. Beginners can benefit from general listening and exposure to a new language. Intermediate learners can access authentic teaching materials and experience diverse voices. Advanced learners can choose specific broadcasts based on their needs and interests. Gromik (2008) explains that using audio podcasts for teaching listening skills allows learners to access authentic information fully, even when they are not using English as their native language. Furthermore, Beheler (2017) emphasizes that instructors can effectively utilize podcasts as a teaching medium by sending recorded audio lectures from the classroom to the school's website and encouraging students to use the website for additional learning. Students can practice listening on their own by learning through online audio podcasts or downloading them for convenient listening outside the classroom. Listening to podcasts is highly beneficial for extensive foreign language listening practice.

3. Method

The research methodology for this study includes the population and sample group, research instruments, data collection and data analysis.

3.1 The Population and Sample Group

The students in language classroom have been encouraged to learn 21st century skills that was they were supported to acquire knowledge in a variety way. The students have been strengthened classroom environment with sharing and helping with each other which was classroom's culture. As a result, the students love learning new things.

The population for this study consists of second-year students majoring in the Department of English for International Communication, Faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-ok, during the first semester of the academic year 2022, totaling 48 students. The sample group was selected through purposive sampling from the aforementioned population. The selection process involved administering the EF SET test (EF Education First, 2022), an online standardized English proficiency test based on the CEFR (Common European Framework of Reference for Languages), to assess the English

language proficiency level. The sample group consisted of 41 students who obtained scores at the A2 or B1 level.

3.2 The Research Instruments Utilized in the Study Included

1) Podcast audio clips: Audio clips aired through the Spotify application's "Listening Time English Practice" channel. The clips were in American English and were categorized into various topics concerning daily life, culture, travel, food, and more. The speakers delivered the content naturally without scripts but slightly reduced their speaking pace. Each episode had a duration of approximately 25 minutes, providing suitable material for practicing listening skills and comprehension for individuals with English language proficiency at the A2 or B1 level. The episodes were freely downloadable and accessible through Android or iOS smartphones, computers, and smart TVs. The quality of the five aired audio clips was developed and assessed using the Index of Item Objective Congruence (IOC), with all five episodes scoring 1.00. This indicated that the content of the listening podcast in all five episodes aligned structurally with the learning objectives of English Language and Culture for Communication course (course code: 05-07-223). The aforementioned audio clips comprised five episodes, namely Episode 2: Breakfast and Camping, Episode 3: My Trip to Peru, Episode 4: Weather and Advertising, Episode 5: Barbecues and Fashion, and Episode 6: My Road Trip through Mexico. The researchers opted not to utilize Episode 1: Introduction as it primarily served as a general overview of the broadcasting application.

2) Listening comprehension practice exercises: Five listening comprehension exercise worksheets were created by the researchers, employing the repetition technique with the podcast audio clips. These exercises consisted of 80 items that involved filling in missing words and selecting correct or incorrect statements. The quality of these exercises was developed and assessed using the Index of Item Objective Congruence (IOC), ranging from 0.67 to 1.00.

3) Pre-posttest for English Listening Skills for Comprehension through Repetition Technique Using Podcast: These tests measured two aspects of listening skills: listening for main ideas and identifying specific details. The test consisted of multiple-choice questions with four options per question, totaling one set of 20 questions and 20 points. The test duration was approximately 10 minutes. Therefore, there were five sets of tests in total, resulting in 100 questions and 100 points, based on listening to the five aired audio clips from the five episodes. The quality of these tests was developed and assessed using the Index of Item Objective Congruence (IOC), ranging from 0.67 to 1.00, and the Livingston Reliability coefficient, as follows: ep.2 (0.802), ep.3 (0.764), ep.4 (0.847), ep.5 (0.834), and ep.6 (0.825).

4) Satisfaction questionnaire: The satisfaction questionnaire was employed to measure the level of satisfaction with the intervention of using the repetition technique with podcast to enhance English listening skills for comprehension among students in the Department of English for International Communication. The researcher created 15 items for this questionnaire. The questionnaire utilized a rating scale based on a 5-point Likert scale. The quality of the questionnaire was developed and assessed using the Index of Item Objective Congruence (IOC), scoring 1.00, and the overall reliability coefficient, scoring 0.714.

3.3 Data Collection

This research is a pre-experimental study using research model with one experimental group derived from purposive selection using One-Group-Pretest-Posttest Design. There was pre-posttest used in this study. The researchers collected data starting from the first week of the course, where an introduction to the subject was given to help students understand the learning methods, expected learning outcomes, measurement and evaluation techniques, as well as clarifying the roles of both students and teachers. A test was administered to assess the English language proficiency level using the online EF SET test, aiming to select a sample group with English language abilities at CEFR levels A2 and B1. The test results revealed that there were 41 students with the desired English language proficiency level. In the following week, the researchers proceeded with the experimental phase using the Spotify application's podcast feature, specifically the "Listening Time English Practice" channel. The repetition technique based on Ebbinghaus' (1913) concept was employed, wherein the sample group listened to each of the five episodes repeatedly for a total of four times. The experimental process was as follows: after the first listening session, the sample group completed a pre-test before the lesson. After an 18-minute interval, they engaged in additional practice exercises. Subsequently, after a one-day break, the researchers assigned the sample group to listen to the podcasts outside of class time. Finally, after a 7-day interval, the researchers played the podcasts in the classroom, followed by a post-test. The entire experimental period lasted for 11 weeks and 22 hours. Each listening session took approximately 2 weeks to complete. The test, assessing listening comprehension, was administered at the end of the experiment. Upon completion of the experiment, students were asked to respond to a satisfaction questionnaire regarding the instructional

management for developing English listening skills through the repetition technique using the Microsoft Forms platform.

3.4 Data Analysis

The efficiency of podcast audio clips from Spotify application, "Listening Time English Practice" channel, after collecting data, the researchers analyze the data using E_1/E_2 podcast efficiency test using 80/80 criteria. (Brahmawong, 2012). Firstly, the researchers used listening comprehension practice exercises, after collecting the data, the researchers analyzed the data using an efficiency test (E_1) of the process provided in teaching as a percentage of exercise worksheets during the study. Secondly, the researchers used pre-posttest for English Listening Skills for Comprehension through Repetition Technique Using Podcast, after collecting the data, the researchers analyzed the data using an efficiency test (E_2) of behavioral outcomes changed in post learning course. Calculated as the ratio from taking posttest and compared with the achievement in English listening comprehension between pre and posttest. The hypothesis was tested by t-test dependent with a computer program. Finally, the questionnaire to measure satisfaction with listening skills development activities after collecting data, the researchers analyzed the data using a 5-level Rating Scale based on the concept of Likert (Likert Scales). The criteria for scoring: highest 5, high 4, moderate 3, low 2 and lowest 1 (Likert & Rensis, 1967).

4. Results

The study focused on "Developing English Listening Skills for Comprehension through the Repetition Technique Using Podcast" among second-year students in the Department of English for International Communication, Faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-ok. The rsearchers presented the data analysis results as follows:

4.1 Efficiency of Developing English Listening Skills for Comprehension through the Repetition Technique Using Podcast

The experiment aimed to determine the efficiency of using Podcasts in developing English listening skills for comprehension among second-year students majoring in English for International Communication, Faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-ok, in the academic year 2022. The study involved a total of 41 participants. The analysis results, presented in Table 1, illustrate the efficiency of using Podcasts in developing English listening skills for comprehension, based on the 80/80 criteria.

Table 1. The efficiency of utilizing Podcasts in developing English listening skills for comprehension, according to the 80/80 criteria.

Listening comprehension exercise worksheets			Post-test			Efficiency E_1/E_2
Scores	$\bar{X}$	E_1	Scores	$\bar{X}$	E_2	
80	70.80	88.51	100	86.59	86.59	88.51/86.59

According to Table 1, it was found that the average score obtained from in-class exercises (E_1) was 88.51, while the average score obtained from the post-test (E_2) was 86.59. These scores exceeded the predefined criteria of 80/80. In conclusion, the use of Podcasts in developing English listening skills for comprehension was found to be effective according to the predefined criteria.

4.2 Analysis of Learning Achievement Before and After Intervention: Developing English Listening Skills for Comprehension Using the Repetition Technique with Podcasts

The results of the comparison of learning achievements before and after the intervention in English listening skills for comprehension, using the repetition technique with podcasts, among students majoring in English for International Communication, are presented in Table 2.

Table 2. The comparison of learning achievements before and after the intervention in English listening skills for comprehension using the repetition technique with podcasts

Tests	N	$\bar{X}$	SD	t	df	p
Pre-test	41	61.05	4.706	70.183	40	.000*
Post-test	41	86.63	4.414			

Note. $*p \leq .05$.

From Table 2, it was found that the average learning achievement scores after the intervention in English listening skills for comprehension, using the repetition technique with podcasts, among students majoring in English for International Communication, were significantly higher than the pre-intervention average scores at a statistically significant level of .05.

4.3 Analysis of the Satisfaction Towards the Intervention for Developing English Listening Skills for Comprehension Using the Repetition Technique with Podcasts

Satisfaction of students majoring in English for International Communication towards the intervention for developing English listening skills for comprehension using the repetition technique with podcasts is presented in Table 3.

Table 3. The student satisfaction towards the intervention for developing English listening skills for comprehension using the repetition technique with podcasts (Adopted and modified from Ruethairat, 2018)

Statements	$\bar{X}$	SD	Interpretation
1. The presentation of Podcast for practicing English listening skills for comprehension is interesting.	4.22	0.571	High
2. The five episodes of Podcast have clear audio quality.	4.93	0.264	Very high
3. The content of Podcast is diverse and engaging.	4.32	0.471	High
4. Each episode of Podcast has an appropriate length.	4.07	0.469	High
5. Podcast enables the development of English listening skills for comprehension from native speakers.	4.90	0.300	Very high
6. Podcast creates a relaxed and engaging learning atmosphere.	4.37	0.488	High
7. Practicing English listening skills for comprehension with the help of Podcast increases enthusiasm for learning.	3.88	0.400	High
8. Podcast allows self-review and self-practice.	4.83	0.381	Very high
9. Podcast can be replayed and practiced as many times as desired.	4.95	0.218	Very high
10. Podcast is cost-effective and can be used anytime, anywhere.	4.95	0.218	Very high
11. Consistently using Podcast to improve English listening skills for comprehension leads to better language learning.	4.12	0.331	High
12. The repetition technique enhances understanding of the listened content.	4.29	0.461	High
13. The repetition technique improves scores in listening comprehension tests.	4.98	0.156	Very high
14. The repetition technique enhances English listening skills for comprehension.	4.02	0.418	High
15. Overall, there is satisfaction towards the intervention of developing English listening skills for comprehension using the repetition technique with podcasts.	4.73	0.449	Very high
Total	4.5	0.147	High

According to Table 3, it was found that overall, students majoring in English for International Communication expressed high satisfaction with the intervention aimed at developing English listening skills for comprehension using the repetition technique with podcasts. The average satisfaction score was 4.50. When considering individual items, the evaluation item with the highest level of satisfaction was the "Repetition Technique," which significantly improved scores in listening comprehension tests, with an average score of 4.98. The evaluation items for the ability to self-practice and review the podcasts as many times as desired, as well as the cost-efficiency and accessibility of the podcasts, had equal average scores of 4.95. The evaluation item regarding the clear audio quality of the five episodes of the podcast received an average score of 4.93. Furthermore, the evaluation item indicating that the podcast facilitated the development of English listening skills for comprehension from native speakers had an average score of 4.90. The evaluation item regarding the podcast's ability to allow self-review and self-practice received an average score of 4.83. The overall evaluation of the activity aimed at developing English listening skills for comprehension using the repetition technique with podcasts had an average score of 4.73. On the other hand, the evaluation item with the lowest level of satisfaction, with an average score of 4.37, was related to the atmosphere of the learning environment, which the podcast helped to create, making the learning process less stressful and more engaging. The evaluation item regarding the content of the podcast, which was diverse and interesting, had an average score of 4.32. The repetition technique, which enhanced understanding of the listened content, received an average score of 4.29. The presentation of the podcast for practicing English listening skills for comprehension was deemed interesting with an average score of 4.22. The evaluation item indicating that continuous use of the podcast led to improved English language learning had an average score of 4.12. The evaluation item regarding the appropriate length of each episode of the podcast received an average score of 4.07. The repetition technique, which contributed to

better comprehension of the English listening materials, had an average score of 4.02. Lastly, the evaluation item with the lowest level of satisfaction, with an average score of 3.88, was related to the increased enthusiasm for learning, which was achieved through using the podcast to develop English listening skills for comprehension.

5. Discussion

This study aimed to investigate the development of listening skills for comprehension using the repetition technique through the utilization of podcast among students majoring in English for International Communication at the Faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-ok. The results of the study pointed that podcast was able to develop students' English listening skills for comprehension, knowledge acquisition, communication, enjoyment, and emotional engagement. As in the results, the average learning achievement scores of post-test were significantly higher than the pre-test average scores at a statistically significant level of .05. The result of this study was similar to Supitcha Noppawong-na-ayuttaya (2011) that applied various publicly available learning resources, such as print media and diverse electronic media formats, allowing students to freely select listening materials of interest across different subjects to improve their listening skills. We could see clearly in this study that students' English listening skills for comprehension were engaged in training and improved more effectively if they had freedom of choices to motivate the English for international communication especially applying podcast (Supitcha, 2011). In addition, the students were able to create a relaxed learning atmosphere, increase enthusiasm for learning, self-review and self-practice for their better language learning in the line with the study of Harmer (2007) that also categorized listening into two types: intensive listening and extensive listening which students can practice listening for comprehension joyfully using electronic media, such as DVDs, MP3s, CD-ROMs, videos, and applications that connect to the internet, enabling access anytime and anywhere, both inside and outside the classroom. Besides, the easy and free internet connection everywhere in the university could support and motivate students to practice English listening skills for comprehension more and more, and lead them to employ critical thinking, analysis, and evaluation to apply the acquired knowledge in everyday communication apart from receiving information through listening (Harmer, 2007).

From the study, the students gave comments that podcast application can be downloaded free of charge and is user-friendly, so the students were positive and enjoyed while listening to podcasts. It was the same as Sukmawati's (2021) research which was on the use of British Council podcasts as learning media during the COVID-19 pandemic for developing listening skills among grade 11 students in Punjab, India. The research findings indicated that the students' listening skills significantly improved after using the podcast application, as they listened to podcasts at least three times a week during their free time. The post-test scores were higher than the pre-test scores, demonstrating the enhanced listening skills achieved through podcast usage. Additionally, McKinney, Dyck, and Luber's (2009) study examined undergraduate students by using podcasts and PowerPoint presentations in the classroom. It showed that the experimental group that utilized podcasts and PowerPoint presentations achieved significantly higher scores compared to the control group. Moreover, not only all levels of students but also general people can promote limitless learning and foster a positive attitude towards English language learning especially listening comprehension skills by using listening podcast. They can effectively apply the knowledge gained in their daily lives.

The repetition technique was positive to students in this study. This technique was applied in developing the students' listening skills for comprehension entail providing the students with opportunities to engage in repeated listening practice and contribute to the improvement of the students' learning outcomes. These findings are in line with the research conducted by Iimura (2007), who emphasized the benefits of repetition and proposed that it enhances listening comprehension skills, regardless of the types of questions or the proficiency levels of the listeners. Moreover, it is observed that the more proficient the listener is, the more they can derive advantages from the repetition technique. Regarding the effects of English language listening comprehension for understanding through podcasts. Aligned with the research conducted by Ruethairat Sriphuangmalai (2018), Baranov (2018, Patcharin Jantee (2022), Shiri (2015), Imelda Darmayanti Manurung and Rati Sagita (2019). In conclusion, listening to English podcasts can effectively enhance and motivate ESL students' listening abilities.

Overall, The English for International Communication students are satisfied with the learning management to develop English listening skills for comprehension through the repetition technique using podcast at a high level because the content was up-to-date and aligned with language and cross-cultural communication subject. It was diverse and interesting, with an appropriate length in each episode. This fostered a relaxed learning atmosphere, making classroom instruction engaging and aligning with the research conducted by Kasem Yangning (2012) and Desy Rachmiati, Imam Qalyubi, and Zaitun Qamariah (2021), who investigated the use of British Broadcasting Corporation (BBC) podcasts in developing listening skills for English as a Foreign Language

Learners (EFL) at Palangkaraya University, Indonesia. All studies have the same findings indicated that everyone had a positive attitude towards using podcasts for listening skill training, which helped improve English vocabulary and familiarity with British or American English pronunciation. Additionally, this study revealed that the students expressed satisfaction with the use of podcasts for developing listening skills for comprehension, although some found certain segments challenging to comprehend due to complex vocabulary. However, the students also encountered challenges such as unfamiliarity with pronunciation of certain words, phrases of each episode but when look at the big picture the students were developed English listening skills for comprehension through repetition technique using podcast. Based on the literature review, several researchers have suggested solutions to address the difficulties encountered during listening skill training for understanding using podcasts. These solutions can be summarized as follows: 1) assigning students to listen repeatedly, 2) increasing the frequency of listening sessions, 3) focusing on active listening, 4) encouraging students to participate and provide feedback after listening to podcasts, 5) checking internet signals, 6) selecting podcasts suitable for students' English language proficiency levels, and 7) integrating podcast-based listening skill training into relevant courses or curriculum.

Acknowledgments

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