



THE IMPLEMENTATION OF BBC SIX MINUTES ENGLISH BY EFL TEACHERS' AS THE TEACHING MEDIA TO TEACH STUDENTS' LISTENING COMPREHENSION

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Abstract:

The purpose of this study is to investigate the implementation of BBC Six Minute English by EFL teachers to teach students' listening comprehension. The study also aims to identify the benefits and challenges encountered by EFL teachers when using BBC Six Minute English in SMA Negeri 9 Cirebon. The research methodology used in this study is descriptive qualitative research. The participants in this study are two EFL teachers. Data collection techniques are carried out through observation and interviews. The results of the study based on observations in the classroom show that there are three stages in teaching listening comprehension using BBC Six Minutes English, namely pre-teaching, during teaching and after teaching. In addition, the results of interviews with two EFL teachers showed that there were four benefits and four challenges felt by EFL teachers when teaching listening comprehension using BBC Six minutes English.

Keywords: *EFL Teachers, Listening Comprehension, BBC Six Minutes English, Teaching*

INTRODUCTION

Listening is an essential part of learning English and should be mastered by students. In addition, listening is an essential part of communication that supports students in the learning process; as stated by Masalimova et al., (2016), listening skills should be prioritized among other skills because listening skills affect the improvement of different language skills. But in reality, as stated by Hasan & Hoon (2012), Listening in the context of English as a foreign language (EFL) still needs to receive more attention, even though listening is the most needed ability in daily communication, and successful communication requires accurate listening.

Students often find English listening skills difficult, and students realize that English listening skills need to develop at the desired pace. This is due to 2 things, namely external and internal factors; as stated by Tambunsaribu & Galingging (2021), external factors are caused by EFL teachers who are unpleasant, EFL teacher methods that are less interactive or passive, and EFL teachers who are not experts in teaching English. Internal factors are caused by students not liking English lessons, students needing more vocabulary due to a lack of reading and listening to English, and insufficient time to learn English effectively.

Listening comprehension is essential because listening is the ability to hear a message; as stated by Masalimova et al., (2016), Listening comprehension refers to the listener's ability to understand and return what he has heard. This means that listeners need to understand what the speaker is saying to them. In order to improve students' listening comprehension, teachers have an important role to play in achieving listening learning objectives. Teachers need to be aware of the difficulties in teaching listening and teachers need to be aware of the challenges in teaching listening. Therefore, teachers will improve their listening teaching strategies and achieve the learning objectives by solving the existing problems.

BBC Six Minutes English facilitates teachers' work in planning active, creative, and innovative learning activities. Students can use BBC Six Minutes English as an independent learning tool to improve listening skills; as stated by Rachmiati et al., (2021), using BBC Six Minutes English as a medium to educate EFL students brings a positive commitment to student tuning. In addition, Rachmiati et al., (2021) explained that the BBC podcast was created not to adapt students' talents and vocabulary but to adapt students' nature with an emphasis on English.

METHODOLOGY

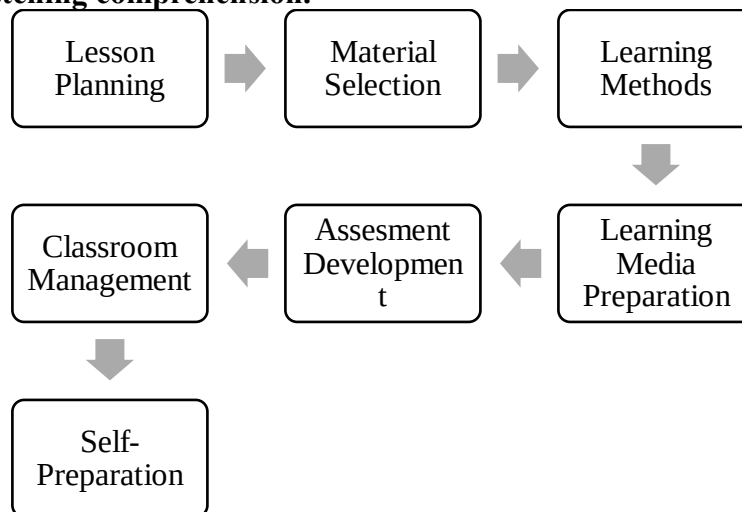
This study uses a qualitative research methodology. The main data collection instruments used in this study are observation and interviews. Through observation, researchers can learn about the behavior and the meaning of the behavior; as stated by Creswell (2019) during observation, the researcher made field notes about the participants and participants' activities while at the research site. The author used interviews to obtain data; as stated by Paltridge and Phakiti in Aini et al., (2023) during the interview, researchers can deviate from the script to know more about respondents' reactions. The researchers used open-ended questions to conduct this study. In selecting the research subject, the researcher will use deliberate sampling. Intentional sampling is a technique for sampling data sources with certain considerations; as stated by Creswell (2019), In deliberate sampling, researchers deliberately select participants to study or understand a central phenomenon. The standard used in selecting participants is a lot of information about the phenomenon.

FINDINGS AND DISCUSSION

The research was conducted at SMA Negeri 9 Cirebon, with the subject of this study being EFL Teachers in the academic year 2023/2024. To achieve the objectives of this study, the data was analysed and collected systematically to provide a meaningful interpretation of the research results. The data were collected through teacher observation sheets and EFL Teachers' interview transcripts. Then, the researcher reported the results of the data based on the research problem topic.

FINDINGS

The implementation of BBC Six Minutes English by EFL teachers as the teaching media to teach student's listening comprehension.



Teachers' preparation before teaching is essential to ensure that the learning process can run smoothly and effectively. The seven stages of preparation are:

The first stage of teacher preparation before teaching starts with learning planning. The teacher makes a lesson plan. In the lesson plan, teachers set learning objectives that include the essential competencies students want to achieve. This goal should include specific indicators of success. In addition to the learning objectives in the learning implementation plan, there are learning steps, time allocation for each student and teacher activity, and methods to be used.

Teachers use BBC Six Minutes English before teaching preparation to choose videos that are still relevant to the material to be taught. The teacher chooses one of the videos from BBC Six Minutes English that is still relevant to the material taught to the students. The video is later shown by the teacher after the teacher gives the material.

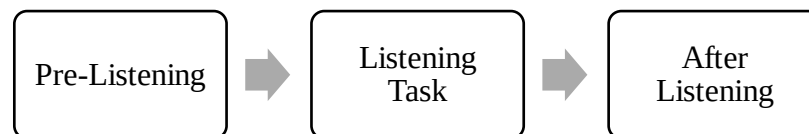
The third stage is the selection of learning methods. The proper learning method can make the learning process more exciting and compelling. Before determining the learning method, the teacher has considered the characteristics of the students in the class.

The fourth stage carried out by teachers is to prepare Learning Media. Teachers prepare learning media such as laptops, projectors, speakers, and mobile phones to support the learning process. This media is used to help visualize the material to be taught and make the learning process look more attractive. In addition, teaching aids help students understand the material better because of the presence of images, videos, and audio.

The teacher use BBC Six Minutes English to design questions for students. The assessment includes video content, such as vocabulary, important information, and general comprehension. Teachers use these assessment objectives to evaluate students' understanding. The teacher got this question from BBC Six Minutes English.

Stage six is classroom management, the teacher prepares an opening activity that attracts students, such as an ice breaker or a short game that can help motivate students before receiving the material.

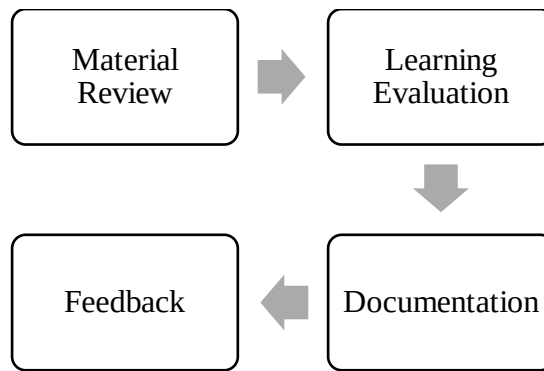
The last stage, teachers to prepare mentally and maintain physical health. At this stage, teachers must ensure that they have mastered the material that will be taught to students. In addition, mental and emotional readiness is essential to face various situations in the classroom and maintain physical health to teach with optimal energy and enthusiasm.



In the pre-listening stage, the teacher greets all students and asks for their attendance. The teacher motivates students by asking what they know about the material to be delivered. Students get a PowerPoint presentation of the material, and then the teacher gives students the opportunity to remember what they know. Finally, the teacher asks questions to all students about the material in general.

The second stage after pre-listening is the listening task. The students start listening to audio material from BBC Six Minutes English and do various activities designed to test their listening comprehension. The first thing to do at the listening task stage is for the teacher to introduce BBC Six Minutes English to the students. After introducing BBC Six Minutes English, the teacher starts playing videos from BBC Six Minutes English, which are still related to the material. After playing the video, the teacher asked the students to listen carefully. While the students are listening to the content of the video, the teacher gives instructions on what the students should pay attention to, such as the language features and general structures in the video. After the video playback, the teacher divides the students into small groups of five to discuss the content of the video. This discussion aims to share understanding and listen to the perspectives of group mates, which can strengthen understanding of the task given by the teacher. The teacher can guide the discussion by explaining the purpose of the questions that each group has to answer.

The last stage in teaching listening is called after listening. At this stage, teachers do not use BBC Six Minutes English. Because at this stage it is a phase of developing students' understanding and listening skills. At this stage, the teacher asks students to analyze the assigned task. Then, the teacher held a presentation session after the students finished analyzing and doing their assignments. Teachers ask students to present the results of their views on the topic discussed from the content of the video. This presentation aims to train students' speaking skills and deepen their understanding of the material. Each group is allowed to present their results in front of the class.



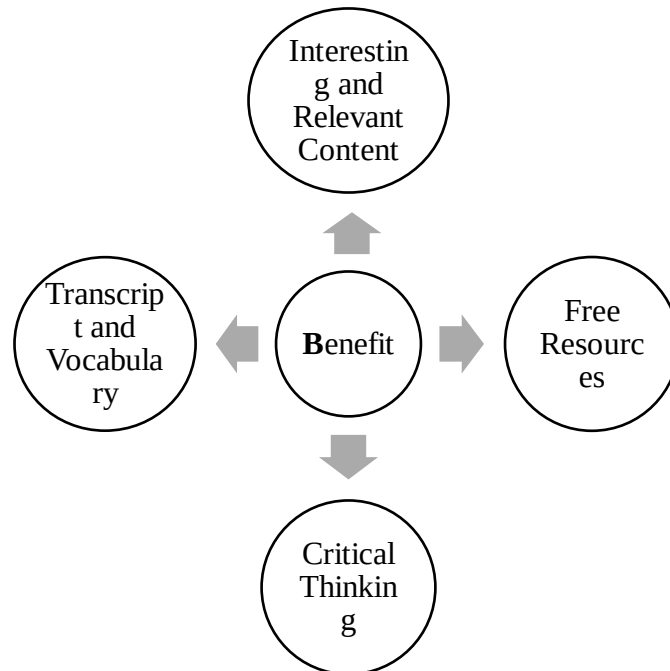
After teaching teachers do not use BBC Six Minutes English. The first step after the teaching session is for the teacher to review the material that has been delivered. In this step, the teacher can invite students to discuss the material that has been learned. Teachers can use guide questions to facilitate discussions. After that, the teacher can ask students to make a summary of the content of the lesson. This can allow teachers to evaluate how well students understand the material.

The second step is learning evaluation. At this stage, the teacher observes student participation and involvement during the teaching session. These observations include how active students are in the discussion, how well they answer questions, and how well they understand the material presented. Finally, teachers reflect on themselves to evaluate the teaching methods used. Whether the chosen teaching method is effective and whether the teacher improves himself according to the needs of the students.

The third step is for the teacher to give feedback. The feedback provided by the teacher can motivate students. Teachers give feedback individually or in groups based on the test results. This feedback includes praise for aspects that have been done well and suggestions for improvement in areas that need more attention.

The last stage of teaching is the documentation and administration stage. This stage allows the teacher to record student learning outcomes, such as assessing the results of assignments and student presentations, which will later be recorded in a book. After that, the last session was a documentation session with photos taken by the students.

The benefit encountered by EFL teachers when utilizing BBC Six Minutes English listening comprehension



The first benefit of BBC Six Minutes English is its exciting and relevant content for students. Because each episode within BBC Six Minutes English is about actual issues such as technology, science, everyday life, and social issues that can spark discussion and interest among students. Interesting content motivates students to learn and actively participate in listening activities. In addition, each of his videos uses native speakers, which is very important to help students with various accents, intonations, and everyday expressions.

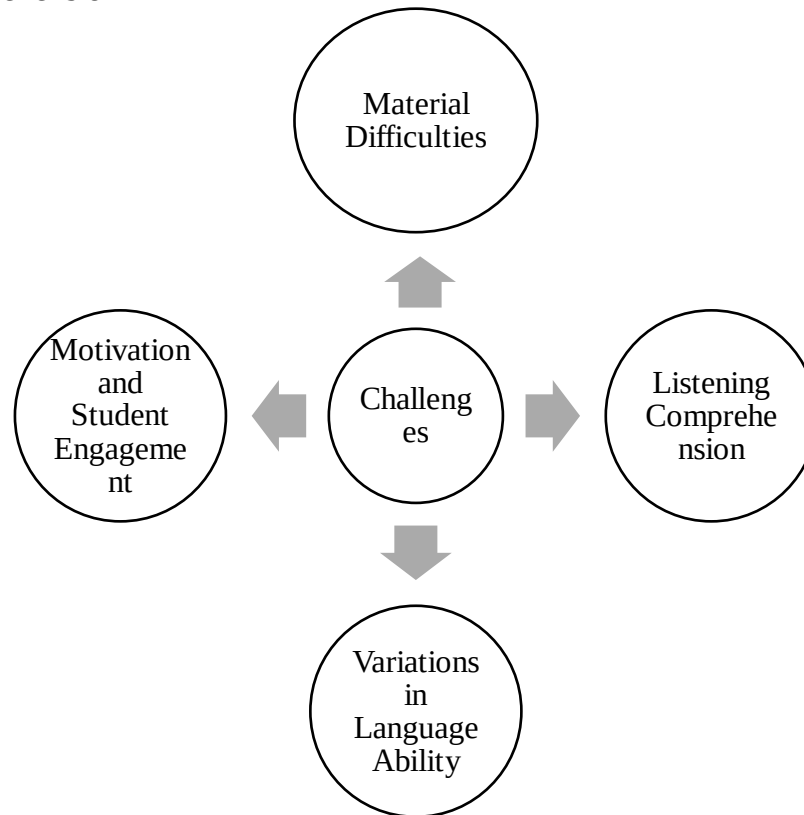
The second benefit of BBC Six Minutes English is that it is free, so anyone can access it without paying additional fees. Teachers and students can access each episode online and download it through various devices such as cell phones and laptops. That way, teachers or students can listen to BBC Six Minutes English at home as an independent assignment or as a material support at school.

The third benefit of BBC Six Minutes is that it encourages students to think critically. Through BBC Six Minute English, students will be exposed to the speaking accent and speaking speed of native speakers to improve their overall listening skills. Students learn to understand spoken English in various contexts, which is crucial for students' listening abilities. In addition, BBC Six Minutes English discusses issues of interest, thus encouraging students to think critically and form their own opinions, which can then be integrated into discussions and debates in the classroom. It helps develop students' analytical and expressive abilities, which are essential skills in developing their knowledge.

The last benefit of BBC Six Minutes English is that it helps students gain new vocabulary. BBC Six Minute English has various structured learning aids, such as transcripts and vocabulary lists. Transcripts help students with difficulty following the audio live, while vocabulary lists introduce students to new words in meaningful contexts. In addition, transcripts

can make it easier for students to understand the content of the video, and then students can write a summary based on what they heard and read.

The challenges encountered by EFL teachers when utilizing BBC Six Minutes English listening comprehension



The first challenge is that teachers need to adapt the material to be taught with the content in BBC Six Minutes English to fit their students' ability levels. Although the content in BBC Six Minutes English is exciting and relevant, the choice of content presented needs to be revised and shorter, causing students to feel bored. In addition to adapting the material, using BBC Six Minute English effectively requires a good teaching strategy. Teachers are given additional tasks, namely designing listening tasks and after-listening activities, to help students understand and master the material. Teachers must also continue to adapt to students' needs and responses to ensure that the learning process runs well.

The second challenge felt by EFL teachers teaching listening using BBC Six Minutes English is the difference in students' listening comprehension skills. Students with lower listening skills may have difficulty understanding the content of the conversation because they use native speakers, so the audio sounds unclear because the speech is too fast and the vocabulary that students rarely listen to, so they need the help of a transcript to find out the meaning of the content. So, students will focus more on reading transcripts than listening to the audio, which causes some students to focus on reading skills rather than listening skills.

The third challenge is the variation of students' language skills. One of the most prominent challenges teachers face is the difference in English proficiency levels among students. Every student has different language skills, so some may need help to keep up with the material presented in BBC Six Minute English. In contrast, others find the material too easy. Teachers ensure that

students understand the video content with the help of transcripts. Sometimes, some content needs to provide transcripts to make it easier for students to understand the meaning of BBC Six Minutes English content.

DISCUSSION

In this study, the researcher discusses the research results with a focus on the research objectives. The purpose of this study is to describe the implementation of BBC Six Minutes English by EFL teachers in teaching listening comprehension and the benefits and challenges faced by EFL teachers when using BBC Six Minutes English in teaching listening comprehension. The researcher used observations and interviews with two EFL teachers to elaborate on implementing the use of BBC Six Minutes English.

The implementation of BBC Six Minutes English by EFL teachers

During the observation, the researcher found three stages of listening instruction carried out by two EFL teachers using BBC Six Minutes English. These three stages are the processes teachers must follow when teaching listening. As stated by Richards (2017), aspects of language knowledge and ability can be illustrated in relation to three phases of teaching: before teaching, during teaching and after teaching. The three stages of teaching will be explained in detail by the researcher below.

Before Teaching

This aspect of teaching provides the structure and purpose for what teachers and pupils do in the classroom. As stated by Richards (2017), This phase refers to decisions teachers make prior to teaching a lesson. In the case of language teaching, a number of these decisions will reflect both the teacher's level of language awareness and knowledge as well as the teacher's discourse skills.

The results of previous research, according to Cahyanti (2023), argue that In learning preparation, Teachers prepare students psychologically and physically to follow the learning process and explain the material's concepts. In this stage, previous researchers did not use BBC Six Minutes English at the pre-teaching stage.

The research results conducted by previous researchers at the pre-teaching stage show that the process carried out by teachers differs from those conducted by researchers. The study results showed that during pre-teaching, teachers used BBC Six Minutes English during observation. Teachers use BBC Six Minutes English to assist them in preparing before teaching listening in class. BBC Six Minutes English is used to select content that is still relevant to the material to be taught as support for the material. Once the teacher has likened the material to the video in BBC Six Minutes English, the teacher will use BBC Six Minutes English to design questions for the students.

After the teacher has prepared the material and the following questions, the teacher ensures that the video from BBC Six Minutes English that will be used can be played smoothly. In addition, teachers ensure that the audio quality can be heard clearly. The three activities above are teachers' preparation before teaching involving BBC Six Minutes English.

During Teaching

During teaching, teachers begin to enter the learning process and carry out activities with students. This statement is supported by Richards (2017), that teaching is the phase when the teacher begins to enter the classroom and start the lesson; knowledge and language skills have an essential role in managing and directing the lesson's progress.

Results of previous research at this stage the teacher prepares tools and an audio podcast related to the one exposition in the book and then asks students to listen while paying attention to the text. After playing a podcast with students, the teacher explains the text's social function, structure, and language features. After the explanation is complete, the teacher tests the student's knowledge and understanding of what has been explained by identifying the structure of the podcast that has been heard.

The results of the research conducted by the researcher are the same as previous research. At this stage, the teacher teaches listening using BBC Six Minutes English. The results of the observation show that in the pre-teaching stage, there are three stages carried out by teachers in teaching listening using BBC Six Minutes English. These stages are pre-listening, listening task and after listening. This statement is supported by Helgesen and Brown in Anggraeni (2009), there are three main stages in teaching listening, it is the same as we teach listening comprehension.

The first stage is pre-listening. Pre-listening is a warm-up activity before students do the actual listening task. Pre-listening is a way for EFL teachers to help students achieve a balance between top-down and bottom-up processes.

According to the results of Anggraeni (2009) research, applications that support the learning process are not used at the pre-listening stage. Instead, learning topics are introduced by brainstorming. The brainstorming session was conducted by conducting a discussion session and asking students if they had ever done a jump rope game. According to Sari (2023), research results, at the pre-listening stage, the activity is to ask students to prepare for BBC Learning. After students open the BBC Learning application, the teacher will introduce the students to how to use it.

The results of the researcher that the researcher found during the observation in the second grade of EFL teachers in the pre-listening stage were the brainstorming and icebreaking processes. At this stage, the teacher introduces the topic to be studied using PowerPoint. The results that the researcher found are the same as the research conducted by Anggraeni (2009) and there is no use of the application at the pre-listening stage. The application is used in the next stage, namely the listening task stage.

The second stage is listening tasks. The listening task stage involves using the BBC, which aims to practice students' listening comprehension skills. According to Anggraeni (2009), the three types of listening tasks at the listening task stage are listening to specific information, listening to the core, and listening to the main idea.

The results of the research conducted by Sari (2023) at the listening task stage were that the teacher gave audio from BBC learning English, then asked the students to listen and write the words they heard, and then the students wrote. After that, students can share their thoughts with friends and ask students to react to the audio they are listening to.

The result of the research conducted by Cahyanti (2023) at the listening task stage is that the teacher prepares an audio podcast related to one exposition in the book and then asks students to listen while paying attention to the text. After playing a podcast with students, the teacher

explains the text language's social function, structure, and features. After the explanation is complete, the teacher tests the student's knowledge and understanding of what has been explained by identifying the structure of the podcast that has been heard.

The results of two previous studies explain that the listening task stage involves using BBC Learning. The purpose of using BBC Learning in the previous two studies was to teach listening comprehension. The research results that the researcher found were based on observations in the same class as previous research, and the BBC was used at the listening task stage. In the listening task stage, the teacher prepares BBC Six Minutes English and asks students to listen while paying attention to the critical information in the video. After the students listen to the content, the teacher asks them to pour the information they get into the assignment given by the teacher.

The last stage is after listening. Listening is the last stage in the listening process. According to previous research by Helgesen and Brown in Anggraeni (2009), after listening activities, the answers to comprehension questions are checked, the students are told the correct answers, they come up with answers from the students themselves, or they are asked to compare answers between groups.

The first research result of Sari (2023), in the after-listening stage was that the teacher asked students to present the assignments in groups. After that, teachers and students make conclusions about the material from the BBC audio that has been listened to together. The second result of the research conducted by Cahyanti (2023) in the after-listening stage is that the teacher tests students' knowledge and understanding of what has been explained by identifying the structure of the podcast that the student has heard. In this learning process, teachers ask questions about the material through basic ideas, social functions, linguistic structures and features.

The results of two previous studies show that BBC Learning English is used after listening stage. The teacher only focuses on the students' group work in the after-listening stage. The results of previous research are the same as the research that researchers found from the results of observations in the classroom. In the after-listening stage, the teacher asks students to show their assignments' results by presenting them in groups in front of the class. After that, the teacher asks students to give ideas or opinions about the results of assignments between groups. The teacher should have involved BBC Six Minutes English in the after-listening stage.

After Teaching

After teaching is the last stage of teachers' teaching; at this stage, the teacher evaluates the learning process by reviewing the material given to see how well students understand the material. According to Richards (2015), teachers in the after-teaching stage can use their knowledge of the language in their decisions after teaching. However, these decisions do not need to be made in their teaching language. At this stage, the teacher's task is to assess the quality of the language produced by students during learning. Help with language difficulties that students face during lessons. Identify lessons and plan follow-up tests or other forms of assessment.

The results of the research conducted by Cahyanti (2023), show that at the end of the teaching and learning activities, teachers provide feedback in the form of motivation to students. The teacher closes the lesson by reviewing the material. Finally, teachers give independent

assignments outside the classroom using podcasts sent through Google Classroom and provide directions to work on assignments.

Previous researchers found the same teacher activities in the classroom as those found based on the observation results. Activities carried out by teachers in the teaching stage: The teacher reviews the material that has been learned, evaluates the learning process, provides an assessment of student assignments, and, finally, conducts a concentration session. BBC Learning English is no longer valid after the teaching stage.

The benefit encountered by EFL teachers when utilizing BBC Six Minutes English listening comprehension

In using BBC Six Minutes English as a listening learning media, there are several findings regarding the benefits of teaching listening using BBC in students' understanding of English; one is that BBC can improve students' understanding of English vocabulary. The benefits of BBC Six Minutes that researchers get based on the results of interviews with two EFL teachers are increasing student vocabulary, training students to think critically, BBC content that is relevant and interesting to students, and free and easy to use both on laptops or mobile phones.

The results of the research based on the results of interviews are the same as the results of research conducted by Gonulal (2022), which states that students that listening to the BBC extensively can also improve students' conversational, vocabulary, and grammar skills. One participant also added that the BBC could improve their understanding of the English language.

The findings also follow research conducted by Barjesteh & Ghaseminia (2023), which stated that using the BBC in EFL classrooms can help students improve their listening skills. All participants thought using the BBC positively impacted students' listening comprehension. One reason is to get students used to listening to English from native speakers and its pronunciation. This is in line with the opinion of Abdulrahman et al., (2018) that the BBC provides authentic material from native speakers and enjoyable listening practice activities for learning English.

This follows the research results by Rachmiati et al. (2021), which stated that the BBC can increase students' language learning awareness. The results of the previous three researchers responded positively to using the BBC in teaching listening and considered it a flexible and convenient medium that motivates students to learn. Students can also learn by listening to the BBC anywhere and anytime. The results of research Indahsari (2020), concluded that the BBC provides material or information directly to its users with various content or themes that follow the times and human needs.

The challenges encountered by EFL teachers when utilizing BBC Six Minutes English listening comprehension

Using BBC Six Minutes English as a listening learning media, several findings regarding the challenges of teaching listening using BBC in students' understanding of English have been made. One of these is that transcripts are needed for students who still have difficulty understanding the topics discussed in BBC content. These challenges consist of difficulties in adjusting the material, differences in students' listening comprehension, variations in students' language skills, and finally, Motivation and Involvement of Students in the English learning process.

According to Norhayati and Jayanti (2020), transcripts are necessary for students who still need help understanding the topics discussed in the podcast. Meanwhile, one of the participants argued that the absence of transcripts was a challenge using podcasts. In addition to the challenges found by researchers in the classroom and previous researchers, there are other challenges in teaching using the BBC.

According to McClung & Johnson (2010) BBC is a digital media file that contains information (audio, video, or other information) that is uploaded or downloaded through a specific website or application to a computer or portable device. Based on this understanding, the BBC is a media that requires an internet connection to access or download it. Although the internet network can reach almost any area, the internet connection can also be disrupted by factors such as operators, quotas, and weather. Moreover, two participants stated that unstable connections were challenging for students and teachers in running the BBC.

CONCLUSION

Based on the results of observations about implementing BBC Six Minute English by EFL teachers as the teaching media to teach students listening comprehensiveness. Students responded well when teachers used BBC Six Minutes English to teach listening. There are three stages of teaching listening using BBC Six Minutes English before, during, and after teaching. Two EFL teachers carry out the three stages.

The first is the pre-teaching stage; at this stage, English teachers carry out seven stages in order. The stage consists of learning planning, learning materials and resources, selection of learning methods, preparation of learning media, assessment development, classroom management, and mental and emotional readiness. In the pre-teaching stage, teachers use BBC Six Minutes English to search for materials and questions and prepare content to be aired. The use of BBC Six Minutes at this stage does not involve students.

The second is the teaching stage; at this stage, two EFL teachers carry out three stages: pre-listening, listening task, and after-listening. BBC Six Minutes English during the teaching stage is only used at the listening task stage, not in pre-listening and listening tasks. Teachers use BBC Six Minutes English by involving students as additional material.

The third is after teaching. At this stage, teachers evaluate their success in teaching and delivering material. EFL teachers carry out four stages. The first consists of reviewing the material that has been taught, evaluating learning, providing feedback, and finally, a joint documentation session. At the after-teaching stage, teachers no longer use BBC Six Minutes English in the learning process.

Based on the findings of interviews, researchers found four benefits of teaching using BBC Six Minutes English and four challenges of teaching using BBC Six Minutes English. The benefits of BBC Six Minutes English can be felt directly by teachers and students. Teachers find teaching using BBC Six Minutes English more enjoyable. BBC Six Minutes English provides exciting and relevant content and can be used on various devices, such as mobile phones and laptops, for free, so students do not have to spend money to use it. In addition, BBC Six Minutes English focuses on listening skills. It contains transcripts and vocabulary, making it easier for students to understand the content. So that students can learn outside as material support or outside the classroom as a place for independent learning.

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