

# Implementing Podcast with Transcript Through Reading-While-Listening Strategy to Improve Students' Listening Comprehension

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## ABSTRACT

**Abstract:** This classroom action research aimed at improving EFL students' listening comprehension using the implementation of podcast with transcripts through reading-while-listening strategy. The result of mean score in final test showed 81.95 which increased 13.05 points from initial test and discovered that 86% of students achieved the standard passing score. Likewise, the second semester students revealed that they get used to being actively involved in the discussion and showed their enthusiasm during the teaching and learning process. In conclusion, reading-while-listening strategy serves as an effective teaching strategy especially for low-level students to improve their comprehension in listening skills.

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Nowadays, the educational practitioner should consider involving technology in the teaching and learning process since it can produce meaningful language learning for students. Pursuant to Indahsari (2020), one of the most popular technological product designed to facilitate language learning is podcasts. Podcasts are belong to part of innovative media in online-based learning since it serves several purposes such as give a wealth of listening materials, covers all of students' level of comprehension, and exposed students to the real-world language. Seeing that, providing students with podcasts as a source of information will become a useful platform in the educational process (Stefancik & Stradiotová, 2020). Furthermore, teachers could simply adopt and adapt the teaching material in the podcast out of various podcast websites according to the need of learning and students' level of comprehension. Since podcasts present "real world language" then contain various categories and levels so that teachers can adjust podcasts to the ability of students. On that basis, podcasts in the education field are considered as a rich resource of authentic materials that can be used for teaching and learning foreign languages (Rosa et al., 2020). In line with that statement, Gonulal (2020) claims that podcasts offer students with authentic listening input which is much needed for EFL students. Furthermore, the implementation of podcasts could be utilized as additional resources in listening class to support students better in understanding the topic of the course and enhance their listening comprehension. Afterwards, several studies reveal that the implementation of podcasts contribute effectively in improving EFL students' listening comprehension (Arif, 2018; Chen, 2019; Faramarzi et al., 2019; Sari, 2021; Schmidt, 2016). To conclude, the implementation of podcasts as teaching media technology-based in education could facilitate students with real-world situations and not only to improve their listening skill but enhance their learning experiences through the technology as well.

According to the preliminary interview with the lecturer of Extensive Listening courses in Universitas PGRI Madiun, the researcher got the information related to common problems that happen in listening class particularly second semester students. As we know, EFL students in our country do not practice the English language in their daily life consistently. Therefore, it leads the EFL students, unfamiliar with English as their foreign language and faced with several difficulties in their process of learning English, especially listening skills. It is due to the fact that listening skill is one of the English skills which encourage students to put on their focus and concentration to comprehend the material (Alfian et al., 2019). In listening class, students find difficulties in identifying the spoken English words, vocabulary, and phrases in the audio they listen to. Hence, students tend to grasp only the vocabularies or words that are familiar with them and make self-interpretation from that since it is hard for students to identify every single word, therefore, students may not catch the whole ideas of the audio then it will lead them to misinterpretation.

Another problem faced by students in listening is about speech rates. Basically, the lecturer adapts and uses listening material in which the speaker is native speaker and for sure they do conversation or speech at their normal speed as speakers. Meanwhile, it becomes a huge barrier for second semester students since they cannot easily acquire the information at speed determined by the speakers and the listener cannot control how quick the speaker will speak. Hence, it leads the student to quickly forget what they have heard and missing some parts in the audio. Pursuant to Renandya & Jacobs (2016) students don't

catch much information in listening activities not because the material is difficult, but students feel that the speakers speak too fast even though it's a normal speed for the speakers.

The last problem faced by students is about accent and pronunciation. The lecturer said that, in class, students often encounter accents that they are unfamiliar with. Accordingly, in the learning process, usually they can only capture information at the beginning of the audio and they don't comprehend the rest of the information in the audio. A study conducted by (Goh, 1998) showed that 68% of his interviewed participants stated that a speaker's accent affects their listening comprehension then they had to struggle to grasp the message whenever they found any accent which was not familiar with them. As for pronunciation, students sometimes find trouble in recognizing the vocabulary because students may mishear in identifying the vocabulary and they do not know the right pronunciation of some vocabulary. According to (Zarin, 2013) students who are faced with pronunciation problems could be due to two reasons. First, students may do not know the correct pronunciation of the vocabulary or perhaps they know the wrong pronunciation so it will be challenging for them in identifying the vocabulary. The lecturer of the course also indicated that her second semester students are mostly still in the stage of learning and it can be said that the majority of them are classified as low proficiency students because there are still many aspects which must be upgraded in their listening comprehension.

Aligning with the matters mentioned above, the researcher concludes that EFL students, specifically beginners who have low-level comprehension, need additional support in their listening act to assist them in better comprehension and result in higher levels of their listening comprehension. Afterwards, this current study offered the instructional strategy namely reading-while-listening to deal with problems in listening skill then help both teacher and EFL students to attain the objective of the listening class and produce a more satisfactory learning outcome. Reading while listening which is commonly abbreviated to RWL is a strategy used to assist students' listening comprehension that implicates reading activity by providing students with spoken texts such as transcript, subtitles, captions, etc. (Chang, 2011). The simultaneous reading while listening gives the students opportunity to identify the spoken information in audio easier and gives access to identify the letter-sound relationship from the audio they listen to and lead them better in conceiving the listening material.

Similarly, (Chang, 2009) postulates that providing EFL listeners with audio and its transcriptions could help EFL listeners in increasing their low listening comprehension, developing their word recognition and acquiring form-meaning relationship awareness. As a result, it goes without saying that when EFL students are given the opportunity to acquire both reading and listening skills simultaneously it will improve their vocabulary acquisition, accuracy in listening, they will learn how to pronounce words, try to connect spoken information and written text and make students focus more on their listening act. Overall, the existence of reading while listening can be concluded as a strategy to facilitate students' listening activities through written texts, particularly for low level listeners in which the purpose is to assist them in confirming and clarifying the information based on what they listen to in the audio.

On that basis, to implement the reading while listening strategy, this current study presents podcasts along with the transcripts to assist low level of EFL students in their language learning process and boost their comprehension in listening act. Indeed, Godsey (2016) reveals that most of his students prefer to listen to a podcast while reading the transcript over listening to the audio alone. It is due to the fact that low level EFL students find listening activity very challenging for them because they are unable to follow the fast speech of the speaker in the podcast and make it difficult to recognize the words then miss in understanding the information.

Additionally, Constantine (2007) also reveals that podcasts offer students to listen to a podcast and read the transcript with a purpose for better understanding the content. Therefore, the presence of transcript as written input here is used as a helper for EFL listeners to reduce their cognitive load in listening activity and clarify the information they have heard. Hence, the combination of audio and text provide students with better listening experiences and help students learn English as a second language connecting the text and sounds at the same time. In all, reading the transcript while listening to a podcast is beneficial for low level students because they can obtain twofold information through different input which are eyes and ears, which helps students to long-last remember and comprehend their listening skill more.

A number of previous studies have provided empirical evidence that written input positively facilitates EFL students' listening development by means of reading while listening (RWL) strategy then consequently it benefits in improving EFL students' listening comprehension. A study conducted by (Tedjaatmadja, 2012) discussed about the role of reading while listening integrated with input and output by using English movies with subtitles as a media to develop students' listening fluency. The result showed that RWL such a killing two birds with one stone. It means that RWL will successfully increase students' comprehension as well as lead students to visualize the words of aural input that will be resulting in more acquisition. Afterward, an experimental study piloted by (Tangkakarn & Gampper, 2020) examined the comparative effect of reading-while-listening practice (RWL) and listening before reading while listening (LBRWL) utilizing media, namely graded reader books with audio CD. The questionnaire result exhibited a great outcome on both practices in Extensive listening, but LBRWL exhibited a relatively better results.

Another experimental study conducted by (Kartal & Simsek, 2017) investigates the effects of audiobooks on listening comprehension of EFL students. The treatment was held throughout 13 weeks employing printed and audio versions of the selected books. The findings showed that simultaneous reading while listening using audiobooks had a positive impact on students' listening skill and contributed to increase their pronunciation and motivation. Hence, it could be concluded that

selecting the appropriate media in teaching and learning process especially in implementing reading while listening strategy will influence students' learning outcome. To date, there is still lack of attention stating that podcast with transcript could be used as media in implementing reading while listening specifically in listening skill. Therefore, it becomes the urgency of the researcher to solve the problem mentioned in the preliminary studies result by using podcast with transcript. Overall, the aim of this present study is to investigate the implementation of reading while listening strategy by using podcast with transcript as media in improving EFL students' listening comprehension.

## METHOD

Dealing with the research problems showed in the previous chapter, in this study the researcher employed classroom action research (CAR) as the research design since it is straightforward to the problems faced by lecturer in English Language Education Department in Universitas PGRI Madiun especially who taught in second semester. In its implementation, the researcher was assigned to be the lecturer in the class to deliver the material as well as implement the proposed strategy and accompanied with a friend as an observer to observe the implementation.

### Setting and Subjects of the Study

This study was conducted at Universitas PGRI Madiun which is located on Jl. Setia Budi No.85, Kanigoro, Kec. Kartoharjo, Kota Madiun, Jawa Timur. The subject of this study was second semester students of the English Language Education Department in Universitas PGRI Madiun that was selected according to the preliminary studies result. The result showed that students in the second semester faced sever

al problems related to their low comprehension in listening skill and lack of motivation in the classroom. Therefore, considering the result of an interview with the lecturer and classroom observation, the researcher decided that the chosen class was class A. Since that class was considered as the class who had lowest comprehension compared to the other class and had less motivation in the listening class. Total of students in the chosen class were 21 students, consisting of 6 males and 15 females. The students were enrolled in Extensive Listening course in the even academic year 2021/2022. The selected class holds on every Wednesday for 90 minutes per meeting.

### Research Procedures

The research procedures used in this study was adapted from (Kemmis & McTaggart, 1988) which consisted of four stages: planning the action, implementing the action, observing the action to collect the data, and reflecting which purposed to analyse the data collected and determine how far the action could solve the classroom problems as presented in figure 2.

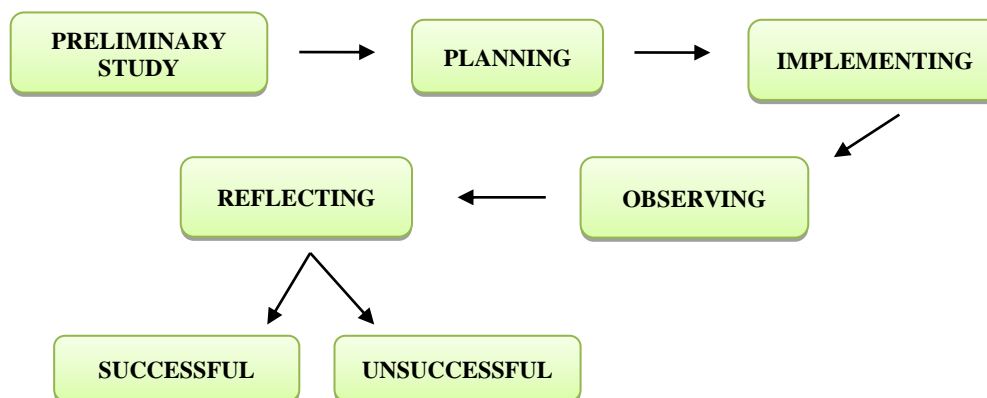


Figure 2. 1 Research procedures proposed by Kemmis and Mc Taggart (1988)

### Preliminary Studies

In this study, the result of preliminary studies were based on the results of pre-interview with the lecturer, results of observation field notes, and results of the initial test. As for the result of pre-interview, it showed that in the listening class, students grapple with a number of problems such as unfamiliar accent and pronunciation, difficulty in recognizing the spoken words, and speech rates of the audio. Dealing with understanding conversation in the audio, it is difficult for students to capture information in just one audio play because of their lack of vocabulary mastery and some unfamiliar pronunciations, so they still need several audio repetitions in the class. The lecturer also mentioned that some of her students are still passive and not confident to participate in the class.

The second preliminary study was classroom observation. The researcher was observed the process of teaching and learning using observation field notes. It was shown that the classroom condition was less interactive and tended to teacher-centred. This can be seen from the students' participation, some students were inactive in responding to the lecturer's

explanation and were not confident when answering the questions given. Furthermore, the students seemed confused in understanding the audio played. It proved when the students had difficulty catching the utterances delivered by the speakers and still needed several listening repetitions. Based on the observation, the researcher as the observer concludes that there are still some students' listening aspects that need to be improved and requires the role of the lecturer to find the appropriate strategy with purpose to improve students' listening comprehension.

The last preliminary study was initial test. Initial test was used to identify students' initial level of listening comprehension. The students were instructed to listen to the audio and answer the question on the listening test then directly submit it through Google Form. The result showed that the mean of the initial test was 68.90. Therefore, the mean was still far from the passing score which was 75. There were only 8 out of 21 students (38%) who reached the passing score. Meanwhile, the rest of 13 students were under the passing score. In all, based on the result of the initial test, the researcher concludes that the majorities of second semester students in Extensive Listening course specifically class A, faced problems and had low comprehension in their listening skill.

### **Planning the Action**

In this stage, the teaching plan was prepared well based on the result of preliminary studies. It includes a lesson plan, teaching material and media, and sets the criteria of success.

### **Designing Lesson Plan**

The lesson plans covered several points such as goal, learning objective, learning material, instructional material and media, teaching strategy, teaching and learning activities, and assessment. In designing the lesson plan, the researcher was referred to the syllabus given by host lecturer where the foremost goal to be achieved was students are able to understand spoken English in the form of interpersonal dialogues through recorded voices of native speakers. Thus, each lesson plan was consulted with the host lecturer concerning the learning activities and the materials used to ensure that students do not miss every component in the syllabus. The arrangement of learning activities was quite similar in every meeting, it's mostly in the form of individual work, group discussion and class discussion.

### **Preparing Teaching Material and Media**

As for preparing the teaching material and media, the researcher was depended on the syllabus given by the lecturer. Since the syllabus of Extensive Listening course stated that the material presented in a variety of short functional text and interpersonal dialogues, so the researcher selected a podcast which shown in the form of simple conversation. The podcasts taken from a podcast website namely VOA learning English which consists of various topics in it and provides a separate transcription, so that it is in accordance with the purpose of this study where the transcript serves to confirm and clarify the audio they hear. The researcher also prepared student's worksheet for every meeting to measure students' understanding of what they are listening to on podcasts. In addition, the researcher gave students assignments in the form of worksheets to practice their listening skills at home, but the audio podcast given for assignment was different from the audio podcast discussed in the teaching and learning process.

### **Deciding the Criteria of Success**

The criteria of success in this study were emphasized in the students' improvement scores. Firstly, leading to the initial test results, the mean score was 68.90. Therefore, the researcher decided to have 75 as the standard passing score for this study. It was decided as the standard passing score since the score was a medium score. This means that it was not too high to achieve, however, the students still need effort and work hard to achieve the score. Further, this action research was considered as successful if 75% of students in the class could reach the standard passing score in the final test. Likewise, the second criteria of success was also derived from the mean score of the initial test. The mean was 68.90 which was still far from the standard of passing score. Thus, the researcher decided the criteria which is the mean score of the final test should achieve minimum of 75 to identify students' improvement in their listening comprehension compare to the initial test.

### **Implementing**

During the implementation of reading-while-listening strategy, the students were given different audio podcasts along with a transcript in each meeting. The students were provided with assignments in each meeting as a way for practicing their listening comprehension through reading while listening strategy. In the classroom, the researcher was controlled and ensured the students to not rely on the transcript and use it for assist and clarify their understanding. The researcher gave students an audio podcast where the transcript was presented separately. First, the researcher played an audio podcast without a transcript to encourage students to recognize the information delivered by the speakers without the help of written text and stimulate students to experience the real listening act. After that the researcher asked the students some questions about what they have got from the audio and the main idea of the content, then to synchronize their understanding the researcher played back the audio podcast with the transcript so that students could clarify and confirm what they had heard and identify words by words given by the speakers.

The implementation of action was held in a cycle consisting 4 meetings with time allocation 2x45' minutes each meeting. In the first meeting, the researcher explained the use of podcasts as the teaching media used and how it will be accompanied by a transcript later on. Some of the students tended to fully pay attention when the researcher played the audio podcast and showed the transcript files for the first time, since it was quite new teaching media for them. Moreover, some students showed their interest by taking a note of the new vocabulary they found in the podcast transcript. Similarly, when the students were given an opportunity to answer the question in the worksheet, the other students scrutinized their friend's answer.

In the second meeting, the activity was a little bit modified from the previous meeting. Here, the researcher applied the group discussion through the breakout room in Zoom to encourage students to be confident in delivering their ideas within a small number of students. They also put their full attention to the transcript of the podcast presented. When it came to the group discussion session, each representative of the group seemed to willingly share their ideas and answer in the discussion. Meanwhile, the low-level students tended to need several listening repetitions to successfully catch the whole information in the audio podcast and answer the questions on the worksheet correctly.

In the third meeting, the activities used were similar to the first meeting. It was about individual work, the students got used to the atmosphere in the meeting and turned out to be enthusiastic with the activities implemented. This meeting discussed the topic of report (news) and the teacher-researcher chose an audio podcast entitled "She Always Does That". When the teacher-researcher played the audio podcast, some of the students showed their active participation by asking a couple of questions related to the content in the audio podcast. Sometimes, they also started to deliver their opinion or even give comments about the material they listen to in the podcast. Some students were also become well in responding the teacher-researcher's explanation.

In the fourth meeting, which was the last meeting of this study, the classroom activities were designed the same as the second meeting, which is group discussion. At first, the teacher-researcher played the audio podcast entitled "A Long Time Ago" without adding the transcript files then following with adding the transcript to assist students in clarifying and confirming about what they have listened to in the audio podcast. By means of the foregoing meetings, here, the students showed such a significant improvement in their listening act. The student's improvement can be seen from the way student's catch and understand the information they listen to in audio podcast. Students did not need as many listening repetitions of audio as in the previous meetings. Consequently, they become more fluent and confident in conveying the conclusions they draw from the audio podcast they listen to. Moreover, at the end of the discussion session, as they have been listening to Marsha's childhood dreams on podcast, the teacher-researcher invited the students to depict their childhood dreams and the reason in turns.

### **Observing**

As for the process of observation, the researcher collected the data related to the students' improvement during implementation in this stage. Moreover, the researcher observed and monitored students' activity and their participation in the teaching and learning process. In this study, since the researcher focused on students' improvement in their listening comprehension, several instruments were used such as interview guide, observation checklist, observation field notes, listening test and questionnaire.

### **Research Instruments**

In this study, the instruments used were interview guide, observation checklist, observation field notes, listening test, and questionnaire. The interview guide was given to the host lecturer of Extensive Listening course in the preliminary study to gather the information related with students' background of knowledge and problems faced in the class that might be needed as guidelines to do the research. Then, observation checklist was used to check the teaching and learning process especially students' academics and behaviours during classroom activities. The observation checklist form could capture the real condition of teaching and learning process including teacher's performance, students' participation as well as classroom condition.

Hereinafter, the next instrument were observation field notes. The observation field notes used as instrument in the preliminary study with the purpose to record the teaching-listening activity and strategy used by the lecturer. The result of observation field notes was used as an instrument to find out what needs to be improved in the classroom. The researcher was also used observation field note during the implementation of proposed strategy to capture the activities happened in the meeting, how teacher-researcher delivered the proposed strategy, how students' participation in the classroom and students' attitude during the teaching and learning process.

As stated previously in the result of preliminary studies, this study used listening test as the initial test to identify students' background of listening comprehension. Besides that, listening test was also used at the end of the cycle as the final test to measure students' cognitive competence after implementing the instructional strategy proposed. Thus, this study used two types of listening tests. As for the initial test, the test was in the form of multiple choice questions, true false and matching with the total 25 questions. The researcher took the questions and audio from the sources namely ESL-lounge and adapted to the student's level. Then for the final test, the researcher was made the test according to the selected podcast and integrating it with reading-while-listening strategy. The test was in the form of multiple choice questions, true false and short answers with the total 25 questions. In the final test, the researcher was asked for a help to the experts in listening field to validate the test with purpose to make sure that the test was appropriate enough for measuring students' listening comprehension.

The last instrument was questionnaire which distributed to the students in the end of the cycle to explore students' responses towards the implementation of podcast with transcript using reading-while-listening strategy. The questionnaire consisted of eight statements with four options of opinions in each statement (Strongly Agree, Agree, Disagree, and Strongly Disagree). The statements refer to the students' personal judgment whether the strategy implemented provide positive impact on their learning strategy or not. To calculate the percentage of students' response in questionnaire, the researcher used formula as follow:

$$\frac{\text{Number of item chosen}}{\text{Total number of students}} \times 100\%$$

### Reflecting

Reflecting was a stage for evaluation both for lecturer and researcher related to the implementation and action that has been done. The whole data collected through the observation stage will be analysed. The researcher will analyse the result of data collected to bear out the instructional strategy implemented successfully or not in solving the problems in the listening class. If the criteria decided had not been achieved yet, the researcher should continue the cycle and revise the strategy. Meanwhile, if the result of collected data met the criteria of success, then it can concluded that the implementation was successful.

In this study, the researcher analysed the data collected in the several steps. First, the researcher identify the result of observation field notes and observation checklist which not only recorded the teaching and learning atmosphere during the implementation of proposed strategy but covering the students' participation and behaviour as well. Second, the researcher analysed the result of listening final test to find out the number of students who achieved the passing score and who had not. And the last, the researcher analysed the students' responses toward the implementation of podcast with transcript using reading-while-listening strategy through the result of questionnaire. After all, the researcher makes report and summary from the whole findings in the next section.

### FINDING

This current study purpose to improve EFL students' listening comprehension, especially for low-level students using the implementation of podcast with transcripts through reading-while-listening strategy. To explicate students' listening comprehension after the implementation of proposed strategy, the researcher was conducted listening final test. The researcher played the audio podcast and integrated it with reading-while-listening strategy then the students were asked to answer the questions based on the audio podcast they listen to. All of 21 students were joined this test, it revealed that there were 3 students (14%) who did not reach the standard passing score which is 75. In contrast, this study has successfully reached the first criteria of success namely 75% of students achieved the standard passing score, and this study showed 86% of students in the class achieved the standard passing score. Accordingly, the overall result of final test showed significant improvement compared to the initial test previously. The improvement of students' listening comprehension in the initial test until the final test could be seen in the following table 1.

**Table 1. The Improvement of Students' Listening Test**

Range Score	The Number of Students	
	Initial Test	Final test
85—100	-	7
80—84	-	4
75—79	8	7
70—74	1	3
65—69	5	-
60—64	7	-
Total	21	21
Percentage of students who achieve passing score	38 %	86 %

After implementing podcast with transcripts using reading-while-listening strategy, the researcher analysed the data and do reflection. The researcher identified students' listening test scores and then analysed which have the lowest score and highest score both in the initial test and the final test. It presented meaningful progress in the students' listening comprehension. As we can see in the following table, the students' highest score increased to 13 points. Meanwhile, the lowest score increased to 11 points. Therefore, it resulted in the students' mean score which increased to 13. 05 points. Thus, this study has successfully achieved the second criteria of success namely mean score of the final test minimum of 75, in which the students' mean score in final test showed 81. 95.

**Table 2. The Improvement of Students' Listening Test Based on Mean Score**

No.	Description	Initial Test Score	Final Test Score
1.	The highest score	78	91
2.	The lowest score	60	71
3.	The mean score	68.90	81.95

As can be seen in the previous explanation, the result of the findings in the students' listening final test had met both of the criteria of success and the evidences shown that the criteria of success had been successfully fulfilled. Consequently, the researcher and the host lecturer decided to terminate the cycle and continue reporting the research. Therefore, according to the result of students' listening final test, it can be concluded that the majority of students in class had improvement in their listening comprehension. The researcher also exploring students' responses toward the implementation of podcast with transcript through reading-while-listening strategy by using questionnaire as the instruments. The result of questionnaire showed in the following table.

**Table 3. The Result of Questionnaire at the end of the cycle**

No	Statements	Students' Response
1.	The implementation of the listening comprehension activity using podcast with transcript is interesting	81%
2.	The students feel more motivated to practice and improve their listening comprehension using podcast	75%
3.	The students find listening materials taken from podcast is interesting	76%
4.	The students guess the meaning of the sentences or words	86%
5.	The students use their experience and knowledge to help them understand the text	90%
6.	The students can recognize the words with the help of transcription podcast when they are listening the audio	90%
7.	The students can realize that the use of podcast can solve their listening problems	86%
8.	The students know an effective learning strategy to improve their listening comprehension	76%

Based on the result of the questionnaire, most of the students showed their positive responses toward the use podcast with transcript through reading-while-listening strategy in listening class. Some students stated that with the help of transcription, they can recognize the words in audio easier and automatically it become the effective learning strategy for them to improve their listening comprehension. Moreover, another thing that motivates them during the implementation of the proposed strategy is because podcasts provide a variety of topics in it, so that students are interested with the learning materials taken from podcasts. Overall, it can be concluded that the implementation of podcast with transcript through reading-while-listening strategy provide solution to the student learning difficulties in listening skill and improve their listening comprehension.

## DISCUSSION

In this study, implementing podcasts with transcripts through a reading-while-listening strategy was confirmed as a solution to overcome the problems in listening comprehension, since that strategy provides positive impact for students in their listening learning. The reading-while-listening strategy supports students in their process of learning listening by combining reading skills and listening skills at the same time while focusing on spoken texts Rozak et al., (2019). The students need listening supports to assist their comprehension since their problems are mostly difficult to recognize the words and compare the spoken form with the written form then it can facilitate students to build their listening comprehension (Chang & Read, 2006). Dealing with the results of students' listening final test, it was indicated that the implementation of podcast with transcript through reading-while-listening strategy successfully improved students' listening comprehension. This can be seen from the result of the initial test, in which only 38% of students achieved the standard passing score. Whereas, in the end of the cycle, in the final test, it showed significant improvement which 86% of students achieve the standard passing score.

Furthermore, providing students with the audio scripts in listening class could ease students' task and allow them to have more opportunity to recognize the target words and get the meanings of audio more successfully (Brown & Waring, 2008). In the process of teaching and learning, the use of audio podcasts encouraged as the main input assisted with the additional input namely transcript which helped students for identifying topic of the text, identifying the keywords, recognize vocabulary, guess meaning from context, and using real-life knowledge. Hence, the existence of podcast transcript enable students to reach overall comprehension of the audio they listen to.

As had been observed in every meeting, providing students with the audio podcast that suit their level and syllabus makes them catch and understand the information in the audio improved gradually. In this study, the researcher plays the podcast through several repetitions. First, the researcher plays the podcast without showing the transcript files. It is intended to construct students' listening understanding then they can experience the real listening act. Students can also note down the important information they listen in the audio or write the new vocabulary they get. Afterwards, the researcher checks students' understanding by asking a number of questions related to the podcast. The questions are in the form of thought-provoking questions, which means that it encourages students to show their understanding and interpretation related to the topic they listen in the podcast. Secondly, the researcher plays again the podcast following by showing the transcript file with the purpose of assisting students in clarifying and confirming the podcast they have listen. These procedures of reading-while-listening strategy are in line with suggestions delivered by some scholars (Osada, 2001; Vandergrift, 2007), they suggest that students as listeners should first experience the nature of spoken language and make them learn to overcome the unknown. In this case, students should provide with listening-only mode then after a few repetitions or failures, the transcript of the podcasts served to clarify and confirm their understanding. As for the last repetitions, the researcher distributes the worksheets to the students along with play again the podcast. The students seemed able to master the topic discussed in the worksheets, even though some students still need several repetitions of the audio podcasts.

The success of the reading-while-listening strategy in this study can also be seen from the results of the students' listening test. In addition to the increase in the number of students who met the standard passing score, the mean score of student test results also increased from the initial test to the final test. The mean score of listening test in initial test was 68.90, then after the reading-while-listening strategy was implemented, and the final test was carried out, the results showed an increase of 13.05 points and the mean became 81.95. For this reason, reading-while-listening strategy can be used as an alternative teaching strategy in teaching listening due to its benefits for the students. It was in line with Asrimawati & Margana (2020) who revealed that reading-while-listening strategy facilitates students to acquire new vocabulary, recognize the letter-sound relationship, increase students' performances and promote a new language environment for the students.

Additionally, the researcher also drawn a conclusion related to the students' responses towards the implementation of podcasts with transcripts through reading-while-listening strategy using questionnaire. The result of questionnaire informed that the students have positive responses toward the implementation reading-while-listening-strategy in listening skill. Thus, it was confirmed that students seemed motivated and interested in their process of learning listening using reading-while-listening strategy since it makes them easier to understand the listening material. Accordingly, a previous study conducted by (Chang, 2009) revealed that giving students the opportunity to read the transcript along listening to the audio is not simply boost their score but assists students to acquire linguistic knowledge and further could motivate students to enjoy listening skill. Students can predict the meaning of the sentences or words they listen to and solving their unknown. Moreover, the result of questionnaire revealed that the majority of the students agree that the existence of podcast transcription could facilitate them in learning the listening skill and the strategy implemented served as an effective learning strategy to assist students in improving their listening comprehension. In short, the implementation of reading-while-listening strategy worked out to assist students answer their listening problems in the class and promotes an interesting learning atmosphere during teaching and learning process.

## CONCLUSION

After implementing podcasts with transcripts through reading-while-listening strategy in a several meetings, the researcher then concluded that the strategy implemented can significantly improve students listening comprehension. The students are able to identifying topic of the text, identifying the keywords, recognize vocabulary, guess meaning from context, and using real-life knowledge with the support of written script from podcast transcription. Furthermore, the students can also experience connecting the sounds that they hear from the audio podcast and at the same time see it in the transcripts to solve their unknown which facilitate students to gain their higher level of comprehension. Besides, the strategy implemented can increase students' motivation and confidence in the process of learning listening skill. This can be seen in the result of observations, the students were actively involved in the discussion and even they get used to confidence delivering their opinion or comment related to the audio podcast they listen to.

As this study aims to know whether the implementation of podcast with transcript through reading-while-listening strategy can improve students listening comprehension, this study used listening test for measuring students' comprehension. Based on the result of the test, it was proved that students mean score improved from low-level of comprehension to the higher level of comprehension. In the initial test the students' comprehension gain 68, 90 as the average score and increased 81, 95 in the final test. Furthermore, it concluded that reading-while-listening strategy bring positive influence and could successfully improve students' comprehension in their listening skill. Hence, the implementation of reading-while-listening strategy offers such a promising teaching strategy to the lecturers of listening course to solve their problems in the class.



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