Investigating the Emergence of Digital Platforms for Listening Learning Proficiency

Tira Nur Fitria
tiranurfitria@gmail.com
Institut Teknologi Bisnis AAS Indonesia

Abstract: This study investigates the use of any platforms in English language teaching and learning, especially in listening skills. This research design is qualitative. From the result, it shows that some technologies available both online or offline include applications or platforms that provide many choices for listening to English, they are. 1) Music platform. These platforms can be found in PlayStore, such as Joox and Spotify recommends songs for listening skills. 2) Youtube channel. Many YouTube channels for learning English listening skills include 1) Voice of America (VOA), BBC Learning English, Learn English with TV Series, English with Lucy, and Oxford Online English. 3) Podcasts. Both BBC (British Broadcasting Corporation) and VoA (Voice of America). These Podcasts offer listening skills. The other podcasts are "The English We Speak, Podcast in English, Better at English, Luke's English Podcast, Espresso English Podcast, Anchor FM" etc. 4) Websites that are pretty representative in practicing the listening skills such as Sound English, ESL-Lab, English listening, Ello, learn English British Council, Daily ESL, Story Nory, Story Line, which can be accessed. Learning English through several applications above can be an alternative for students in practicing and improving their English listening skills. Listening exercises can be carried out by using interesting listening strategies when learning English. It depends on the teachers/lecturers who teach listening subjects and the students who learn English materials.

Keywords: Digital platforms; English Language Teaching (ELT); listening skill

A. INTRODUCTION

Language is complex and interesting to study (Clipson-Boyles, 2013, p. 70). It is constantly changing, living to breathe, developing phenomenon. Learning a language is very important, especially in the modern era, where globalization is proliferating. In learning English, there are a lot of skills that must be mastered. One of them is listening to skill, or if translated into Indonesian, which means the ability to listen. Listening skills are essential to learning because there are many differences between the written word and the pronunciation in English. Therefore, to make it easier to communicate, listening skills are required to continue to be improved. However, if learners have a strong learning determination, listening skills can be mastered quickly.

Listening skills are integral to developing the understanding of concepts and the ability to communicate (Barclay, 2011, p. 17). Listening is a process. This process is the first step of the language learning sequence, both in English and other languages. (Carrasquillo, 2013, p. 131) states that listening is an active and conscious process. Listening is included in passive skills. This means that we do not need to produce English speech.

Listening ability is the ability to use the sense of hearing to understand or comprehend discourse or voice in English. To practice it, we have to frequently listen to English exposure, for example listening to English songs, watching English films, listening to English dialogues or monologues. This will train our ears to be able to understand discourse in English. Listening is as tricky as any other skill (Davies & Pearse, 2000, p. 75). The learners often find it hard to understand coursebook cassettes specially designed for listening. Listening is one of the skills or abilities of English, which application is by listening to vocabulary in English sentences (Dakhi & Fitria, 2019). By listening, we will indirectly be familiar with English terms and also be able to understand what other people say when speaking in English.

Some language learning focuses on one listening skill, such as listening to English through film, music, news, presentation (such as TED Talks), and YouTube (Rost & Wilson, 2013). New technology also provides many choices for listening to music from local to foreign music on music player media such as Joox, Spotify, and so on (Astuti et al., 2019, p. 144). It is also supported by (Anggraeni, 2019, p. 83) that most learners listen to an online application that provides various kinds of music just by connecting to the internet without downloading it. Examples of online music applications used by learners are Spotify, Joox, and SoundCloud.

There are many ways learners can improve it. One of them is by using learning media tailored to their interests and preferences. Learning does not have to be monotonous with continuous theory and always uses textbooks. Especially if we learn listening skills, we have to practice a lot rather than theory. Besides, learning listening skills can be made more fun, so we do not get bored quickly. One of the keys to successful learning is to use a variety of learning media.

Listening in English is one of the English topics, so we have to comprehend what people are telling us (Fitria, 2021). We must comprehend the words we hear to be able to learn to listen. Listening exercises can be carried out using interesting listening strategies when learning English. In this situation, whether listening instruction is delivered successfully depends on the teacher who practices listening. The researcher is interested in investigating any technologies such as platforms or software for English language teaching and learning, especially in listening skills.

B. RESEARCH METHOD

This research model is qualitative content analysis. This content analysis or content is usually available in qualitative analysis. The content analysis views data as a representation, not of physical events but texts, images, and expressions created to be

seen, read, interpreted, and acted on for their meanings and then analyzed with uses of mind (Krippendorff, 2004). The analysis can analyze all forms of communication such as newspapers, radio news, television advertisements, and all other documentation materials.

Therefore, the method of collecting data in this research is by using document analysis. Dingwall & Staniland (2020, p. 141) stated that document analysis is often under-valued as a form of qualitative research. Tracy (2012) states that document analysis can be in the form of paper or electronic. Document analysis is used in several ways to support and strengthen research. This analysis has also used the document as the primary data collection method. The documents used here are taken from several published articles related to listening skills in teaching and learning. Several articles were taken from Google Scholar both national and international journal. The method of analyzing data in this research by using some steps, they are 1) selecting some previous studies related to listening skill in Google Scholar by writing keywords related to the topic of the research such as "listening skill using Joox and Spotify, listening skill using YouTube, and listening skill using Podcasts", 2) selecting the several articles published from year 2013 up to 2021, 3) categorizing the articles into table, 4) analyzing the articles and concluding the result descriptively.

C. FINDINGS AND DISCUSSION

Findings

From the findings, some technologies include applications and platforms that provide many choices for practicing and improving the English listening skill as follow:

1. Joox and Spotify

Some related studies show that Joox and Spotify can be used for teaching, practicing, or improving listening to English, for example:

Table 1. Previous Studies of Using Joox in Listening Skill

No	Previous Studies	Findings
1.	Students' Perceptions: The Use of Joox to Enhance Vocabulary and Listening Skill" (Anggraini & Fauzi, 2019)	Music streaming applications such as the Joox music streaming application are options that may make the listening class more interesting. The songs make it simpler for children to learn new vocabulary since they are read aloud to them. The participants in this research are 25 students in the English Department study program at Tidar University, each given nine statements to consider. The statements that have been provided are regarding the effect of utilizing Joox on their vocabulary and listening skills, as measured by a Likert scale. As a result of the questionnaire, it was discovered that students had a favorable attitude about the usage of Joox to improve their vocabulary and listening skills.
2.	The student's perception of the use of the Joox app in listening skills at IAIN Palangka Raya (Mahendra, 2020)	Joox has been shown to have positive benefits when used as a learning aid for improving listening skills. Students were encouraged to study English when they used the Joox app because it provided lyrics and let them listen to music. Students had a favorable impression of Joox because they believe it helps them enhance their listening skills while practicing their pronunciation. Students are more interested in their listening skills after using the

		Joox app, and they can expand their vocabulary by listening to songs
3.	The Use of Joox Application to Improve Students' Listening Ability by Applying Dictogloss Technique (A Pre-experimental Research at the Eleventh Grade of MA Assalam Timbuseng in the Academic Year 2020/2021) (Fitra, 2021)	The study results revealed that the students' scores before and after using the JOOX application in conjunction with the Dictogloss method were statistically substantially different. As a result, there was a statistically significant difference in students' listening abilities before and after using the JOOX program in conjunction with the Dictogloss method. The results support the conclusion that the JOOX application and the Dictogloss method successfully improved students' listening skills in the Eleventh Grade of MA AssalamTimbuseng during the Academic Year 2020/2021.

The table of previous studies shows that Joox has a positive impact on the students' listening skills. As stated by Anggraini & Fauzi (2019). It is possible that using music streaming apps, such as the Joox music streaming application, makes the listening class more engaging because the songs are read aloud to the youngsters. Hence, they make it easier for them to pick up on a new language as well. The participant comments pertain to the impact of using Joox on their vocabulary and listening abilities. The students had a positive attitude about the use of Joox to enhance their vocabulary and listening comprehension abilities. This is also supported by Mahendra (2020) that the use of Joox as a learning tool for developing listening abilities has beneficial effects. While using the Joox app, students were motivated to study English since the program supplied them with lyrics and allowed them to listen to music while they were doing it. The students had a favorable opinion of Joox since they think it assists them in improving their listening abilities while also honing their pronunciation. As a result of utilizing the Joox app, students are more engaged in improving their listening abilities, and they may also improve their vocabulary by listening to music. Fitra (2021) also states that the students' scores before and after using the JOOX application can be combined with the Dictogloss technique were statistically significantly different. There was a statistically significant difference in students' listening skills before and after using the JOOX software in combination with the Dictogloss technique.

Table 2. Previous Studies of Using Spotify in Listening Skill

No	Previous Studies	Findings
1.	The Use of Spotify to Increase English Listening Skills" (Bona, 2017)	The results show that the use of Spotify in English listening classes successfully improves students' listening skills. The daily use of Spotify can assist students in their English listening classes and other English courses to improve their English listening abilities of students. Spotify is beneficial for students.
2.	The Use of Spotify Application to Improve Students Ability in Listening Through English Song (Akib & Ma'ruf, 2018)	The results show that using t-test indications in the students' t-test listening ability in listening to an English song. The researchers discovered that the students' t-test listening ability was higher than t–table 25.1>2.06. Finally, based on the results and discussion above, the researcher concluded that the students' listening skills via an English song utilizing Spotify were statistically significant.

| 3. | The Effectiveness of Using Spotify to Teach Listening Comprehension in Narrative Podcast (A Pre-Experimental Research at the Ninth Grade of MTs Assalafi Susukan in the Academic Year 2020/2021) (Rahma, 2020) | The statistical analysis performed using the T-test revealed that the significant value (sig-2 tailed) is 0,038, which is lower than the 0.05 threshold (0.038 0.05). It shows a statistically significant difference in listening comprehension mastery between students of MTs Assalafi Susukan who were taught using the Spotify Application before and after the application was used. In summary, according to the findings, Spotify is an excellent tool for teaching listening comprehension to students at MTs Assalafi Susukan. |

The table of previous studies shows that Spotify also positively impacts the students' listening skills. As stated by Bona (2017), the usage of Spotify in English listening courses effectively enhances students' listening abilities. Students' ability to develop their English listening skills may be enhanced by using Spotify regularly in their English listening lessons and other English courses. So, Spotify is very beneficial to students in their English listening classes and other English courses. It is supported by Akib & Ma'ruf (2018) that the students' t-test listening ability was more significant than t–table 25.1>2.06 when they used t-test indicators in the students' t-test listening skill while they were listening to an English song, so the improvement of the students' listening abilities via the usage of an English song played through the Spotify Application was statistically significant. Rahma (2020) also has similar proof that the statistical analysis performed using the T-test revealed that the significant value (sig-2 tailed) is 0,038, which is lower than the 0.05 threshold. The T-test result revealed that the significant value (sig-2 tailed) is lower than the 0.05 threshold (0.038 0.05). Students were taught using the Spotify Application before and after the application was utilized, showing statistically significant differences in listening comprehension mastery. The results are presented in the following table. As a result, students may benefit remarkably from the Spotify application, which was discovered to be a fantastic instrument for teaching them listening skills.

2. YouTube

Some related studies show that YouTube can be used for teaching, practicing, or improving listening to English, for example:

Table 3. Previous Studies of Using YouTube in Listening Skill

No	Previous Studies	Findings
1.	Improving Students' Listening Comprehension on Narrative Text Through Youtube Video for the Students of SMA Batik 1 Surakarta in 2010/2011). (Rahayuningsih, 2010)	This research is written to explain whether or not YouTube videos can increase the listening understanding of students and to what extent. The mean score changed from the pre-test to the test in cycle 2. The students obtained 52.89 in the pre-test, 70.43 in the cycle 1 test, and 81.34 in the cycle two exam. In the pre-test, only 11.43 % of students achieved a passing score of 70.0. There were 97.14 % of students who achieved the passing grade after the study in the cycle test.
2.	The Effect of Using YouTube as A Teaching Media on the Students'	The findings indicate that Youtube is more powerful than audio for students' listening skills for IKIP PGRI-Pontianak students. The lecturer is recommended to use Youtube as a medium or to support

No	Previous Studies	Findings
	Listening Skill" (Rizkan et al., 2019)	their students' media in listening to the teaching.
3.	YouTube Videos on EFL College Students' Listening Comprehension (Chien et al., 2020) entitled "	This paper was to explore the impact of using YouTube for EFL college students as additional content. The paired T-Test was used in this analysis to assess if there was a substantial difference before and after treatment and confirm the pre-specified outcome. It was proposed that students did higher on the listening comprehension test after instruction in combining the computer-assisted learning technique and conventional pedagogy than without the treatment before.

The table of previous studies shows that YouTube has a positive impact on the students' listening skills. Rahayuningsih (2010) stated that in cycle 2, the mean score differed from the pre-test to the test results. After scoring 52.89 on the pretest, 70.43 on the cycle 1 test, and 81.34 on the cycle 2 test, the students advanced to the next level. Only 11.43 percent of pupils received a passing score of 70.0 on the pre-test. After the trial, 97.14 percent of pupils received a passing mark on the cycle exam, indicating that YouTube videos can increase the listening understanding of students. These findings were also supported by Chien et al. (2020) that using YouTube as an additional source of material for EFL college students was the purpose of this study, which sought to determine its effect. The paired T-Test was employed to determine whether or not there was a statistically significant difference between before and after therapy and to validate the pre-specified result. It was suggested that students performed better on the listening comprehension exam after receiving instruction using a mix of computer-assisted learning techniques and traditional pedagogy than they did before receiving the treatment. Rizkan et al. (2019) also state that Youtube is more effective than audio in improving students' listening abilities in IKIP PGRI-Pontianak high schools. So, it is suggested that lecturers utilize YouTube as a medium or assist their students' media in listening to the instruction.

3. Podcasts

Some related studies show that Podcasts can be used for teaching, practicing, or improving listening to English, for example:

Table 4. Previous Studies of Using Podcasts in Listening Skill

No	Previous Studies	Findings
1.	Improving Students' Listening Skills Through Podcasts at SMP Bopkri 1 Yogyakarta in the Academic Year of 2012/2013. (Permatasari, 2013)	The first cycle results revealed that the listening skill of the students increased along with a lot of listening activities. The results of the second cycle reveal that the introduction of the podcast enhances the listening capacity of the students, especially their pronunciation, mastery of vocabulary, and encouragement, by supplying them with a lot of listening activities. The measures of the implementation's progress are: (1) the students were more enthusiastic about English sounds and spelling; (2) the students were more enthusiastic and doing the listening. The results were also confirmed by the listening score of the students, which increased from 70.22 in the pre-test to 76.59 in the post-test.
2.	Effects of Video-Podcasts on Listening Comprehension of	This research aims to examine the impact of integrating video and podcasts on listening comprehension to improve listening skills. The 120 English primary male students from a Saudi Arabian university

	Saudi EFL Learners (Shahid & Ali, 2017)	who participated in both the control and experimental groups were used to study. After doing an ANCOVA analysis, it was discovered that the video-podcast group substantially outperformed the control group on the post-test metric. According to the results, video podcasts are a helpful resource for improving the listening comprehension of EFL learners in general.
3.	The Impact of Podcasts on EFL Students' Listening Comprehension (Abdulrahman et al., 2018) entitled"	This study examines the listening skills of students through the use of EFL classroom podcasts. Data review using ANOVA revealed the meaning of relevance (sig. 0.010) lower than < 0.05, which perceived podcasts to impact students' listening skills significantly. The questionnaire outcome showed that students had a good outlook about podcasts in the classroom of listening. Students perceived that podcasts presented credible content, engaging experiences such as listening exercises and practical assignments, so they were more inspired to learn English.
4.	The Use of English Podcasts to Improve Students' Ability in Listening Skill at Eighth Grade of MTsN Kabanjahe (Nursyahdiyah, 2018)	The study shows the improvements in students' skills to listen effectively. From the pre-test results, it was discovered that the mean was 4,29, the mean of the post-test in the first cycle was 5,86, and the mean of the post-test in the second cycle was 7,12. The percentage of students' scores in the pre-test who received an 8,0 or higher was 5 of 38 students (13,16 %), while the percentage of students' scores in the post-test in the first cycle who received an 8,0 or higher was 9 of 38 students (13,16 %) and (23,68 %). It translates to a 10,52 percent increase in overall performance. Next, the proportion of students who scored 8,0 or above on the post-test of the second cycle was 16 out of 38 students who took part in the post-test (42,11 %). It shows an increase of about 18,43% in performance. In the statistics, using English podcasts to enhance listening skills was successful. Based on the data, students' competence in listening skills has increased after using English podcasts as a learning medium. By utilizing podcasts as a learning medium, the students seemed to be engaged and passionate in listening to and understanding what was being taught.
5.	Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions (Harahap, 2020)	The result shows that the students moderately involve themselves in improving their English skills, mainly listening skills, via technological encounters. The majority of participants stated that they like podcasts because they were helpful in their English language development. Podcasts offered a wealth of subjects and activities that allowed both instructors and students to broaden their knowledge while also improving their English language abilities for educational reasons.

The table of previous studies shows that YouTube has a positive impact on the students' listening skills. As stated by (Permatasari, 2013), the findings of the first cycle showed that, as a consequence of participating in many listening exercises, the students' listening ability improved. In the second cycle, the findings show that the introduction of the podcast improves the listening capacity of the students, particularly their pronunciation, knowledge of vocabulary, and encouragement, by providing them with a large number of listening exercises. The following criteria must be met to evaluate the implementation's success: (1) students were more passionate about English sounds and spelling; (2) students were more eager and participated in the listening exercises. Furthermore, the students' listening scores improved from 70.22 in the pre-test to 76.59 in the post-test, indicating accurate findings. (Shahid & Ali, 2017) state that the video-podcast group beat the control group on the post-test measure by a significant margin by

using an ANOVA analysis. It seems that video podcasts are a valuable resource for enhancing the listening comprehension of EFL learners in general, based on the findings of this study. This proof is also supported by Abdulrahman et al. (2018) that the results of the ANOVA showed that the significance of relevance (sig. 0.010) was lower than 0.05, indicating that students believed podcasts had a substantial effect on their listening skills.

The significance of relevance (the questionnaire results) revealed that students had a positive attitude toward using Podcasts in the classroom of listening instruction. In their opinion, students viewed podcasts as delivering credible material and exciting experiences such as listening exercises and practical tasks, which encouraged them to pursue English as a second language more actively. The findings of the research demonstrate that students' ability to listen properly has improved. The mean of the pre-test results was 4,29, the mean of the post-test results in the first cycle was 5,86, and the mean of the post-test results in the second cycle was 7,12. The mean of the post-test results in the second cycle was 7,12. In terms of total performance, this amounts to a 10,52 percent improvement. Statistics show that utilizing English podcasts to improve listening abilities has been effective, and it can be concluded from the data that students' competency in listening skills has improved as a consequence of using English podcasts as a learning medium. Because of the use of podcasts as a learning medium, the students seemed to be more engaged and enthusiastic about the process of listening to and comprehending the information being presented to them. Harahap (2020) also state that the findings indicate that students are somewhat engaged in the process of improving their English language abilities, especially their listening skills, via technology interactions. The majority of those who took part in the survey said that they like podcasts because they were beneficial in improving their English language skills. For both teachers and students, podcasts provided an abundance of topics and activities that enabled them to expand their knowledge while also enhancing their English language skills for educational purposes.

4. Website

Some related studies show that Podcasts can be used for teaching, practicing, or improving listening to English, for example:

Table 5. Previous Studies of Using Website in Listening Skill

No	Previous Studies	Findings
1.	Using Website as a Tool for Practicing English Listening Skill (Surayatika, 2017)	With the appropriate software, the Internet is an excellent location to practice language skills. It provides the opportunity to simultaneously use visual and audio resources, mixing sounds and pictures as would be encountered during authentic communication scenarios in real life. However, the website may be beneficial in a learning setting only if the sources are carefully chosen and organized. An abundance of instructional information is available online and may be found by using search engines on the Internet. So, utilizing websites for listening practice may be a useful tool for students who want to improve their listening skills while also learning a new language.

2.	The Use of Lyricstraining Website to Improve Student's Listening Comprehension in Senior High School (Azhari & Adnan, 2018).	The result shows that LyricsTraining.com online website. This website uses music videos as a more engaging learning tool to help students improve their English language abilities, particularly their listening skills. Listening study resources derived from different kinds of music videos on YouTube are provided by LyricsTraining, which is genuine, comprehensive, fresh, and fascinating. In addition to students, the instructor may create their materials by registering for a free account on the Lyricstraining.com website. The authors offer listening learning material to inspire students and encourage them to use English in their everyday lives as a second language.
3.	The Use of ELICA Website: A Web-based Learning in Listening Learning (Muhammad et al., 2020)	This study aims to investigate how the usage of the ELICA website, a custom-made website, may aid in the development of listening skills. This investigation had been decided to undertake a case study. One hundred twelve students from the English Education Program agreed to participate in this study. An online survey, an interview, and observation were all used to gather information on the students' attitudes about the website's usage. According to the findings, the ELICA website in the listening learning process has some beneficial consequences, particularly student involvement in the learning process.

The table of previous studies shows that YouTube has a positive impact on the students' listening skills. As stated by Surayatika (2017), it is possible to use both visual and audio resources simultaneously on the Internet, mixing sounds and pictures in the same way that would be encountered during authentic communication scenarios in real life, provided that appropriate software is used. The Internet is an excellent location to practice language skills because it allows you to use both visual and audio resources simultaneously, mixing sounds and pictures in the same way that would be encountered during authentic communication scenarios in real life. However, the website may be helpful in an educational environment provided the materials are appropriately selected and arranged. A plethora of educational material is accessible online and may be discovered by searching for it on the Internet using search engines such as Google or Yahoo. As a result, students who wish to enhance their listening abilities while simultaneously learning a new language may find it beneficial to utilize websites for listening exercises. Besides, Azhari & Adnan (2018) states that The result reveals that the internet website LyricsTraining.com exists. Students' English language abilities, especially their listening skills, may improve via music videos on this website, which serves as a more exciting learning tool for them. LyricsTraining provides authentic, complete, new, and interesting listening study materials drawn from various music videos on YouTube. LyricsTraining's resources are genuine, comprehensive, new, and fascinating.

Along with students, instructors may develop materials by creating a free account on the Lyricstraining.com website and uploading them to the Lyricstraining website. The writers provide students with listening learning materials that will excite them and encourage them to utilize English in their daily lives as a second language and in academic settings. While another website from Muhammad et al. (2020) shows that The use of the ELICA website, which was created specifically for this purpose, may help

develop listening skills. To collect information on the students' views about using the website, an online survey, an interview, and observation were all conducted. So that using the ELICA website during the listening learning process has some positive effects, especially in terms of student participation in the learning process.

Discussion

The findings stated above show several options for practicing and improving the students' listening skills, such as music applications (Joox and Spotify), YouTube, Podcasts, and Websites. The descriptions are as follow:

The first is music application. Several applications of listening to music are Joox anD Spotify. Music often elicits emotions and arousal from listeners (Tan et al., 2013). On the music channel, listening to music is an immersive process. In listening skills, the music platform recommends a song for us. We can also select a range of acts such as suggestions for the music platform such as pause, listen, download, collect, etc. (Shi et al., 2017, p. 174). Using these platforms can introduce new vocabulary terms, elements, or concepts. This helps students make musical and non-musical connections and challenges them to listen deeply and in ways they might have yet experienced (Kerchner, 2013). It is interesting to listen to songs that use English as lyrics to learn English. By using songs as a platform, we will learn four components of learning to listen at once. This is an approach to developing the ability to listen in English and inspiring students to develop their ability to listen in English. This method is perfect for learners who like to listen to music. This way we can improve our listening skills and do things you like. This kind of learning method will usually be easily accepted by the brain because it is not under pressure. You can collect lots of different western songs to listen to every day.

The second is YouTube. YouTube is a platform for original content creators, producers, and individuals worldwide to interact, teach and inspire others. (Openshaw, 2014). YouTube is the ideal platform for video (Meyerson, 2010, p. 104). They own the online video market and provide an inclusive playing field for amateur and professional productions alike. At the same time, a YouTube channel is a brand/channel name or channel containing video content. On Youtube, there is a lot of English material that we can learn. Learning through the Youtube Channel can be an alternative to improve your English skills, for example listening. According to Durlani & Limon (2020, p. 107), exploring the use of YouTube videos is a way to practice listening inside and outside the classroom. Bin (2012, p. 117) supports that YouTube is one of the components of listening task exercises. The instructor may ask students to record their reflections on the practice of listening. Students are expected to listen to the audio files, complete the exercise, and post web page screenshots demonstrating their listening ability.

Currently, many best YouTube channels for learning English listening with hundreds of complete videos and many subscribers, such as 1) Voice of America (VOA), a YouTube channel for learning English with American Style. 2) BBC Learning English is a YouTube channel created by The British Broadcasting Corporation to learn American English and British English style. 3)Learn English with TV Series. This

channel captures footage of TV series and films with subtitles in English. Some words will be highlighted in the subtitle. These words will be explained further, both in terms of meaning, pronunciation, and usage. 4) English with Lucy. The iLucy channel shares the knowledge of English. Besides, Lucy teaches English in various accents, such as American, British, and Australian. 5) Oxford Online English. This YouTube channel is recommended for learning British accents. We can learn new vocabulary words that may have the same pronunciation but have different meanings. Students will get the motivation to develop English, especially speaking and listening skills.

The third is Podcasts. A podcast is a shortened form of an iPod broadcast. The term Podcast is created by merging Apple's iPod and broadcast (Solomon & Schrum, 2007, p. 57). It means both the delivery of content and the method. The prefix 'pod' comes from 'play on-demand. A podcast is a digital/multimedia file created and released on the internet that can be played back on a handheld device or personal computer at a suitable time for listeners. (Erben et al., 2008). It is also supported by the statement from (Payack, 2012) that Podcast is a digital audio file transmitted over the internet for playback on devices or portable machines by using syndication feeds. While, according to (Rank et al., 2011, p. 165), Podcast is meant initially as a file (usually audio or sometimes video) stored on a website then broadcast using a web feed, now used more loosely to describe an audio file found on a website. The length of a Podcast is a relevant aspect based on its acceptance (Elizabeth & Philippa, 2009). Length can be decided by the intent of the podcasts and contents, but general guidelines recommend short podcasts. Solomon & Schrum, (2007, p. 57) define that Podcasting as a method of sharing on mobile devices and personal computers audio files such as music or voice over the internet for playback.

There are many podcasts already online. Erben et al. (2008) state that Podcasts are unique to language acquisition, and some are targeted at listeners who are native speakers. The key thing is that podcasts tailored for native-speaking listeners offer endless chances for English Language Learning (ELL) to listen to authentic English used in several ways. A podcast is structured to provide theme-based discussions, English language hints, grammar lessons, history, vocabulary, and regular conversations for language learning. While, Podcasts available for native-speaking audiences include science reposts, news, documentaries, theatre, history, comedy, politics, sports, film reviews, education topics, etc.

According to (Michael, 2009, p. 355), two podcasts may be used; those produced to teach languages and those documented simply in the target language. Low (2014, p. 164) states that some English teaching and learning podcasts. This is a podcast dedicated to teaching and learning English. They are available from the BBC (British English) and ESL Podcast (American English). These podcasts are in British and American English, respectively, and can raise awareness and improve these two varieties of English in speaking and listening skills. Michael (2009) states that a podcast is a device that increases the mastery of listening ability. Students can be motivated to use appropriate techniques by downloading audio files and listening to them to

supplement classroom instruction. Lohumi (2015, p. 243) supported that Podcasts are most useful for extensive listening to motivating and arouse students' interest in listening to English. The Podcasts help bridge the gap between formal and informal English as they provide listening materials other than those available in the classroom and in textbooks. The additional listening material provides the students with extra listening practice.

Rose & Mohammed (2010, p. 183) states that both BBC (British Broadcasting Corporation) and VoA (Voice of America) offer Podcasts in listening English. VOA can be accessed on https://learningenglish.voanews.com/. BBC can be accessed on https://www.bbc.co.uk/learningenglish/. Both BBC radio program and VoA can improve pronunciation, listening skills, and other analytical skills in English (Nakata, 2006, p. 15).

The other podcasts that can be chosen for the learners are: 1) The English We Speak. The presentation of information through this podcast focuses on phrases and idioms commonly used in the UK. we will listen to English spoken by native speakers and naturally improve English skills. Access The English We Speak at https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak. 2) Podcast in English. Podcasts in English provide content specifically for English language education and materials specially grouped for Beginners, Intermediate to Advanced. They even have segments for specific purposes such as Business. The content is presented in a chat format between two native speakers. The topics covered include common things in everyday life, such as Facebook, Sharing Experiences with the Latest News. Access Podcasts in English at https://podcastsinenglish.com/. 3) Better at English. Better at English is a podcast content provider that provides the best content to improve English skills. The presentation of information in this podcast is based on the concept of a talk show with native speakers covering various topics ranging from light to heavy material. Listening to native speaker conversations is one additional material needed to improve speaking skills in English and learn in class and through books. However, the advantage of learning through podcasts is that you can learn about idioms and expressions commonly used by native speakers. Better English is excellent if you have some basic English because their podcasts' intonation and speech rate are presented at average speeds. However, they also provide transcripts of the conversations and vocabulary used in the conversations. Access Better at English at https://www.betteratenglish.com/. 4) Luke's English Podcast. Luke Thompson's podcast discusses a British accent. This content is because it discusses English, for example, grammar or expressions in English. Luke's English Podcast is suitable for listening to learners with low-intermediate to advanced levels of English. Access Luke's English Podcast at https://teacherluke.co.uk/. 5) Espresso English Podcast. The podcaster of Espresso English Podcast speaks slowly and clearly. It also does not use foreign expressions and idioms. This podcast is perfect for a beginner! Access Espresso English Podcast at https://www.espressoenglish.net/podcast/. 6) https://anchor.fm/learnenglish/.

The fourth is the website or sites. A website is a list of pages on an internet domain generated and interconnected for a particular reason that can be viewed broadly through the home page using a website URL browser. Some quite representative in practicing our English listening skills are www.soundsenglish.com, www.esl-lab.com, www.englishclub.com/listening, www.englishlistening.com, www.elllo.org, iteslj.org/links/ESL/Listening, https://learnenglish.britishcouncil.org/skills/listening, https://www.dailyesl.com/, https://www.storynory.com/, https://www.storylineonline.net/, http://www.loyalbooks.com/, https://lyricstraining.com and many more.

D. CONCLUSION

There are several options for practicing and improving the students' listening skills, such as music applications (Joox and Spotify), YouTube, Podcasts, and Websites. Music applications such as Joox and Spotify are music streaming application enables the students to listen to the different types of music legally such as in English song. This can be used to practice and improve their listening skills and other skills such as pronunciation and speaking. On YouTube, there is a lot of English material that students can be selected. They only open YouTube and write anything they want, such as music videos or films, to practice and improve their listening skills. There are also many best YouTube channels for learning English listening, with hundreds of complete videos and many subscribers. Students also can access English vlogs (video blogs) where vloggers will usually talk about their personal lives, tutorials, and so on through a short video.

In podcasts, the videos are usually structured to provide theme-based discussions, English language hints, grammar lessons, history, vocabulary, and regular conversations for language learning. Some Podcast service providers have many users and have various segments ranging from science, business, fashion to hobbies, and most importantly, we can listen to Podcasts for free. In addition to gaining knowledge, listening to podcasts can also be a medium for learning English. Some of the benefits of listening to podcasts include honing our listening skills, pronunciation, vocabulary, accents, and slang. Both BBC (British Broadcasting Corporation) and VoA (Voice of America) offer Podcasts in listening English. These podcasts are in British and American English, respectively, and can raise awareness and improve these two varieties of English in speaking and listening skills. On the Website, some sites or websites are pretty representative in practicing our English listening skills. Learning English through several applications above can be an alternative for students in practicing and improving their English listening skills.

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