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Engaging EFL Junior Students in Collaborative Online Audio of Narrative Texts in Learning Extensive Listening: A Classroom Action Research

Windi Widiawati*, Elih Sutisna Yanto, Abdul Kodir Al-Baekani

English Language Education, Universitas Singaperbangsa Karawang, Karawang, 41361, Indonesia

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* Corresponding author:

E-mail: 2110631060037@student.unsika.ac.id

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ABSTRACT

Listening comprehension remains a significant challenge for many Indonesian junior high school EFL students, primarily due to limited exposure to and insufficient engagement with authentic listening materials. This Classroom Action Research explores the effectiveness of using collaborative online audio podcasts featuring narrative texts to enhance extensive listening skills and increase student engagement. The study, conducted over five sessions with eighth-grade students, utilized qualitative methods including classroom observations, reflective journals, and semi-structured interviews. The findings indicate that podcast-based collaborative listening activities significantly boosted students' motivation, participation, and comprehension of narrative texts. Students reported enjoying the interactive and social aspects of group listening tasks, which fostered active discussions and peer support, consistent with Vygotsky's Sociocultural Theory and Mayer's Cognitive Theory of Multimedia Learning. Despite some challenges, such as difficulties with vocabulary and fast speech, the overall impact on listening skills and student attitudes was positive. This study suggests that integrating podcasts into collaborative extensive listening practices provides a practical, engaging, and effective approach to improving EFL listening comprehension in junior high school settings.

1. Introduction

Listening comprehension remains a significant challenge for many Indonesian junior high school EFL students, often due to limited exposure to and insufficient engagement with authentic listening materials, a condition that is also highlighted in recent EFL studies (Islami & Mohd Rashid, 2024). Listening, as a receptive skill, requires focused attention and the ability to process spoken input in real-time (Camelia et al., 2021). It is fundamental for developing productive skills such as speaking and writing, making its development crucial for overall language

proficiency (Nushi & Orouji, 2020). However, in many educational contexts, listening is often neglected, resulting in limited progress and disengagement among learners. This issue is particularly evident in the case of EFL learners in Indonesia, where listening comprehension is often underemphasized in classroom instruction.

This study explores the use of podcasts as a digital tool for extensive listening, specifically focusing on narrative texts. Podcasts have the potential to address the challenges faced by students by providing access to authentic English language content. By incorporating online audio media, podcasts can foster collaborative learning and increase students' engagement with the material, particularly when students are encouraged to actively respond and reflect on spoken input (Fitriyani et al., 2024). Through collaborative listening, students can work together to understand the narrative structure and key elements of the stories, which in turn helps improve their comprehension skills. This approach aligns with the growing emphasis on collaborative learning and digital tools in language education (Gonulal, 2020).

Preliminary research conducted on May 14th, 2025, revealed that nearly all eighth-grade students at a junior high school in Bekasi struggled with listening comprehension. When listening to English audio materials, they failed to understand the content and displayed varying responses to tasks related to narrative texts. This lack of understanding was often attributed to limited vocabulary, which hindered their ability to meet the learning objectives, as vocabulary and linguistic interference frequently influence EFL learners' comprehension and language acquisition (Budiharto & Rokhmawati, 2025). These findings are consistent with the research of Kasim and Raisha (2017), who argue that insufficient vocabulary knowledge is a significant barrier in learning English, particularly in listening comprehension.

Online audio materials, such as podcasts, offer an opportunity for students to develop essential listening skills by identifying key elements of narrative texts, such as structure and story components. The increasing accessibility of mobile technology and digital platforms makes podcast-based learning a practical and engaging solution for EFL classrooms (Gonulal, 2020). Additionally, podcasts support collaboration and active exchange of ideas among students, encouraging them to work together in developing their listening skills. Digital integration in language instruction can create interactive learning environments that promote peer collaboration and scaffolded support. From a sociocultural perspective, such interaction plays a crucial role in listening development, as learning occurs through social mediation and collaborative engagement (Islami & Mohd Rashid, 2024).

Previous research supports the effectiveness of podcasts in facilitating incidental vocabulary acquisition through extensive listening (Hakobyan, 2023). The study found that students who engaged in extensive podcast listening were able to acquire new vocabulary incidentally, especially when the material was enjoyable and contained a balance of familiar and unfamiliar vocabulary. Other studies, such as that of Gunawan et al. (2023), emphasize students' positive perceptions of podcasts in extensive listening classes, particularly appreciating the opportunity to exchange

ideas and engage in stimulating discussions. Similarly, Andini and Burhanuddin (2022) found that podcasts empower learners to engage in self-directed learning by providing authentic exposure to English, regardless of time or location.

Despite the growing body of research on podcast use in EFL classrooms, there remains a need for further exploration into how online audio collaboration activities can effectively engage students in extensive listening. This study aims to address this gap by using podcasts to facilitate collaborative online audio activities for narrative text learning. The goal is to examine the effectiveness of this approach in motivating students to engage in more profound English language learning. Given the benefits of podcasts for enhancing extensive listening skills, this research seeks to explore their potential for improving EFL listening comprehension in junior high school settings.

Based on the identified research gap, this study aims to investigate how the implementation of collaborative online audio podcasts featuring narrative texts can enhance students' extensive listening skills and engagement in an EFL junior high school classroom. Specifically, this research seeks to examine (1) how collaborative online audio activities are implemented in extensive listening instruction and (2) how students respond to the use of podcast-based collaborative listening in terms of motivation, participation, and listening comprehension development.

2. Methodology

Research Design

This study utilized a qualitative approach, incorporating classroom observations and student interviews within the framework of Classroom Action Research (CAR). According to Kemmis et al. (2014) action research is a reflective, cyclical, and collaborative process aimed at improving educational practices. The research followed the standard stages of planning, action (intervention), observation, and reflection, which are typical in action research. The students engaged in extensive listening activities using narrative texts delivered through online audio media. The structured procedures were designed to achieve the research objectives. Data collection included interviews, video and audio recordings, and student work. As noted by Yanto et al. (2022), action research is geared towards continuous enhancement of teaching practices, facilitating improvements in real-time classroom settings.

Site and Participants

The study was conducted at a junior secondary school in Tambelang, West Java, Indonesia, which is recognized for its academic excellence and qualified teaching staff. The school was chosen due to the researcher's prior teaching experience and the voluntary participation of students. The study was carried out over five sessions. The first session introduced the concept of Extensive Listening using online narrative audio. The second to fourth sessions involved group-based listening

comprehension tasks with different narrative texts. In the final session, 35 students participated in interviews, with 8 of them selected for in-depth discussions to explore their experiences and perceptions of the learning process.

Instruments

This study employed three qualitative instruments: classroom observation, reflective journals, and semi-structured interviews. Classroom observations, conducted via video recordings, documented the teaching and learning processes involving the use of podcast audio materials. Reflective journals enabled students to record their learning experiences and engage in self-reflection. Semi-structured interviews were conducted to gain a deeper understanding of the students' perceptions and experiences with podcast-based listening activities in the English classroom.

Data Analysis

The data collected from semi-structured interviews and observations were analyzed using Braun and Clarke's (2006) six-phase thematic analysis. This approach to thematic analysis provides insights into participants' experiences and examines how these experiences are shaped by societal discourses. The first phase, familiarization, involved thoroughly reviewing the reflective journals, observation notes, interview transcripts, and analysis of students' responses to narrative texts using online audio. The aim was to understand students' extensive listening experiences during the narrative listening process.

The next phase, coding, involved identifying and classifying significant data units, such as relevant words and phrases related to the research questions. The coded data were then sorted into themes by identifying patterns and connections. In the reviewing themes phase, the themes were reviewed in depth for relevance to ensure they were aligned with the research objectives. The defining and naming themes phase ensured coherent interpretation of the data, and in the final phase, writing up, the results were interpreted and presented, providing clear answers to the research questions related to extensive listening of narrative texts through online audio.

3. Results and Discussion

To explore students' experiences, perceptions, and reflections regarding the implementation of collaborative online audio in extensive listening activities, semi-structured interviews were conducted at the end of the intervention sessions. The interview protocol was designed to address the research objectives, particularly focusing on students' learning experiences, perceived achievements, challenges encountered, strategies for overcoming difficulties, and overall responses to the use of online audio in extensive listening. The complete list of interview questions used in this study is presented in Table 1.

Table 1. Semi-Structured Interview Questions for Exploring Students' Experiences in Online Audio-Based Extensive Listening

No.	Interview Question
1.	Tell me about your learning experience in using audio online in learning extensive listening. (<i>Ceritakan tentang pengalaman belajar Anda dalam menggunakan audio online dalam belajar mendengarkan secara ekstensif</i>)
2.	What successes did you achieve when working on audio online, Extensive listening activities? (<i>Keberhasilan apa yang Anda capai saat mengerjakan audio online, aktivitas mendengarkan ekstensif?</i>)
3.	What kinds of challenges did you come across during these activities? (<i>Tantangan apa saja yang Anda temui selama kegiatan ini?</i>)
4.	How did you overcome these challenges? (<i>Bagaimana Anda mengatasi tantangan ini?</i>)
5.	What have you learned overall from this Extensive Listening activity? (<i>Apa yang telah Anda pelajari secara keseluruhan dari kegiatan Menyimak Ekstensif ini?</i>)
6.	What are the advantages and disadvantages of learning listening by using online audio for Extensive listening? (<i>Apa saja keuntungan dan kerugian belajar menyimak dengan menggunakan audio online untuk Menyimak Ekstensif? Apa yang telah Anda pelajari secara keseluruhan dari kegiatan Menyimak Ekstensif ini?</i>)
7.	How was your response to learning to listen by using audio online? (<i>Bagaimana tanggapan Anda terhadap pembelajaran mendengarkan dengan menggunakan audio online?</i>)
8.	What do you hope for better in learning to listen? (<i>Apa yang Anda harapkan lebih baik dalam belajar mendengarkan?</i>)

This section presents findings that address the research questions, including: (1) the implementation of collaborative audio in extensive listening learning and (2) students' responses to intensive listening supported by online collaborative audio. Section A details the results of the study: (1) students' engagement in online collaborative audio, (2) the benefits of using audio podcasts during intensive listening activities, and (3) the challenges of learning English through collaborative online audio. These insights were collected using thematic analysis, relying on ready-made tools such as observations, semi-structured interviews and reflective diaries. The results are consistent with data collected from participants. Section B provides a discussion of the results and a comparison with previous research.

A. Findings

Students' Engagement in Collaborative Online Audio

During the first session of the implementation phase, the teacher introduced the lesson by explaining that the students would engage with narrative texts through listening to audio stories. The eighth-grade students responded with keen interest and curiosity. The audio materials were carefully selected and prepared by the teacher to ensure their appropriateness for the students' language level and alignment with the learning objectives. Students did not need to search for materials

online nor use digital platforms; instead, the teacher played the audio directly through the classroom speaker, and students listened together in small groups.

The lesson began with a brief explanation of narrative texts, including their structure and typical elements, such as characters, setting, problem, and resolution. This introduction served to activate students' prior knowledge and prepare them for the listening activity. Students were then divided into groups of four to five members. Before listening to the audio, the teacher posed several eliciting questions related to the upcoming story. This pre-listening phase helped students predict the content and connect with the story. Once the first narrative audio was played, students were instructed to focus on understanding both the main ideas and specific details, such as characters, events, and resolutions. No written versions of the story were provided, emphasizing the development of listening skills without relying on reading support. Additionally, the use of dictionaries, mobile phones, or translation tools such as Google Translate was prohibited. The activity was conducted in real-time, allowing students to practice natural listening comprehension.

Throughout the listening activity, students exhibited active engagement: some leaned forward, others whispered clarifications to peers, and many took notes to remember key points. The teacher moved between groups, providing support when needed and observing student interactions. After the audio ended, the teacher distributed a "listening log" worksheet, which contained comprehension questions about the narrative. Since no transcripts were available, students relied on memory, teamwork, and discussion to answer the questions. The teacher encouraged students to focus on the overall meaning and to express their understanding using their own words.

Despite some challenges, such as unfamiliar vocabulary and fast speech, most students remained motivated and persisted in completing the task. No digital assistance was requested or provided. After completing the worksheet, each group submitted their listening log for review. The session ended with a short class discussion where students reflected on the activity, sharing what they found interesting or challenging about the story. The teacher encouraged metacognitive reflection with questions like, "What part of the story was easy to understand?" or "What strategy did your group use to remember the events?" The students responded enthusiastically, demonstrating their active involvement in both the listening process and critical thinking about their learning strategies. Many students expressed excitement for the next session, which would follow a similar format with a new narrative.

Benefits of Using Audio Podcasts in Extensive Listening Activities

Students identified several benefits of using audio podcasts for extensive listening activities. They particularly appreciated the collaborative nature of the tasks, which they found both enjoyable and engaging. Reflections in students' journals and interviews further highlighted the interactive aspect of the activities. One student remarked, "I really enjoy learning using podcasts because it's a challenge that my friend and I have to solve. this way of learning makes students enjoy following the

lesson." This statement reflects how students viewed podcast activities not only as passive listening but as interactive tasks that involved problem-solving and collaboration.

Further insights from students' reflective journals revealed that collaborative listening encouraged sustained focus, improved comprehension of the narrative, and facilitated vocabulary acquisition. One student wrote, "Learning becomes more focused. I understand more vocabulary and can understand the storyline." Students also reported improvements in their vocabulary and noted that the new phrases they learned were useful in daily conversations. One student stated, "Learning using podcasts helped me expand my vocabulary and the interesting phrases. And then I use them in my daily conversation."

From both oral and written responses, it was evident that students were more satisfied with the learning process. The audio-based strategy made lessons more dynamic and less monotonous. As one respondent noted, "It is fun, so we know something we didn't know before." This highlights that podcasts not only made listening practice enjoyable but also stimulated curiosity and a sense of discovery. Overall, the use of collaborative online audio, particularly podcasts, contributed significantly to enhancing students' motivation, language comprehension, and vocabulary development. Positive feedback from students indicates that this approach created a supportive and enjoyable learning environment, especially for those unfamiliar with audio-based learning. The students' responses affirm that their listening skills improved, and they felt encouraged to continue learning English using similar methods. Thus, podcasts demonstrate considerable potential as an effective alternative strategy for enhancing extensive listening in junior high school English classrooms.

Challenges of Using Audio Podcasts in Extensive Listening Activities

Despite the positive responses, students also encountered several challenges during the audio podcast-based listening activities. A major issue was the unclear audio quality, which sometimes led to mishearing and disrupted understanding. One student commented, "The difficulty was that the sound was not clear, sometimes it was misheard, and it ruins everything." This issue underscores the importance of ensuring high-quality audio to support students' comprehension and overall learning effectiveness. Another significant challenge was classroom distractions. Since multiple groups were listening to different podcasts simultaneously, overlapping voices often interfered with students' concentration. One student explained, "The class atmosphere was noisy, so the audio podcast was not heard well because each group had a different audio podcast."

Similar complaints were noted in reflective journals, where students mentioned that noise from other groups and external sounds disrupted their focus. In some cases, students had to remind their peers to lower the volume to maintain a conducive learning environment. Despite these challenges, students still found the collaborative online audio activities enjoyable and motivating. They believed that with improved audio quality and better classroom management to reduce

distractions, this method could effectively support English listening development. Therefore, the findings recommend this media-based learning strategy for teachers aiming to enhance students' listening skills through engaging and interactive approaches.

Discussion

The positive feedback received from students is a key factor in enhancing their motivation to engage with English learning. The use of podcasts as a tool for English study proves to be both practical and effective, offering various features that support diverse English Language Teaching (ELT) activities (Abdulrahman et al., 2018). Audio media, particularly podcasts, is an effective strategy for teaching English as a Foreign Language (EFL) learners at various proficiency levels. This is especially beneficial in junior high school settings, where students typically possess foundational English skills and can further develop their listening abilities. According to Sotlikova and Haerazi (2023), the successful integration of podcasts into authentic language teaching requires careful consideration of technology and accessibility, ensuring that the medium is both engaging and accessible to all students.

The findings from this study indicate that students gained new insights into English through audio-based listening exercises. This aligns with the work of Widodo and Rozak (2016), who emphasize the importance of developing listening skills for effective real-life communication and personal growth. In this study, students listened to English audio content, completed listening logs, uploaded responses on Padlet, and engaged in group discussions. This multimedia approach supports Mayer's (2009) Cognitive Theory of Multimedia Learning, which suggests that presenting information through multiple channels such as auditory and visual inputs helps learners reduce cognitive load and improve their understanding.

Moreover, the collaborative nature of the activities aligns with Vygotsky's (1978) Sociocultural Theory, which stresses the importance of social interaction and scaffolding within the Zone of Proximal Development (ZPD). By working together in groups to discuss and reflect on the podcast content, students were able to scaffold each other's learning and develop a deeper comprehension through social collaboration, which is consistent with findings on the importance of interactive classroom practices and corrective feedback in speaking and listening activities (Oktavani et al., 2024). The positive student responses further confirm that extensive listening using podcasts significantly enhanced their listening comprehension (Gunawan et al., 2023).

In addition to these cognitive and collaborative benefits, podcasts are praised for their accessibility, user-friendliness, and cost-effectiveness, as noted by Ramli and Kurniawan (2017). Podcasts allow learners to study flexibly and on their own schedule, making them an ideal tool for promoting autonomous learning. Despite these advantages, some students reported challenges in understanding certain English content, particularly when dealing with lengthy recordings, which may encourage strategic use of translanguaging practices in classroom interaction

(Saqinah et al., 2025). This issue is consistent with findings by Harahap (2020), who identified the difficulty many students face with longer listening materials. However, these challenges were relatively minor and did not significantly detract from the overall effectiveness of the approach.

Most students regarded deep listening via audio as both enjoyable and effective. They found it uniquely beneficial for improving their listening skills in a more engaging and interactive manner. Therefore, this study recommends incorporating podcast-based listening activities into English instruction, particularly to enhance students' listening comprehension and overall language proficiency. The combination of multimedia learning and collaborative engagement presents a compelling strategy for EFL educators seeking to improve students' listening abilities in an accessible and enjoyable way.

4. Conclusion

This study aimed to evaluate the effectiveness of using podcasts as a medium for extensive listening to improve the English listening skills of junior secondary school students in Indonesia. The analysis of data from reflective journals and semi-structured interviews revealed that the use of podcasts had a positive impact on students' learning motivation, vocabulary acquisition, and comprehension of spoken English. Students exhibited high enthusiasm for this approach, appreciating the engaging, flexible, and authentic qualities of podcasts, especially when applied to narrative texts. Moreover, collaborative group activities provided valuable opportunities for students to support one another, engage in discussions, and share tasks, fostering a supportive and participatory learning environment. However, several challenges were identified during the study, including noise interference from other groups, poor audio quality, the absence of Indonesian subtitles, and limited vocabulary, which made it difficult for some students to fully comprehend the audio content without translation support. Despite these challenges, students generally found learning through audio podcasts to be an enjoyable and effective strategy that should be further developed and integrated into English language teaching. The findings suggest that podcasts, as a medium for listening practice, can serve as an innovative and effective alternative in line with the demands of 21st-century learning. Podcasts support autonomous learning and enhance the use of technology in the classroom, making them a valuable tool for improving listening comprehension in EFL classrooms.

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