

**STUDENTS' PERCEPTIONS OF PODCAST USE  
IN LISTENING CLASSES (A CASE STUDY  
AT ENGLISH DEPARTMENT OF  
IAIN PALOPO)**

*A Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree  
in English Language Education Study Program of Education and Teacher  
Training Faculty of State Islamic Institute of Palopo*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2025**

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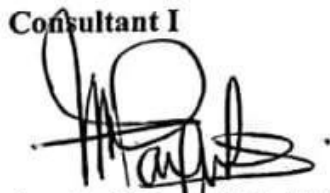
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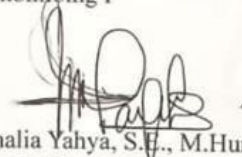
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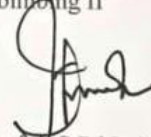
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## ABSTRACT

**Alvin Gimán, 2024.** *“Students' Perceptions of Podcast Use in Listening Classes (A Case Study at English Department of IAIN Palopo)”* A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Amalia Yahya and Husnaini.

This research aims to investigate students' perceptions of the lecturer's use of podcasts in teaching listening comprehension. A quantitative descriptive approach was employed to gather and analyze data on the effectiveness and challenges of using podcasts in the classroom. The sample consisted of 21 students at fifth-semester of the English Language Education Study Program at IAIN Palopo. The results revealed that students generally perceive podcasts as a flexible and engaging tool that enhances their listening comprehension skills. However, challenges related to accents, speech speed, and concentration were also identified. Despite these challenges, students acknowledged the overall benefits of podcasts in supporting their learning, particularly in terms of vocabulary development and critical listening skills. The findings suggest that with proper content selection and additional support materials, podcasts can be an effective supplement to traditional listening instruction.

**Keywords:** Students Perceptions, Podcast, Listening Classes.

## ABSTRAK

**Alvin Giman, 2024.** *“Students' Perceptions of Podcast Use in Listening Classes (A Case Study at English Department of IAIN Palopo)”* Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo. Dibimbing oleh Amalia Yahya dan Husnaini.

Penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa terhadap penggunaan podcast oleh dosen dalam pengajaran pemahaman mendengarkan. Pendekatan deskriptif kuantitatif digunakan untuk mengumpulkan dan menganalisis data mengenai efektivitas serta tantangan penggunaan podcast di dalam kelas. Sampel penelitian terdiri dari 21 mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris di IAIN Palopo. Hasil penelitian menunjukkan bahwa mahasiswa umumnya memandang podcast sebagai alat yang fleksibel dan menarik yang meningkatkan keterampilan pemahaman mendengarkan mereka. Namun, tantangan terkait dengan aksen, kecepatan bicara, dan konsentrasi juga diidentifikasi. Meskipun menghadapi tantangan tersebut, mahasiswa mengakui manfaat keseluruhan dari podcast dalam mendukung pembelajaran mereka, khususnya dalam hal pengembangan kosakata dan keterampilan mendengarkan kritis. Temuan ini menunjukkan bahwa dengan pemilihan konten yang tepat dan bahan pendukung tambahan, podcast dapat menjadi suplemen yang efektif untuk pengajaran mendengarkan tradisional.

**Kata Kunci:** Persepsi Mahasiswa, Podcast, Kelas Mendengarkan.

## المُلخَص

الفين جيمان، ٢٠٢٤. "تصورات الطُّالب حول استخدام البودكاست في صفوف السِّتْماع (دراسة حالة في قسم اللُّغة الِّينجليزية بمعهد بالوبو الِّينسَلْمَ 'ي الحُكوم 'ي)، رسالة جامعية لبرنامج دراسة تعليم اللُّغة الِّينجليزية، كُلية التربية والتدريب للمُعَلِّمين، معهد بالوبو الِّينسَلْمَ 'ي الحُكوم 'ي. بإشراف أماليا يحيى وحسناني.

تهدف هذه الدراسة إلى استقصاء تصورات الطُّالب حول استخدام المحاضر للبودكاست في تدريس فهم السِّتْماع. ت أم استخدام منهج وصف 'ي ك 'ام 'ي لجمع وتحليل البيانات المُتَّعة بفعالية وتحدد استخدام البودكاست في الفصول الدراسية. تلك اونت الع 'ينة من ٢١ طالبا في الفصل الخامس لبرنامج دراسة تعليم اللُّغة الِّينجليزية في معهد بالوبو الِّينسَلْمَ 'ي الحُكوم 'ي. كسفت الشَّح أ ان الطُّالب يرون عموما أ ان البودكاست أداة مرنة وجذابة تُعزز مهاراتهم في فهم السِّتْماع. ومع ذلك، ت أم تحديد تحديات تتعلق بالاهجات وسرعة الكلام والتأخير. على ال ارغم من هذه التحديات، أقر الطُّالب بالفوائد العائمة للبودكاست في دعم تعلُّمهم، خاصة من حيث تطوير المفردات ومهارات السِّتْماع الناقذ 'ي. تشير النتائج إلى أنه مع اختيار المحتوى المناسب وتوفير مواد دعم إضافية، يمكن أن يكون البودكاست مُكِّمًا فعالًا للتعليم التقليدي 'ي في السِّتْماع.

الكلمات المفتاحية: تصورات الطُّالب، البودكاست، صفوف السِّتْماع.

# CHAPTER I

## INTRODUCTION

### A. Background

Listening comprehension is a crucial skill in language learning, particularly in English as a foreign language. This skill is essential not only for effective communication but also for various academic and professional endeavours.<sup>1</sup> However, teaching listening comprehension often presents several challenges, including a lack of student engagement and the limitations of traditional teaching methods.<sup>2</sup> Incorporating innovative tools like podcasts can address these challenges by providing authentic, engaging content that enhances students' motivation and listening skills.

Traditional teaching methods, such as written texts and standard audio recordings, are often perceived as monotonous and unengaging by students.<sup>3</sup> As a result, many students struggle to develop their listening skills effectively. In this context, innovation in teaching methods becomes imperative to enhance student motivation and engagement.<sup>4</sup> Educators can introduce dynamic and interactive

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<sup>1</sup> Aparna Nadig, "Listening Comprehension," in *Encyclopedia of Autism Spectrum Disorders*, ed. Fred R Volkmar (Cham: Springer International Publishing, 2021), 2726–27, [https://doi.org/10.1007/978-3-319-91280-6\\_349](https://doi.org/10.1007/978-3-319-91280-6_349).

<sup>2</sup> Dilek Ünveren Kapanadze, "An Effective Method to Develop Watching/Listening Comprehension Skills in Turkish Teaching," *International Journal of Progressive Education* 15, no. 6 (2019): 66–82, <https://doi.org/10.29329/ijpe.2019.215.5>.

<sup>3</sup> Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih, "The Use of YouTube as a Learning Tool in Teaching Listening Skill," *International Journal of Global Operations Research* 1, no. 3 (2020): 123–29, <https://doi.org/10.47194/ijgor.v1i3.56>.

<sup>4</sup> Le Thuy Hang and Vu Hong Van, "Building Strong Teaching and Learning Strategies Through Teaching Innovations and Learners' Creativity: A Study of Vietnam Universities," *International Journal of Education and Practice* 8, no. 3 (2020): 498–510, <https://doi.org/10.18488/journal.61.2020.83.498.510>.

content that better captures students' interest and fosters a more effective learning experience by integrating podcasts into the curriculum.

One promising innovation in teaching listening comprehension is the use of podcasts. Podcasts, as a form of digital media, offer a wide range of interesting and diverse content. With the ability to listen anytime and anywhere, podcasts provide high flexibility and accessibility for students.<sup>5</sup> Various studies have shown that using podcasts in education can increase student engagement and motivation and provide a richer and more authentic learning experience.<sup>6,7</sup> This approach enhances listening skills and encourages independent learning and critical thinking by exposing students to real-world language use.

However, despite preliminary evidence on the effectiveness of podcasts in education, there remains a gap in the literature regarding students' perceptions of the use of podcasts by lecturers in teaching listening comprehension. Understanding students' perceptions is crucial as it can influence their attitudes towards the teaching method and, in turn, their learning outcomes.

This study aims to explore students' perceptions of the use of podcasts by lecturers in teaching listening comprehension, focusing on how students respond to the integration of podcasts and whether they find them beneficial for enhancing their listening skills. The research will also examine the factors shaping these

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<sup>5</sup> Dewi Mayangsari and Dinda Rizki Tiara, "Podcast Sebagai Media Pembelajaran Di Era Milenial," *Jurnal Golden Age* 3, no. 02 (2019): 126, <https://doi.org/10.29408/goldenage.v3i02.1720>.

<sup>6</sup> Talip Gönülal, "Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts," *International Journal of Contemporary Educational Research* 7, no. 1 (2020): 311–20.

<sup>7</sup> Rizkia Ade Putri Sabrila and Tri Wintolo Apoko, "The Effectiveness of Podcast on Listening Skill for Vocational School Students," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (2022): 1177–86, <https://doi.org/10.24256/ideas.v10i2.2897>.

perceptions, such as the relevance of podcast content, ease of use, and overall student engagement. By uncovering these insights, the study seeks to inform the development of more effective and innovative teaching strategies.

Additionally, the study intends to contribute to the field of language education by demonstrating the potential of podcasts as a technological tool for teaching listening comprehension. The findings could guide educators in creating a more student-centred learning environment that leverages digital media, addressing challenges in mastering listening skills and fostering a more dynamic and interactive learning experience. This research could serve as a foundation for future innovation in language teaching, encouraging the broader adoption of digital tools in educational practices.

## **B. Research Question**

Based on the above background, the research question is, "How do the students perceive using podcasts in listening comprehension class?"

## **C. Research Objective**

Based on the research questions above, this research aims to investigate students' perceptions of the lecturer's use of podcasts in teaching listening comprehension.

## **D. Research Significances**

### **1. Theoretically**

Theoretically, this research adds to the existing knowledge in language education by providing evidence on how students perceive the use of podcasts in learning listening comprehension. It fills a gap in the literature by exploring

students' interactions with podcasts as a learning tool, especially in learning English as a foreign language. The findings offer insights into how effective podcasts are in improving listening skills, which can help guide future research on using digital media in language teaching. The study also supports the idea that innovative and interactive teaching methods are important for better language learning outcomes.

## **2. Practically**

### **a. For the students**

This research helps students understand how podcasts can be a useful tool for improving their listening skills. It encourages students to actively use podcasts as a flexible and accessible way to learn on their own, helping them to develop better listening skills and increase their vocabulary outside of the classroom.

### **b. For the teachers**

The research provides practical insights for teachers on how to effectively use podcasts in their listening lessons. By understanding how students feel about podcasts, teachers can choose and use podcast content that better fits their students' needs, making lessons more engaging and motivating. The research also emphasizes the importance of selecting the right content and offering additional materials to get the most out of podcasts in teaching.

### **c. For the next researchers**

This research sets the stage for future studies on using digital media in language education. It highlights important areas for further investigation, such as the long-term effects of using podcasts for listening comprehension and the challenges students might face. Future researchers can build on these findings to

explore other aspects of podcast use in education, contributing to the development of new teaching strategies in language learning.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

There are some researches relevant to this research, those are:

Sabrila and Apoko investigated the effectiveness of podcasts on students' listening skills at Vocational High School 18 Jakarta. This research employed a pre-experimental method conducted over three meetings using a one-group pre-test and post-test design. This research sample comprised 33 students from the Accounting Department, who were selected randomly. To gather data, the researcher used a listening test with 15 multiple-choice questions and ten fill-in-the-blank questions as the instruments, administered both for the pre-test and post-test. IBM SPSS 24 was used to perform quantitative data analysis. The results of the data analysis revealed that the students' mean score in the post-test was higher than in the pre-test ( $87.03 > 55.15$ ). Furthermore, the significant value obtained was 0.000, which was lower than the alpha of 0.05 ( $0.000 < 0.05$ ). It can be concluded that the alternative hypothesis ( $H_i$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected.<sup>8</sup>

Sartika Dewi Harahap explored the effects of podcasts on the listening skills of university students. This study involved fourteen second-semester students from the Tadris Bahasa Inggris program at Sekolah Tinggi Agama Islam Negeri Mandailing Natal as participants. Questionnaires and interviews were used as

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<sup>8</sup> Rizkia Ade Putri Sabrila and Tri Wintolo Apoko, "The Effectiveness of Podcast on Listening Skill for Vocational School Students," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (2022): 1177–86, <https://doi.org/10.24256/ideas.v10i2.2897>.

instruments to collect the data. In conclusion, students moderately used technology to enhance their English listening skills. Most participants agreed that they liked podcasts because they helped them learn English. Podcasts provide various topics and activities, allowing teachers and students to enrich their knowledge and develop their English skills.<sup>9</sup>

Widya Salsabila, Leni Irianti, and Luthfiyatun Thoyyibah investigated the improvement of students' listening skills using the Spotify application, specifically focusing on Georgina's podcast about asking for and giving directions. The study involved 20 tenth-grade students as subjects. The researchers employed a mixed-methods design, specifically the embedded design. The instruments used were a test and a questionnaire, with the sample selected through random sampling. The results indicated that Georgina's podcast on Spotify effectively improved students' listening skills. The post-test scores in the class showed a significant improvement after the intervention. In conclusion, Georgina's podcast on Spotify is an effective tool for enhancing students' listening skills by asking for and giving directions.<sup>10</sup>

Ibnu Hajar, Abd. Rahman, A. Yusdianti Tenriawali, and Rosita Mangesa conducted a study to explore the impact of podcasts on students' English vocabulary mastery and to examine students' responses to podcasts. The research utilized a quantitative approach with a quasi-experimental design, involving 60 students from

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<sup>9</sup> Sartika Dewi Harahap, "Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions," *Jurnal Inovasi Penelitian* 1, no. 4 (2020): 891–900, <http://dx.doi.org/10.1038/s41421-020-0164-0%0A>

<sup>10</sup> Widya Salsabila, Leni Irianti, and Luthfiyatun Thoyyibah, "The Effectiveness of Georgiana's Podcast on Spotify to Improve Students' Listening Skills," *Teaching & Learning English in Multicultural Contexts* 5, no. 2 (2021): 156–63, <http://jurnal.unsil.ac.id/index.php/tlemc/index>.

grade XII IIS at SMA Negeri 2 Buru in Namlea, Buru, Maluku Province. Data on students' vocabulary mastery were collected through pre-tests and post-tests, while questionnaires were distributed to assess students' responses to podcast technology. The findings revealed that vocabulary mastery improved in both groups; however, the experimental group, which used podcasts, showed significantly greater improvement than the non-podcast group, with a difference score of 8.5. Additionally, the students expressed positive responses regarding using podcasts in the teaching and learning process.<sup>11</sup>

Dhea Saragih, Anissa Marpaung, and Roselina Purnama Sari Saragih conducted a study investigating the impact of podcasts on improving students' listening skills, specifically among senior high school students. The research employed a qualitative method, where data were gathered through student questionnaires and brief interviews. The study's subjects were students from class XI Mia 1 at SMA Swasta Assisi Siantar. The findings revealed that podcasts positively influence students' learning processes, particularly in developing listening skills. Podcasts emerged as an effective learning medium that engages and motivates students to enhance their English listening abilities.<sup>12</sup>

The similarity between this study and the studies above is the use of podcasts as a medium for teaching listening comprehension. However, the research methods, subjects, and instruments are different. This study employs a descriptive

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<sup>11</sup> Ibnu Hajar et al., "The Influence of Podcasts in Learning English Vocabulary of Twelve Grade Students of SMA Negeri 2 Buru," *Exposure : Jurnal Pendidikan Bahasa Inggris* 9, no. 2 (2020): 235–49, <https://doi.org/10.26618/exposure.v9i2.4118>.

<sup>12</sup> Dhea Saragih, Anissa Marpaung, and Roselina Purnama Sari Saragih, "The Use of Podcast in Improving Students' Listening Skill of Senior High School," *International Journal Corner of Educational Research* 1, no. 2 (2022): 57–68, <https://doi.org/10.54012/ijcer.v1i2.81>.

quantitative method, whereas the previous studies used mixed and pre-experimental methods. The subjects in this study are university students, while the previous studies focused on high school students. Additionally, this study utilizes questionnaires and interview guides as instruments, whereas the previous studies used test sheets.

## **B. Some Pertinent Ideas**

### **1. Perception**

#### **a. Definition of Perception**

In psychology, perception is collecting information to comprehend an object. Additionally, perception is based on observing how people engage in specific activities or interact with certain surrounding items.<sup>13</sup> According to Pitcher, perception is the process by which individuals interpret something based on their experiences as a result of stimuli in producing information.<sup>14</sup> Hafri and Firestone stated that a person's beliefs and opinions determine perception. People's perception is shaped by what they believe in their minds. They will perceive something positively if they have a positive mindset about it. Conversely, negative thinking will affect how they perceive things.<sup>15</sup>

Moreover, Bodemer and Gaissmaier assert that perception identifies different inputs and interprets their meaning.<sup>16</sup> Armstrong states that perception is how a person becomes aware of an object, particularly another person, through their

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<sup>13</sup> Paul Slovic, *The Perception of Risk* (Routledge, 2016).

<sup>14</sup> George. Pitcher, *Theory of Perception* (Princeton University Press, 2015).

<sup>15</sup> Alon Hafri and Chaz Firestone, "The Perception of Relations," *Trends in Cognitive Sciences*, 2021, 1–30.

<sup>16</sup> Nicolai Bodemer and Wolfgang Gaissmaier, *Risk Perception* (California: Sage, 2015), <https://www.google.com/books?hl=id&lr=&id=GNtFBQAAQBAJ>.

senses of sight, sound, smell, taste, and touch.<sup>17</sup> Perception may emerge when information from the external environment enters the mind or brain. Perception is the process by which humans become aware of something through the senses.

Therefore, based on the definitions given above, it can be concluded that perception is a process involving gathering and organising knowledge to make sense of inputs. Perception is the ability to receive, recognize, and comprehend an item or event using the senses to conclude it. Humans also create their perceptions of the information that enters their brains.

### **b. Students' Perception**

According to Fish, students' perception can be defined as their capacity to defend their beliefs and distinguish them from the research discussed in class. In teaching and learning, students' perceptions are crucial because teachers must consider their preferences when developing lesson plans and instructional materials. Despite the challenges, teachers must also consider their students' prior knowledge. This consideration extends to the method used when creating exams. Teachers must ensure that students' subject-matter knowledge is aligned with the issue of test validity. Thus, being aware of the learning objectives is essential. When teachers apply different strategies and techniques in the classroom, students' perceptions can change.<sup>18</sup>

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<sup>17</sup> David Malet Armstrong, *Perception and the Physical World* (Taylor & Francis, 2023), <https://www.google.com/books?hl=id&lr=&id=7rjLEAAAQBAJ>.

<sup>18</sup> William Fish, *Philosophy of Perception: A Contemporary Introduction* (Routledge, 2021), <https://doi.org/10.4324/9781351049504>.

### **c. Perception Components**

Several components work together to create perception, collectively known as the components of perception. According to Searle, perception comprises three elements: cognitive, conative or action, and affective or emotional components.

#### **1) Cognitive Component**

This aspect of perception relates to one's knowledge, opinions, and beliefs about how an object is perceived.

#### **2) Affective Component**

This emotional aspect of perception is associated with feelings of liking or disliking an object. Positive values represent liking, while negative values represent disliking. This component directly influences behaviour, whether positive or negative.

#### **3) Conative Component**

This action-oriented component pertains to the predisposition to act concerning an object. It demonstrates the intensity and tendency to engage in significant or minor actions in response to the perception of an object.

Additionally, according to Pitcher, perception consists of three parts: cognitive (perceptual), affective (emotional), and conative (behavioural). The cognitive component refers to an individual's understanding, judgment, and conviction regarding their attitude. The affective component pertains to the emotional connection of liking or disliking the object of an attitude. Finally, the

conative component is linked to the propensity to take action toward the object of the attitude.<sup>19</sup>

#### **d. Perception Types**

Brunswik states that there are two types of perception: positive and negative.<sup>20</sup>

##### **1) Positive Perception**

This type of perception encompasses all knowledge and actions that continue with the effort to apply it. It involves actively accepting, supporting, and engaging with the perceived object.

##### **2) Negative Perception**

This type of perception involves all information and actions that are out of sync with the perceived object. It may lead to passive behaviour or the rejection and resistance of the perceived item.

Thus, it can be concluded that a person's actions are always influenced by their perception, which can be either positive or negative. Whether an object is perceived positively or negatively depends on how individuals interpret all their information about it.

#### **e. Students' Perception Measurement**

Each student may have a different perspective on using podcasts for listening skills lessons, influenced by various antecedent factors. Some students might believe that using podcasts for their listening skills is effective, entertaining,

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<sup>19</sup> George. Pitcher, *Theory of Perception* (Princeton University Press, 2015).

<sup>20</sup> Egon Brunswik, *Perception and the Representative Design of Psychological Experiments* (Univ of California Press, 2023).

and appealing, while others might find podcasts ineffective, pointless, uninteresting, and unattractive.

According to research by Rahmasari et al., there are two indicators for measuring students' perceptions of the use of podcasts: positive perception and negative perception. Positive perception is measured through 10 statements in a questionnaire, while negative perception is measured through 5 statements regarding students' problems in using podcasts.<sup>21</sup> Another study by Sengang et al. also identifies these two indicators, dividing students' perceptions into positive perceptions toward podcasts and the problems students encounter when using podcasts, which constitute negative perceptions.<sup>22</sup>

Additionally, the theory by Searle identifies three components of perception that can be measured to understand students' views on using podcasts: cognitive, affective, and conative components. The cognitive component involves a person's knowledge, opinions, and beliefs regarding how they perceive an item. The affective or emotional component determines whether a person likes or dislikes something, with "like" being a positive value and "dislike" being a negative value.<sup>23</sup> This component directly influences behaviour, whether positive or negative. The conative or action component relates to the tendency to act about an object,

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<sup>21</sup> Wulan Rahmasari, Yousef Bani Ahmad, and Acep Bahrum Kamil, "Students' Perception on Utilizing Podcast in Learning Speaking Skill," *Journal of Applied Studies in Language* 5, no. 1 (2021): 101–7, <https://doi.org/10.31940/jasl.v5i1.2379>.

<sup>22</sup> Agif Estian Sengang, Noldy Pelenkahu, and Meity Muntuuntu, "Students' Perception on the Use of Podcast to the Learning of English Speaking," *Journal of Teaching English, Linguistics, and Literature* 1, no. 1 (2022): 63–83.

<sup>23</sup> John R Searle, *Seeing Things as They Are: A Theory of Perception* (Oxford University Press, 2015).

demonstrating the intensity of behaviour and the frequency of significant or insignificant actions in response to the perceived object.

## **2. Listening Comprehension**

### **a. Definition of Listening Comprehension**

One of the four essential skills for improving language competence is listening. In language studies and conversation analysis, listening is a critical subject of investigation. This skill can be enhanced through practice, offering numerous benefits. Campt stated that listening involves receiving what the speaker says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination, and empathy.<sup>24</sup> Furthermore, Alzamil describes listening as a skill that enables people to comprehend and identify what others are saying, requiring knowledge of accents, vocabulary, grammar, and the comprehension of meaning.<sup>25</sup>

Listening comprehension is understanding, interpreting, and remembering information presented orally. It involves active listening, recognizing words and phrases, understanding sentence structures, interpreting intonation and emotional expressions, and connecting the information heard with prior knowledge.<sup>26</sup> Listening comprehension is a crucial component in the communication process, language learning, and social interaction.<sup>27</sup>

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<sup>24</sup> Tina M Campt, *Listening to Images* (Duke University Press, 2017).

<sup>25</sup> Jawahir Alzamil, "Listening Skills: Important but Difficult to Learn," *Arab World English Journal* 12, no. 3 (2021): 366–74, <https://doi.org/10.24093/awej/vol12no3.25>.

<sup>26</sup> Nadig, "Listening Comprehension."

<sup>27</sup> Thao Quoc Tran and Tham My Duong, "Insights into Listening Comprehension Problems: A Case Study in Vietnam," *Pasaa* 59 (2020): 77–100, <https://doi.org/10.58837/chula.pasaa.59.1.4>.

It is important to distinguish listening from hearing, as the former is a more complex mental process than the latter. Brownell warns against the misconception that effective listening is instinctive, emphasizing that it requires concentration and effort. Listening is a complex interaction necessitating the audience's ability to interpret what they hear. It is essential to understand the underlying processes to measure this skill.<sup>28</sup> In language teaching, listening refers to the intricate processes that enable us to comprehend spoken language.<sup>29</sup> It involves not only perceiving sounds but also understanding their meaning. Listening is an active, deliberate, and complex process where listeners receive signals from speakers and interpret the linguistic roles of individuals in a social context, either directly or indirectly.

Based on these ideas, Brown (2003, p. 120) identifies four types of listening:

1) Intensive Listening

Listening for the perception of components such as intonation, discourse markers, and phonemes within a larger stretch of language.

2) Responsive Listening

Responding to hearing a question or greeting from the speaker.

3) Selective Listening

Comprehending information by scanning for specific elements like names, numbers, grammatical categories, directions, or certain facts and events.

4) Extensive Listening

Listening to information and then determining the speaker's main point.

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<sup>28</sup> Judi Brownell, *Listening: Attitudes, Principles, and Skills (Subscription)* (Routledge, 2015).

<sup>29</sup> Christine CM Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action* (Routledge, 2021), <https://doi.org/10.4324/9780429287749>.

## **b. Listening Activities**

According to Nation and Newton, there are five stages of the listening activity:<sup>30</sup>

### **1) Hearing**

Hearing is the physical reaction that occurs when sound waves stimulate the sensory receptors in the ear. It involves the perception of sound waves; you must hear to listen, but you do not need to listen to hear. Effective hearing requires attention, which is the selective perception of stimuli that the brain allows to come into focus.

### **2) Understanding**

To understand the symbols we see and hear, we must assess their meaning. Symbolic stimuli include not only words but also sounds like applause. The associations we have with the symbol and the environment in which it appears determine its meaning. For successful interpersonal communication, the listener must understand the sender's assumed context and intended meaning.

### **3) Remembering**

Remembering is a crucial part of the listening activity, as it shows that a person has heard and understood a message and stored it in their memory. Our memory is selective when we listen, and what we recall may differ significantly from what we initially saw or heard.

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<sup>30</sup> I. S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, Routledge Taylor & Francis Group, 2020, <https://doi.org/10.4324/9780203891704>.

#### 4) Evaluating

Only engaged listeners participate in this stage. The effective listener ensures not to begin this activity too soon, as doing so can prevent them from fully hearing and paying attention to the incoming message. At this point, the active listener weighs the evidence, separates fact from opinion, and determines whether there is bias or prejudice in the message.

#### 5) Responding

This stage is the only overt method by which the sender can determine the success of the message transmission. The receiver must complete the process through verbal and nonverbal feedback, letting the speaker know if the message has been received.

### **c. Difficulties in Listening**

Listening is a challenging skill for students to master for several reasons. Firstly, if students do not grasp the information, they cannot refer to a text to aid their understanding. Secondly, the accent and intonation of native English speakers can be difficult to comprehend. Eliza et al. stated that some students struggle with sounds, grasp every word, cannot understand rapid and natural native speech, need to hear things more than once, find it difficult to keep up, and grow exhausted during the listening-learning process. Additionally, as Indonesian students, they are rarely exposed to English, even when the speaker is a native English speaker. Their

environment predominantly uses their mother tongue, which does not support learning English.<sup>31</sup>

Every student has a unique personality and learning style, leading to individual challenges in learning. It is particularly evident in the listening process, which many students find difficult. Here are some issues that occur during the listening process:

#### 1) Working Memory

Working memory involves cognitive processes that listeners use to attend to, temporarily store, and analyze incoming speech in their first or second language with varying efficiency. It includes short-term and long-term storage and an intentional control component known as the central executive.<sup>32</sup> Each person's capacity to memorize differs. While listening, we must recall what the speaker said, even if we may not remember all the words but can grasp the main elements.

#### 2) Recognizing the Code

Influenced by the tradition of structuralism in language, students often struggle to apply the phonological code effectively enough to recognize the words the speaker uses and how they are structured into sentences.<sup>33</sup>

#### 3) Unfamiliar Words

Students find comprehending passages containing familiar words easier, even if the theme is unfamiliar. Unfamiliar words can hinder understanding and

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<sup>31</sup> Eliza Eliza, M Zaim, and Refnaldi Refnaldi, "Students' Linguistic Difficulties in Listening Courses at English as Foreign Language," *Advances in Social Science, Education and Humanities Research* 276 (2019): 234–40, <https://doi.org/10.2991/icoelt-18.2019.34>.

<sup>32</sup> Alan Baddeley, *Working Memory and Conscious Awareness, Theories of Memory*, 2019, <https://doi.org/10.4324/9781315782119-2>.

<sup>33</sup> Gillian Brown, *Listening to Spoken English* (Routledge, 2017).

clear communication from the speaker. Knowing the meanings of words can increase students' interest in learning and positively affect their listening ability.

#### 4) Length and Speed of the Listening

The speed of speech can make listening difficult, especially when native speakers speak too quickly for students and non-native speakers. Students may struggle to remember the target words.

#### 5) Physical Condition

The physical condition of classrooms can affect students' listening abilities. Noisy environments are unsuitable for listening activities. A dedicated language lab with minimal distractions is more appropriate for listening exercises.

#### 6) Lack of Concentration

According to Gönülal, motivation is one of the most significant factors affecting a student's listening ability. In a foreign language course, maintaining concentration can be challenging. Even minor distractions can significantly impair comprehension during listening activities.<sup>34</sup>

### **3. Podcast**

#### **a. The Definition of Podcast**

According to Lundström, the term "podcast" is a combination of "iPod" and "broadcast." Podcasting is a method for distributing audio and video content via the internet through episodes centred around a common theme. These episodes are accompanied by a file called a feed, which allows listeners to subscribe to the series

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<sup>34</sup> Gönülal, "Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts."

and automatically receive new episodes.<sup>35</sup> Indahsari explains that although some people use the term "podcast" to refer to any online distribution of audio/video content, the feed and subscription model of file delivery differentiates podcasting from simply uploading files to the internet.<sup>36</sup> Furthermore, Zuraikat states that a podcast is a digital recording of a radio broadcast or comparable program. Podcasts are available as MP3 files on the internet, which can be downloaded to a personal computer or any MP3 device. Learners can repeatedly listen to material that interests them. Internet access is essential to play audio files in a classroom setting.<sup>37</sup>

Based on these descriptions, a podcast is an audio or video file distributed in episodes. It can be automatically downloaded from a computer or other audio/video source and played on audio/video devices, allowing learners to listen to any material that interests them repeatedly.

The most rigorous academic definition of a podcast is articulated by Rime, Pike, and Collins as follows: "A podcast is a piece of episodic, downloadable or streamable, primarily spoken audio content, distributed via the internet, accessible anywhere, at any time, and produced by anyone who desires to do so."<sup>38</sup> For those not engaged in the academic exploration of podcasts, a podcast can be understood

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<sup>35</sup> Markus Lundström and Tomas Poletti Lundström, "Podcast Ethnography," *International Journal of Social Research Methodology* 24, no. 3 (2020): 1–11, <https://doi.org/10.1080/13645579.2020.1778221>.

<sup>36</sup> Dyan Indahsari, "Using Podcast for EFL Students in Language Learning," *JEES (Journal of English Educators Society)* 5, no. 2 (2020): 103–8, <https://doi.org/10.21070/jees.v5i2.767>.

<sup>37</sup> Laith Zuraikat, "The Parasocial Nature of the Podcast," in *Radio's Second Century: Past, Present, and Future Perspectives* (New York: Rutgers University Press, 2020), <https://doi.org/10.36019/9780813598505-005>.

<sup>38</sup> Jemily Rime, Chris Pike, and Tom Collins, "What Is a Podcast? Considering Innovations in Podcasting through the Six-Tensions Framework," *Convergence* 28, no. 5 (2022): 1260–82, <https://doi.org/10.1177/13548565221104444>.

as a digital audio recording available online. While some recordings can be downloaded, streaming has become the predominant consumption mode. Numerous platforms and applications host various podcasts, such as Spotify, Apple Podcasts, Google Podcasts, Stitcher, PlayerFM, and Castbox.

Podcasts are typically created by either an individual or a small group of people. In the early days of podcasting, content creation was largely confined to established institutions and authoritative figures. However, with the democratization of content creation facilitated by advancements in the World Wide Web, the range of content creators has significantly broadened. Today, podcast creators can include esteemed experts such as academic scholars, credible journalists, renowned thought leaders, and ordinary individuals—anyone from a seasoned professional to a casual enthusiast, even a grandmother you might have met this morning, can be a successful podcaster.

The content of podcasts is as diverse as one can imagine. Topics can range from in-depth analyses of international affairs and macroeconomic phenomena to discussions on niche subjects such as essential oils. Sometimes, the content might be as unconventional as listening to a non-verbal creator during their walks in different environments. The breadth of podcast content is limited only by the creator's imagination.<sup>39</sup>

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<sup>39</sup> Chin Yew KIEU, “How Podcasts Can Enhance Language Learning: Insights for Language Educators with 5 Good Practices Shared from Case Studies,” Language Educators Assemble, 2023, <https://www.languageeducatorsassemble.com/podcasts-can-enhance-language-learning/>.

## **b. Types of Podcast**

According to Carmi, various types of podcasts are available on the internet. These include audio, enhanced, and video podcasts, classified by their content format. The most popular and simple to use is the audio podcast, which consists only of audio and takes up minimal disk space, usually in MP3 format, playable on any MP3 device. Enhanced podcasts combine audio with visual images, while video podcasts combine audio and video into one package, typically created in MP4 format, which requires more storage space.<sup>40</sup>

## **c. Listening Activities Using Podcast**

According to Wulandari and Sya'ya, there are three types of listening activities that can be conducted using podcasts:<sup>41</sup>

### **1) Listening Only**

This activity involves engaging in discussions, chats, staged situations, interviews, and natural sound materials that allow individuals to study and learn while performing their daily tasks.

### **2) Listening and Looking**

In this activity, students are challenged to utilize their auditory and visual senses. They must focus on the printed content while the audio recording is playing.

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<sup>40</sup> Golan Carmi, "Students' Attitude and Learning Effectiveness for Two Types of Podcasts in MBA Course," *Online Information Review* 47, no. 7 (January 1, 2023): 1320–39, <https://doi.org/10.1108/OIR-12-2021-0647>.

<sup>41</sup> Tasya Wulandari and Nadia Sya'ya, "The Effectiveness of Students' Listening Skill By Using Podcast At the Second Grade of SMK Negeri 6," *Borneo Journal of Language and Education* I, no. 1 (2021): 27–40.

### 3) Listening, Looking, and Doing

This practice requires active participation from students, engaging their eyes and ears. Students are allotted a specific amount of time to listen to the audio, read the written materials, and complete practical work or exercises related to the audio content.

According to Chin, here are five essential best practices that you might consider implementing in students' language lessons<sup>42</sup>:

#### 1) Naturalistic Input for Developing Listening Skills in Authentic Contexts

Unless specifically designed as learning materials for second or foreign-language learners, most popular podcasts are typically produced by proficient speakers for a general audience who are also fluent in the language. Many podcast episodes feature unscripted dialogues between expert speakers, exposing students to different accents, idioms, and expressions—key components in mastering a language. Such podcasts serve as a rich source of naturalistic input that learners can use to activate language acquisition.

The necessity of various types of language input for helping learners. Specifically, naturalistic input refers to language exposure in real-world contexts, where the language is unfiltered, meaning-focused, and often variable. Podcasts allow learners to experience the target language in a real-world context within a controlled environment, allowing them to remain passive listeners while actively engaging with the content.

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<sup>42</sup> Chin Yew KIEU, “How Podcasts Can Enhance Language Learning: Insights for Language Educators with 5 Good Practices Shared from Case Studies,” Language Educators Assemble, 2023, <https://www.languageeducatorsassemble.com/podcasts-can-enhance-language-learning/>.

Through immersion in the naturalistic input provided by podcasts, learners are exposed to incidental vocabulary acquisition and grammar patterns and an implicit understanding of the target language's culture (e.g., norms and practices in language use). Additionally, the wide range of content available in podcasts exposes learners to different text types and varying levels of difficulty. These attributes make podcasts an appealing resource for language educators and learners who seek to move beyond the artificial dialogues commonly found in traditional textbooks and instructional materials. Some case studies have demonstrated the use of podcasts to introduce naturalistic input in classrooms and to promote extensive listening in out-of-class settings, guided by principles of self-directed learning.

However, researchers have also noted the challenges of using podcasts with beginning to intermediate proficiency learners. Such learners may not be ready to handle the continuous, relatively high-speed speech flows typical of podcasts. The lexical demands may also overwhelm these learners, leading to frustration.<sup>43</sup> Therefore, it is crucial to consider the learners' Zone of Proximal Development, or the "i+1 zone," to ensure that the naturalistic input remains comprehensible.

Other researchers suggest consciously using pause and replay functions to facilitate problem-solving and noticing new vocabulary and grammar structures. Additionally, pre-teaching key and high-frequency vocabulary found in podcasts can help learners achieve moderate success in independent listening. Educators can also guide learners in selecting podcasts appropriate for their proficiency levels or

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<sup>43</sup> Antonie Alm, "Extensive Listening 2.0 with Foreign Language Podcasts," *Innovation in Language Learning and Teaching* 7, no. 3 (2013): 266–80, <https://doi.org/10.1080/17501229.2013.836207>.

dealing with familiar and accessible topics. Finally, learners can benefit from using transcripts (if available) to enhance their understanding.

## 2) Modified and Enhanced Input for Developing Specific Listening Competencies and Strategies

Even with the best strategies and pre-teaching, learners who have not yet achieved minimum proficiency may still find general-audience podcasts challenging for independent listening tasks. However, this does not mean extensive listening activities in out-of-class settings are inaccessible to beginning or intermediate learners. Beyond general-audience podcasts, numerous language learning podcasts are specifically designed for learners at different proficiency levels (usually before the advanced stage). These podcasts provide modified input—language input altered for a specific purpose. The challenge for educators is to identify suitable podcasts that promote such learning.<sup>44</sup>

Adventurous educators, or those with the necessary expertise, can also create their original podcasts. One approach is collaborating within the school community or professional circles to co-produce podcasts. Experimenting with text-to-speech technologies can add accent variability and model authentic phonological variation with tailored content, as seen in some case studies. Despite these recommendations, whether beginning and intermediate learners will benefit from exposure to naturalistic input remains important. As previously mentioned, it is a crucial type of input that all learners should experience.

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<sup>44</sup> Elizabeth Hanks, “Utilizing Podcasts in Virtual EFL Instruction,” *English Teaching Forum* 60, no. 3 (2022): 14–23, [americanenglish.state.gov/english-teaching-forum](https://americanenglish.state.gov/english-teaching-forum).

### 3) Complementing Reading Development While Enhancing Listening Skills

Reading—progressing from decoding written words to linguistic comprehension—is primarily achieved through the phonologically mediated pathway and the more direct semantic pathway. The phonologically mediated pathway involves mapping orthography to phonology (e.g., print-to-sound) before linking it to semantic meaning (sound-to-meaning). In this pathway, readers connect letters or graphemes to the sounds they represent (e.g., phonemes) and then map them to the semantic meaning of words to determine the exact word referenced (e.g., bear vs bare, hair vs hare).

The direct semantic pathway bypasses the phonological mapping and moves directly from orthography to semantic meaning, allowing words to be recognized by sight—words become sight words directly connected to the mental lexicon. Novice readers tend to rely more on the phonologically mediated pathway, while expert readers have a greater capacity to use the direct semantic pathway. Both pathways are used simultaneously, though their use may vary depending on the text and language. Insights from the Science of Reading remind us that development in the oracy domain can also influence the literacy domain.

To strengthen the phonologically mediated pathway, learners need to automate the mapping of orthography to phonology. Most general-audience podcasts provide transcripts. If transcripts are unavailable, educators or learners can use speech-to-text technologies (e.g., Otter.ai) to convert podcast-spoken text into written text. By playing a podcast alongside reading the transcript, learners create more opportunities for orthography-to-phonology mapping. This activity

familiarizes learners with the pronunciation of words and the prosody of spoken language while they focus on understanding the content. Following the listening activity, learners can read silently or read aloud. With systematic planning, this approach can potentially enhance comprehension and fluency in the target language's written and spoken forms.

It is important to note that this process benefits not only reading skills but also listening skills. As learners become accustomed to the structure of podcasts (e.g., patterns, pauses, repetitions, transitions) and improve their ability to predict what comes next, the need for transcripts can be gradually reduced (e.g., removing certain sections or paragraphs before eliminating the entire text). In this way, listening skills are also enhanced.

#### 4) An Integrated Approach to Developing Language Skills Holistically

Mastering a language is akin to building a house—it requires integrating various language components, such as syntax and vocabulary, to create a solid and lasting foundation. An integrated approach combines multiple processes or resources to help learners holistically develop their language skills and knowledge. Podcasting facilitates this integration. Learners are guided to become podcasters in the target language, either individually or in groups, focusing on topics of interest or those relevant to the curriculum. In this process, the learner-podcaster must conduct research by listening to other podcasts or reading extensively on the chosen topic and draft a script (e.g., producing the transcript) for the audio recording. This process engages learners in the holistic use of their language skills.

The resulting podcasts become instructional materials for language lessons, providing listening resources for other learners. Educators can also facilitate feedback sessions, allowing podcasters to consolidate personal strengths and identify areas for improvement—activities that also serve as teaching moments for subsequent groups. Beyond language learning benefits, this approach empowers learners as they become content directors within the language classroom. Student agency is exercised as they make decisions about various aspects of the production process. However, educators must consider learners' technical requirements and capacity before adopting this approach. It may be more suitable for older learners and those accessing relevant technologies. Otherwise, additional intervention may be necessary for success.

#### 5) Culturally Responsive Pedagogy

One often underexplored benefit of podcasts is their potential to support culturally responsive teaching. Culturally responsive teaching acknowledges students' backgrounds, identities, customs, characteristics, experiences, and perspectives while tailoring instruction to meet their needs. In other words, these factors are central to lesson planning, material design, and lesson execution.

Culturally responsive teaching emphasizes diversity and provides a platform for diverse voices to be heard. As I mentioned earlier, the progress of the internet and technological tools has democratized content creation in podcasts, allowing for a wider range of topics and content creators. This development provides a rich archive of content that teachers and learners can select for

consumption, fostering understanding of different cultures and promoting inclusion by exposing students to voices they may not have encountered before.

Podcasting as an integrated approach further enhances these possibilities, as learners become active participants in producing podcasts and have their voices heard through the content they choose to share with the class. This process encourages learners to think critically about different perspectives. As educators strive to create inclusive environments that value cultural diversity and social justice, podcasting can be a powerful tool to achieve these goals.

#### **d. The Advantages of Using Podcast**

There are several advantages to using podcasts in the learning process. First, podcasts, being in a portable format, are convenient and easy to use. According to Zuraikat, once downloaded, the file can be easily accessed and listened to anywhere and anytime the listener desires.<sup>45</sup> It is supported by Lundström, who notes that podcasts allow for control over playback speed, such as pausing, forwarding, and rewinding.<sup>46</sup>

Second, podcasts can be engaging media. Given the current situation, audio played on portable devices can enhance the use of podcasts. It is because audiences who might not engage with traditional learning materials can access alternative resources. Although the content may be educational, listeners do not necessarily

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<sup>45</sup> Laith Zuraikat, "The Parasocial Nature of the Podcast," in *Radio's Second Century: Past, Present, and Future Perspectives* (New York: Rutgers University Press, 2020), <https://doi.org/10.36019/9780813598505-005>.

<sup>46</sup> Markus Lundström and Tomas Poletti Lundström, "Podcast Ethnography," *International Journal of Social Research Methodology* 24, no. 3 (2020): 1–11, <https://doi.org/10.1080/13645579.2020.1778221>.

experience the conventional learning atmosphere.<sup>47</sup> Unlike traditional listening exercises, which can feel scripted and demanding, podcasts often present content more casually and approachable. This informal style can make learning feel more natural and less pressured.

Several reasons why podcasts can help students improve their English skills. First, podcasts expose students to authentic language use, allowing them to listen to real-life conversations, familiarize themselves with English pronunciation, and practice listening skills with genuine audio resources.<sup>48</sup> Exposure to authentic materials is crucial for a meaningful language learning experience, especially for students with limited real-life communication practice.<sup>49</sup> This relevant learning experience can enhance engagement and motivation to study English while improving listening and speaking skills.<sup>50</sup>

In summary, the advantages of using podcasts can be outlined as follows:

- 1) Podcasts are simple to use due to their portable format.
- 2) Files can be easily accessed and listened to anytime and anywhere.
- 3) Podcasts offer interesting media, allowing audiences to explore alternative resources.

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<sup>47</sup> Martin Spinelli and Lance Dann, *Podcasting: The Audio Media Revolution* (Bloomsbury Publishing USA, 2019), <https://books.google.com/books?hl=id&lr=&id=Owx7DwAAQBAJ>.

<sup>48</sup> Rebecca Evelyn Laiya et al., "Podcast-Mediated Students Learning English in the Second Grade of Senior High School," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 14, no. 2 (2022): 1011–24, <https://doi.org/10.37680/qalamuna.v14i2.3749>.

<sup>49</sup> Imam Tyas Sansinadi, Dwi Suny Wardhany, and Winarko, "Podcast Usage: Expanding English Learning of Undergraduate Student," *International Journal of Environmental Research and Public Health* 1, no. 2 (2020): 1–10.

<sup>50</sup> Alvi Rosyidah, Furaidah, and Nunung Suryati, "English Department Students' Experience and Opinions on the Use of Podcast for Learning English Independently," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 1 (2021): 106–20, <https://doi.org/10.17977/um064v1i12021p106-120>.

- 4) They provide a more natural learning experience compared to traditional scripted listening exercises.
- 5) They offer a casual and engaging way of learning, as podcasters often speak relaxedly.
- 6) They expose students to authentic language use, aiding in developing listening and speaking skills.

The use of podcasts in education has gained popularity as an effective way to engage learners. The benefits, often highlighted through various online anecdotes, can be fundamentally summarized based on literature as follows:<sup>51</sup>

#### 1) Convenient and flexible access

As long as learners have internet access, they can generally access podcasts. In areas with limited connectivity, podcasts can be downloaded strategically and made available on local devices. This flexibility is particularly beneficial for distance learners, such as during the pandemic, ensuring they can still access learning materials. The convenience and accessibility of podcasts facilitate self-paced learning that fits within learners' schedules.

#### 2) Personal manipulation of playback

Unlike synchronous live recordings that can only be heard once, podcasts allow learners to control their listening experience. They can adjust playback speed, pause, replay specific sections, or even listen to the entire podcast again. This control over the listening process enhances comprehension and retention.

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<sup>51</sup> Chin Yew KIEU, "How Podcasts Can Enhance Language Learning: Insights for Language Educators with 5 Good Practices Shared from Case Studies," Language Educators Assemble, 2023, <https://www.languageeducatorsassemble.com/podcasts-can-enhance-language-learning/>.

### 3) Portability

With advancements in mobile technology, podcasts can be accessed on mobile devices, allowing learners to listen while multitasking. Many professionals, for example, listen to podcasts during their commute. This portability means podcasts can be integrated into various aspects of learners' daily lives.

### 4) Wide range of topics

The vast variety of podcast content, ranging from academic subjects to everyday topics, makes it easier for learners to find content that aligns with their interests and preferences.

### 5) Autonomy of choice

Related to the previous point, learners can choose podcasts that resonate with their interests. This personal agency increases the likelihood of sustained engagement with the content over time.

### 6) Enhancing academic engagement

Academic research findings have traditionally been communicated through written papers or live presentations. With the growing availability of recorded lectures and academic podcasts (e.g., the Freakonomics Radio Network), research findings can reach a broader audience, including those who may not find traditional academic papers engaging.

### 7) Expansion of content engagement in other modes

Many podcasts are connected to webpages offering supplementary materials, such as additional information about the show, links to related books and

articles, and even more podcasts. These resources enable learners to deepen their understanding of the topics presented in the podcasts.

If you're considering whether to use podcasts as primary or supplementary texts in your classroom, here are some key benefits for students:<sup>52</sup>

#### 1) Building confidence and literacy through reading along with podcasts

Word recognition (or "decoding") is a crucial skill for younger students. However, decoding becomes more automatic as students progress to middle school and beyond, and listening comprehension takes centre stage in language learning. Podcasts allow students to practice listening comprehension with complex texts that range from conversational to formal. The availability of transcripts allows students to confirm their understanding and build confidence in their literacy skills. Additionally, students learning English as a second language appreciate being able to read the words and immediately hear how they should sound. Pronunciation and prosody—the stress and intonation patterns in speech—are critical for comprehension, particularly for English-language learners.

#### 2) Exposure to a wide array of narrative types and subject matter

Podcasts offer a vast selection of content and forms that can be tailored to fit specific lessons. The endless possibilities include fictional stories, educational and inspirational TED talks, current events and world news, history, sports, pop culture, and investigative journalism. This variety keeps classes fresh and engaging

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<sup>52</sup> Michael Godsey, "The Benefits of Using Podcasts in the Classroom," Reading Rockets Luancing Young Readers, 2024, <https://www.readingrockets.org/topics/comprehension/articles/benefits-using-podcasts-classroom>.

while also exposing students to different methods of communication, such as narration, casual dialogue, scripted dialogue, and interviews.

Incorporating diverse subject matter keeps the class dynamic and exciting, offering students access to a wide range of knowledge and perspectives. While English classes often rely on the same stories, podcasts introduce new topics that engage teachers and students, allowing them to experience exemplary communication beyond traditional texts.

### 3) Enhanced focus for easily distracted students

Many students find that reading along with the audio helps them stay focused and prevents them from "spacing out" while listening. Additionally, students appreciate being able to look back and reread sections they didn't fully understand the first time they heard them, reinforcing their comprehension.

### 4) Cost-effective, accessible, and contemporary learning

The cost of using a podcast in your classroom is \$0—a significant advantage, given that many teachers have limited budgets for classroom materials. The casual tone and contemporary topics of podcasts make students feel like they are participating in a conversation rather than being lectured by adults. It creates a sense of novelty and excitement, as students perceive podcasts as something special, new, and fresh.

## **e. The Disadvantages of Using Podcast**

Podcasts have gained popularity as a language learning aid, particularly for improving listening skills. While podcasts in a listening class offer numerous advantages, such as providing authentic listening material and promoting self-

directed learning, there are also several disadvantages. Here are some disadvantages of using podcasts in learning English:<sup>5354</sup>

- 1) Lack of Interaction. Podcasts are generally one-way communication tools. Unlike live conversations or interactive language classes, learners can't ask questions or receive immediate feedback.
- 2) Limited Visual Context. Podcasts rely solely on audio, which can be challenging for learners who benefit from visual aids or written text to understand context or unfamiliar vocabulary.
- 3) Varied Accents and Dialects. Podcasts often feature speakers with different accents or dialects, which can be difficult for learners to understand, especially if they are not yet accustomed to different English pronunciations.
- 4) Difficulty in Assessing Comprehension. Without interactive elements, assessing how well learners understand the material and providing tailored explanations based on their comprehension levels can be challenging.
- 5) Potential for Passive Learning. Listeners might engage in passive learning if they do not actively take notes, reflect on the content, or apply what they've learned in practice.
- 6) Technological Dependence. Access to podcasts requires a device and an internet connection, which can be a limitation for learners without reliable access to technology.

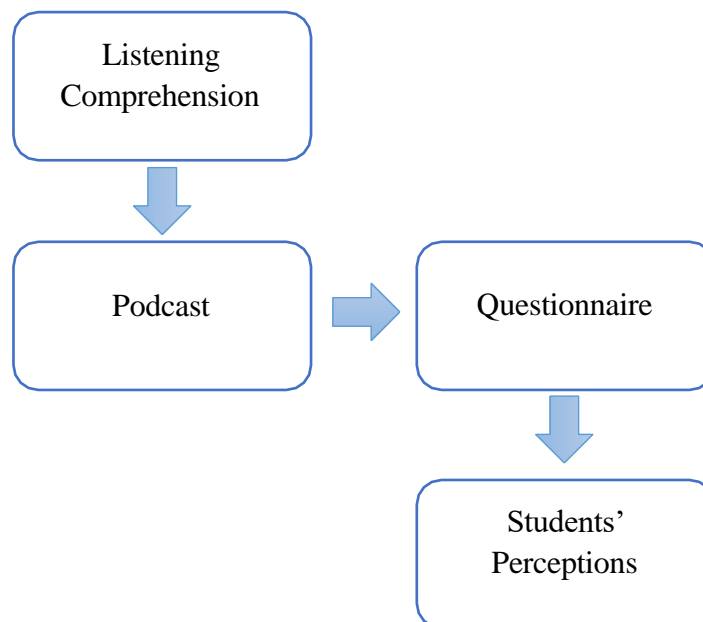
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<sup>53</sup> Clara Claudea Oxza Bella, "Improving Students' Speaking Ability Using Podcast," *RETAIN (Research on English Language Teaching in Indonesia) (e-Journal)* 09, no. 03 (2022): 25–31, <https://ejournal.unesa.ac.id/index.php/retain/article/view/41041>.

<sup>54</sup> Retno Rahayuningsih, Yanti Rosalinah, and Ibnu Subroto, "Teaching Listening Ability Through Podcast For 8th Grade Students At Smp 181 Jakarta," *Wanastra: Jurnal Bahasa Dan Sastra* 13, no. 2 (2021): 93–101, <https://doi.org/10.31294/w.v13i2.10924>.

- 7) **Overwhelming Content.** With the vast amount of podcasts available, learners might struggle to find high-quality, appropriate content that aligns with their proficiency level or learning goals.
- 8) **Lack of Structured Learning Path.** Podcasts are usually standalone episodes without a structured curriculum, which might not provide the systematic progression needed for language acquisition.
- 9) **Difficulty in Tracking Progress.** Unlike traditional language learning methods with clear milestones and assessments, podcasts do not inherently track a learner's progress or guide improvement areas.
- 10) **Variable Quality.** The quality of podcasts can vary widely. Some may not be well-produced or inaccurate in terms of language use, which could lead to the reinforcement of incorrect language habits.

### C. Conceptual Framework



**Chart 2.1 Conceptual Framework**

Based on the conceptual framework, listening has become a crucial hard skill in today's educational landscape. To address this, lecturers must employ creative and effective teaching methods, and some have incorporated podcasts into their instructional strategies. Consequently, the researcher aims to explore students' perceptions of using podcasts in teaching listening comprehension within the English language education program at IAIN Palopo. This study seeks to understand how the integration of podcasts influences students' engagement, comprehension, and overall learning experience in listening activities.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Type**

The research method was essential for conducting a study. A quantitative descriptive approach was used in this research. According to Geoffrey Mbwua, descriptive research is categorized based on the "purpose of research" and is often referred to as such. The term "quantitative" emphasizes that the variables in this study are measured numerically. In quantitative descriptive research, variables were quantified using numerical data, but the researcher does not manipulate these variables. This approach was non-experimental in nature. It included both observational and survey research methods.<sup>55</sup>

The research design was meticulously developed to ensure the validity and reliability of the results. The variables could include test scores or measurements of reaction time. These quantitative data aimed to understand, describe, and predict the nature of the phenomenon being studied. Therefore, the researcher provided a detailed description and explanation of all aspects related to this analysis.

#### **B. Research Location and Time**

This research was conducted in August 2024. The research conducted at IAIN Palopo, Palopo City, South Sulawesi, Indonesia.

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<sup>55</sup> Geoffrey Mbwua, "Quantitative Descriptive Research: Definition Types, Methodology, Methods, Characteristics, Examples and Advantages," *Accounting Nest*, 2023, <https://www.accountingnest.com/articles/research/quantitative-correlational-research>.

## **C. Operational Definition**

### **1. Perception**

Perception is how we see and understand things in our environment. It involves how we receive information from our senses—such as what we see, hear, feel, smell, or taste—and how we interpret it to make sense of it. Perception is influenced by our experiences, knowledge, and expectations, so two people can see or experience the same thing differently.

### **2. Listening Comprehension**

Listening comprehension is understanding and making sense of what you hear. It involves hearing words and grasping the meaning behind them, understanding the context, and following the flow of the conversation or message. It's about picking up on details, recognizing emotions or intentions, and connecting ideas to fully understand what someone is communicating.

### **3. Podcast**

A podcast is like a radio show you can listen to anytime online. It usually consists of various episodes covering different topics, such as news, stories, interviews, or specific subjects. You can listen to podcasts on a computer, phone, or other devices, and they are often downloadable for later listening. It allows you to choose when and where you want to listen.

## **D. Population and Sample**

### **1. Population**

The population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by the researcher to be studied and

concluded<sup>56</sup>. In this research, the population was the fifth semester of the English Language Education Study Program IAIN Palopo. The total number of students in the fifth semester was 44 students.

## **2. Sample**

The population of this study consists of forty-four students enrolled in the fifth semester of the English Language Education Study Program IAIN Palopo. The researcher used the purposive sampling approach proposed by Sugiyono, in which a specific sampling is determined. The selection of a group of subjects in purposive sampling is based on specific traits that are believed to be closely related to previously known population traits. In other words, the unit of samples contacted is adjusted to particular criteria applied according to the purpose of research or research<sup>57</sup>. Consequently, the sample for this research consisted of 21 students enrolled in the fifth semester of the English Language Education Study Program IAIN Palopo.

## **E. The Procedure for Collecting Data**

### **1. Questionnaire Distribution**

- a. The first step involved distributing a questionnaire designed to assess students' perceptions. This questionnaire included questions with options rated on a five-point Likert scale: Strongly Agree, Agree, Uncertainty, Disagree, and Strongly Disagree.

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<sup>56</sup> Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Refika Aditama, 2012).

<sup>57</sup> Sugiyono, *Metode Penelitian* (Bandung: Alfabeta, 2001).

- b. The questionnaire aimed to quantify students' attitudes and responses towards podcasts for listening comprehension. The structured questionnaire format allowed for easy quantification and comparison of student responses.

## 2. Conducting Interviews

- a. The researchers conducted semi-structured interviews with several students. The purpose of these interviews was to gain deeper insights into students' perceptions of digital reading and the use of podcasts.
- b. The interviews were recorded using an audio recorder to ensure the accuracy and completeness of the data. Semi-structured interviews provided flexibility, allowing researchers to explore specific themes and follow up on interesting points raised by students during the conversation.
- c. The data collected from interviews complemented the quantitative data from the questionnaires, providing a more comprehensive understanding of students' experiences and opinions.

## **F. Research Instruments**

The researcher used research instruments to collect data as follows:

### 1. Questionnaire

The perception questionnaire aimed to determine specific objectives, such as whether students like podcasts, whether they enjoy using podcasts in listening classes, whether they are motivated, whether podcasts are useful and whether they are easy to use. The questionnaire, adapted and modified by the researchers, serves as a data collection instrument for the study. This perception questionnaire is

designed to evaluate several aspects related to the use of podcasts in listening learning. The aspects addressed include:

- a. Preference for podcasts, whether students enjoy the use of podcasts in listening classes.
- b. Learning enjoyment, the extent to which students enjoy using podcasts during the learning process.
- c. Learning motivation, whether podcasts increase students' motivation to learn listening skills.
- d. Benefits of podcasts, whether students feel that podcasts help them better understand the material.
- e. Easy of use, how easy students find podcasts as a learning aid.

Each aspect is measured through items in the questionnaire, which have been adapted and modified by the researcher to collect data relevant to the research objectives.

## 2. Interview

In addition, interviews obtained additional data and further support the results of the questionnaire for knowing students' perception of using podcasts in teaching listening comprehension at the English Language Education Study Program of IAIN Palopo.

## 3. Documentation

Documentation in this study served to store, manage, and ensure the validity of data collected from questionnaires and interviews. It included keeping copies of completed questionnaires, audio recordings of interviews, transcriptions, and field

notes. Documentation also involved recording data collection protocols and ethical approvals, which support transparency and accuracy in the research results. Proper documentation allowed researchers to easily access and analyze data while ensuring compliance with ethical research standards.

### **G. Instrument Validity and Reliability Test**

An instrument is necessary for conducting research. For an instrument to be effective, it must be valid. A valid instrument means that the measuring tool accurately captures the data it is intended to measure. Validity concerns whether the instrument effectively measures the specific aspect it is designed to assess. The validation process involves testing for construct validity, which examines whether the items or questions in the instrument align with the relevant theoretical concepts.<sup>58</sup> It ensured that the questions or items were academically justified within their field. Experts in the relevant field review these items (expert judgment) to assess their validity. Validity testing determined whether the items on a list of statements appropriately define a variable. Each statement item undergoes this validity testing process.

Reliability refers to the extent to which an instrument consistently measures something over time.<sup>59</sup> Reliability testing, often through internal consistency, involved administering the instrument once and then analyzing the data using specific techniques. The results of this analysis could predict the instrument's reliability. In this research, the instrument used is a questionnaire. The researcher

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<sup>58</sup> Sudaryono et al., "Validity of Test Instruments," *Journal of Physics: Conference Series* 1364, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1364/1/012050>.

<sup>59</sup> Wayne B. Nelson, "Statistical Methods for Reliability Data," *Technometrics* 63, no. 3 (2021): 437–40, <https://doi.org/10.1080/00401706.2021.1945328>.

developed the questionnaire; therefore, validation activities will need to be carried out to ensure its accuracy and reliability.

## H. The Technique of Data Analysis

### 1. The Analysis of Questionnaire

Students' perceptions were assessed on a continuum, allowing us to see how students rate their listening comprehension experience, whether as very good, good, poor, or poor. After collecting the data, the researcher calculated the total score of each respondent from the questionnaire:

**Table 3.1 Skala Likert and Scoring<sup>60</sup>**

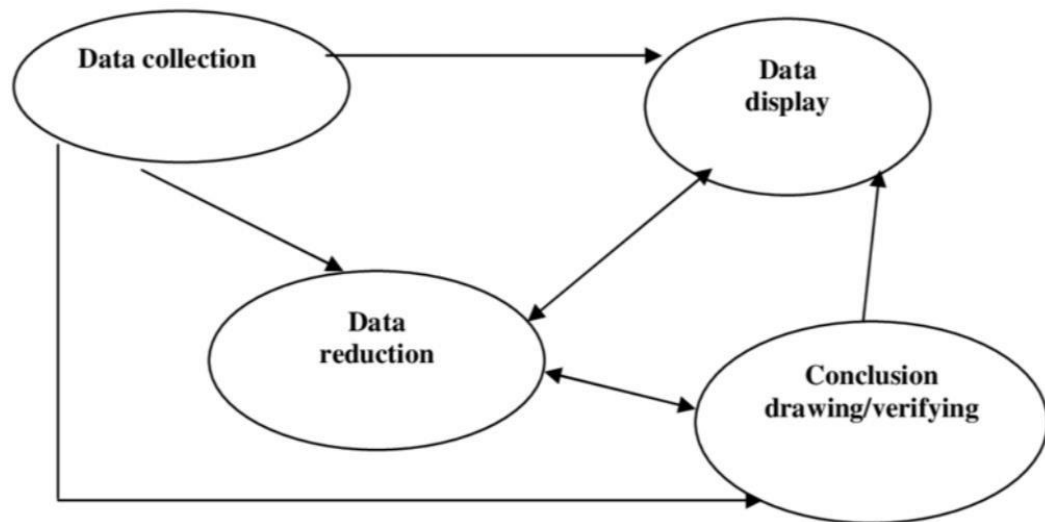
Items	Score	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

### 2. The Analysis of Interview

The researchers used the data analysis components of Miles and Huberman.

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<sup>60</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R & D)* (Bandung: Alfabeta, 2017).



**Figure 3.1 Miles and Huberman Data Analysis<sup>61</sup>**

a. Data reduction

Data reduction involved a thoughtful process that requires both intelligence and deep insight, especially for researchers who are new to this task. Discussing data reduction with a knowledgeable colleague or expert may be useful to gain valuable perspectives. This process helped refine the data, enhance the significance of the findings, and contribute to theoretical development.

b. Data display

Data display is the next step. In quantitative research, data can be presented using tables, graphs, pie charts, pictograms, and similar formats. This presentation helps organize and arrange the data in a way that highlights patterns and relationships, making it easier to understand. In qualitative research, data can be

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<sup>61</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, "Qualitative Data Analysis," *Practitioner Research and Professional Development in Education*, 2011, 125–45, <https://doi.org/10.4135/9780857024510.d49>.

presented through brief descriptions, charts, category relationships, flowcharts, and other methods.

c. Conclusion drawing and verification

Conclusion drawing and verification was the final step in qualitative data analysis. From the beginning of data collection, qualitative analysis involved interpreting the data by identifying regularities, patterns, explanations, potential configurations, causal flows, and propositions.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### A. Results

##### 1. Questionnaire Result

Based on the collected questionnaire results, the researcher presents the data in the following table:

**Table 4.1 Statement 1: Podcasts help me better understand listening materials.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	81.0	81.0	81.0
	SA	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

Based on Table 4.1, which shows data from 21 respondents, the majority agreed that podcasts help them better understand listening materials. The data indicates that 17 respondents (81%) selected the "Agree" category, while 4 respondents (19%) chose the "Strongly Agree" category. This means that no respondents selected the "Disagree" or "Strongly Disagree" options. Therefore, cumulatively, all respondents (100%) expressed a positive response, with 81% agreeing and 19% strongly agreeing. These results reflect that the use of podcasts in the listening learning process is considered very beneficial by the majority of participants.

**Table 4.2 Statement 2: I feel more motivated when learning listening skills using podcasts.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	4.8	4.8	4.8
	A	17	81.0	81.0	85.7
	SA	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

Table 4.2 indicates that, out of 21 respondents, the majority feel more motivated when learning listening skills using podcasts. Specifically, 17 respondents (81%) agreed, while 3 respondents (14.3%) strongly agreed, and 1 respondent (4.8%) disagreed. No respondents strongly disagreed. Cumulatively, 85.7% of respondents agreed or strongly agreed that the use of podcasts enhances their motivation to learn listening skills, while only 4.8% felt unmotivated. These results demonstrate that podcasts have a positive impact on the motivation of the majority of respondents in developing their listening skills.

**Table 4.3 Statement 3: Podcasts make learning listening more engaging and interactive.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	9.5	9.5	9.5
	A	17	81.0	81.0	90.5
	SA	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

Table 4.3 shows that, out of 21 respondents, the majority feel that the use of podcasts makes learning listening skills more engaging and interactive. Specifically, 17 respondents (81%) agreed, while 2 respondents (9.5%) strongly

agreed, and 2 respondents (9.5%) disagreed. No respondents strongly disagreed. Cumulatively, 90.5% of respondents stated that they agreed or strongly agreed that podcasts enhance the appeal and interactivity of listening instruction. Thus, podcasts are considered an effective method for increasing student participation and engagement in the listening learning process.

**Table 4.4 Statement 4: I can review listening materials by replaying podcasts at any time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	9.5	9.5	9.5
	A	13	61.9	61.9	71.4
	SA	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

Table 4.4 shows that, out of 21 respondents, the majority feel that they can review listening materials by replaying podcasts at any time. Specifically, 13 respondents (61.9%) agreed, 6 respondents (28.6%) strongly agreed, and 2 respondents (9.5%) disagreed. No respondents strongly disagreed. Cumulatively, 90.5% of respondents feel that podcasts allow them to review and revisit materials at any time, demonstrating the flexibility of podcasts in supporting listening skill development.

**Table 4.5 Statement 5: Podcasts enhance my ability to recognize various English accents.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	4.8	4.8	4.8
	A	14	66.7	66.7	71.4
	SA	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

Table 4.5 shows that, out of 21 respondents, the majority feel that podcasts enhance their ability to recognize various English accents. Specifically, 14 respondents (66.7%) agreed, 6 respondents (28.6%) strongly agreed, and 1 respondent (4.8%) disagreed. No respondents strongly disagreed. Cumulatively, 95.3% of respondents stated that podcasts help them in recognizing diverse English accents. This indicates that the use of podcasts can be an effective tool for practicing accent comprehension in English language learning.

**Table 4.6 Statement 6: I feel more confident in my listening skills after using podcasts.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	14.3	14.3	14.3
	A	16	76.2	76.2	90.5
	SA	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

Table 4.6 shows that the majority of respondents feel more confident in their listening skills after using podcasts. Out of 21 respondents, 16 (76.2%) agreed, 2 (9.5%) strongly agreed, and 3 (14.3%) disagreed. No respondents strongly disagreed. Cumulatively, 85.7% of respondents feel that podcasts help enhance their confidence in listening skills, indicating that podcasts can be an effective tool for boosting confidence in English listening abilities.

**Table 4.7 Statement 7: Podcasts help me develop critical listening skills.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	4.8	4.8	4.8
	A	17	81.0	81.0	85.7
	SA	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

Table 4.7 shows that, out of 21 respondents, the majority feel that podcasts help them develop critical listening skills. Specifically, 17 respondents (81%) agreed, 3 respondents (14.3%) strongly agreed, and 1 respondent (4.8%) disagreed. No respondents strongly disagreed. Cumulatively, 95.3% of respondents believe that podcasts play a role in developing their critical listening skills, indicating that the use of podcasts can be beneficial for training more in-depth and analytical listening abilities.

**Table 4.8 Statement 8: Podcasts facilitate my understanding of cultural context in listening materials.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	9.5	9.5	9.5
	A	17	81.0	81.0	90.5
	SA	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

Table 4.8 shows that, out of 21 respondents, the majority feel that podcasts help them understand the cultural context in listening materials. Specifically, 17 respondents (81%) agreed, 2 respondents (9.5%) strongly agreed, and 2 respondents (9.5%) disagreed. Cumulatively, 90.5% of respondents agreed or strongly agreed that podcasts aid in understanding the cultural context of the materials they listen

to. This indicates that podcasts can be an effective tool for introducing and understanding cultural context in listening skills education.

**Table 4.9 Statement 9: I find the use of podcasts relevant to my listening learning needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	9.5	9.5	9.5
	A	16	76.2	76.2	85.7
	SA	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

Table 4.9 shows that, out of 21 respondents, the majority feel that the use of podcasts is relevant to their listening skill learning needs. Specifically, 16 respondents (76.2%) agreed, 3 respondents (14.3%) strongly agreed, and 2 respondents (9.5%) disagreed. No respondents strongly disagreed. Cumulatively, 90.5% of respondents agreed or strongly agreed that podcasts are relevant to their needs in listening education. This indicates that podcasts can be considered an appropriate and effective method for addressing participants' listening skill learning needs.

**Table 4.10 Statement 10: Podcasts are an effective learning method for enhancing my listening comprehension.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	9.5	9.5	9.5
	A	18	85.7	85.7	95.2
	SA	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Table 4.10 demonstrates that 21 respondents, the majority, believe that podcasts are an effective learning method for enhancing their listening comprehension. A total of 18 respondents (85.7%) expressed agreement (A), 1 respondent (4.8%) expressed strong agreement (SA), and 2 respondents (9.5%) expressed disagreement (D). Cumulatively, 90.5% of respondents feel that podcasts are effective in improving their listening skills, indicating that the use of podcasts can help strengthen listening comprehension abilities in English language learning.

**Table 4.11 Statement 11: Podcasts are often difficult to understand due to accents or speaking speed.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	7	33.3	33.3	33.3
	A	13	61.9	61.9	95.2
	D	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Table 4.11 indicates that out of 21 respondents, the majority find that podcasts are sometimes difficult to understand due to accents or speaking speed. Specifically, 13 respondents (61.9%) agreed (A), 7 respondents (33.3%) strongly agreed (SA), and 1 respondent (4.8%) disagreed (D). Cumulatively, 95.2% of respondents feel that accents or speaking speed can lead to difficulties in understanding podcasts. This result suggests that accents and speaking speed are factors that impact listeners' comprehension when using podcasts for learning.

**Table 4.12 Statement 12: I find it challenging to concentrate when learning with podcasts.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	2	9.5	9.5	9.5
	A	10	47.6	47.6	57.1
	D	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

Table 4.12 shows that out of 21 respondents, 10 respondents (47.6%) agreed (A), 9 respondents (42.9%) disagreed (D), and 2 respondents (9.5%) strongly agreed (SA). Cumulatively, 57.1% of respondents feel that they face challenges in concentrating while learning with podcasts, whereas 42.9% of respondents disagree with this statement. This result indicates that while a majority of respondents encounter difficulties in concentration when using podcasts, there is a portion who do not experience such challenges.

**Table 4.13 Statement 13: Podcasts are not always relevant to the topics being studied in listening classes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	2	9.5	9.5	9.5
	A	14	66.7	66.7	76.2
	D	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

Table 4.13 shows that out of 21 respondents, the majority feel that podcasts are not always relevant to the topics being studied in the listening class. Specifically, 14 respondents (66.7%) agreed (A), 2 respondents (9.5%) strongly agreed (SA), and 5 respondents (23.8%) disagreed (D). No respondents strongly disagreed.

Cumulatively, 76.2% of respondents agreed or strongly agreed with this statement, indicating that while podcasts are useful, their relevance to the material taught in class may not always be consistent.

**Table 4.14 Statement 14: The podcast is too monotonous and lacks variation in its delivery.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	2	9.5	9.5	9.5
	A	8	38.1	38.1	47.6
	D	10	47.6	47.6	95.2
	SD	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Table 4.14 shows that out of 21 respondents, 10 respondents (47.6%) disagreed (D), 8 respondents (38.1%) agreed (A), 2 respondents (9.5%) strongly agreed (SA), and 1 respondent (4.8%) strongly disagreed (SD). Cumulatively, 47.6% of respondents feel that podcasts are not monotonous and are sufficiently varied, while 47.6% feel that podcasts tend to be monotonous. This result indicates a diverse perception regarding the variation in podcast delivery, with some respondents feeling that podcasts lack variety, while others find the variation to be adequate.

**Table 4.15 Statement 15: I find it easier to understand listening materials with traditional methods compared to podcasts.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	1	4.8	4.8	4.8
	A	10	47.6	47.6	52.4
	D	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

Table 4.15 shows that out of 21 respondents, 10 respondents (47.6%) agreed (A), 10 respondents (47.6%) disagreed (D), and 1 respondent (4.8%) strongly agreed (SA). No respondents strongly disagreed. Cumulatively, the results indicate that 52.4% of respondents feel that traditional methods are easier to understand compared to podcasts, while 47.6% believe that podcasts are as reliable as traditional methods. This suggests that there is a difference of opinion among the respondents regarding the effectiveness of podcasts compared to traditional learning methods.

**Table 4.16 Statement 16: Podcasts do not provide opportunities for direct interaction with the instructor.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	13	61.9	61.9	61.9
	D	7	33.3	33.3	95.2
	SD	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Table 4.16 shows that out of 21 respondents, 13 respondents (61.9%) agreed (A), 7 respondents (33.3%) disagreed (D), and 1 respondent (4.8%) strongly disagreed (SD). None of the respondents strongly agreed. Cumulatively, 61.9% of respondents felt that podcasts do not provide opportunities for direct interaction with the instructor, while 33.3% felt that the lack of direct interaction was not an issue. These results indicate that although podcasts are effective as a learning tool, the limitation in direct interaction with the instructor may pose a challenge for the majority of respondents.

**Table 4.17 Statement 17: I feel that podcasts do not significantly improve my listening skills.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	2	9.5	9.5	9.5
	A	5	23.8	23.8	33.3
	D	13	61.9	61.9	95.2
	SD	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Table 4.17 shows that out of 21 respondents, 13 respondents (61.9%) disagreed (D), 5 respondents (23.8%) agreed (A), 2 respondents (9.5%) strongly agreed (SA), and 1 respondent (4.8%) strongly disagreed (SD). Cumulatively, the majority of respondents (61.9%) felt that podcasts had a significant impact on improving their listening skills, while 33.3% felt that podcasts did not significantly enhance their listening skills. These results indicate that perceptions regarding the effectiveness of podcasts in developing listening skills vary among respondents.

**Table 4.18 Statement 18: The use of podcasts in listening classes is boring to me.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	1	4.8	4.8	4.8
	A	5	23.8	23.8	28.6
	D	14	66.7	66.7	95.2
	SD	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on Table 4.18, out of 21 respondents, 14 respondents (66.7%) disagreed (D), 5 respondents (23.8%) agreed (A), 1 respondent (4.8%) strongly agreed (SA), and 1 respondent (4.8%) strongly disagreed (SD). Cumulatively,

71.5% of respondents felt that using podcasts in listening classes was not boring, while 28.6% of respondents felt otherwise. These results indicate that the majority of respondents consider the use of podcasts as a non-boring method of learning in listening classes.

**Table 4.19 Statement 19: I prefer using other media rather than podcasts for learning listening skills.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	2	9.5	9.5	9.5
	A	13	61.9	61.9	71.4
	D	5	23.8	23.8	95.2
	SD	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Table 4.19 shows that out of 21 respondents, 13 respondents (61.9%) agreed (A), 5 respondents (23.8%) disagreed (D), 2 respondents (9.5%) strongly agreed (SA), and 1 respondent (4.8%) strongly disagreed (SD). Cumulatively, the majority of respondents (71.4%) preferred using other media besides podcasts for learning listening skills, while 28.6% felt that podcasts were sufficient. This indicates a stronger preference among respondents for the use of alternative media in listening skills learning.

**Table 4.20 Statement 20: Podcasts are too time-consuming and difficult to follow.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	1	4.8	4.8	4.8
	A	5	23.8	23.8	28.6
	D	13	61.9	61.9	90.5
	SD	2	9.5	9.5	100.0

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	Total	21	100.0	100.0	

Table 4.20 shows that out of 21 respondents, 13 respondents (61.9%) disagreed (D), 5 respondents (23.8%) agreed (A), 1 respondent (4.8%) strongly agreed (SA), and 2 respondents (9.5%) strongly disagreed (SD). Cumulatively, the majority of respondents (71.4%) felt that podcasts did not take too much time or were difficult to follow, while 28.6% felt that podcasts were too time-consuming and hard to follow. These results indicate that most respondents did not have difficulty following podcasts, although a small portion felt otherwise.

## **2. Interview Result**

In this research, only five participants were selected for the interview using purposive sampling. These participants are Firmansyah, Muhammad Baso, Irhamdani, Maryam, and Resky Yulandari. This selection was based on several reasons and specific criteria that align with the research objectives. First, the research approach employed is semi-structured interviews, which aim to gain in-depth insights. In qualitative research, a small number of participants allows for a more focused exploration of individual experiences. By limiting the number of participants, the researcher can manage the data more effectively and ensure that the interviews are conducted in depth.

The criteria for participant selection were based on their relevance to the research objectives. The selected participants are students who actively use podcasts in listening skills learning. This ensures they can provide relevant and useful insights. Additionally, students with high levels of confidence and openness

were prioritized, so they could articulate their perceptions and experiences well during the interviews. The selection also considered the diversity of perceptions among participants, including those with positive experiences and those facing challenges in using podcasts.

From a scientific perspective, the focus of qualitative research is more on the quality of data than the quantity of respondents. Five participants were considered sufficient to provide a rich variety of data, yet still manageable during the analysis process. Therefore, this small number of participants supports the effectiveness of the research and the relevance of the expected outcomes.

Interviews provided supplementary data and further corroborated the results obtained from the questionnaire regarding students' perceptions of using podcasts in teaching listening comprehension within the English Language Education Study Program at IAIN Palopo. The following are some responses from the participants who were interviewed:

**a. Question 1: How has your experience been using podcasts as part of listening instruction in the classroom?**

**Table 4.21 Answers of Question 1**

<b>Students</b>	<b>Answer</b>
S1	<i>My experience involves how to invigorate the learning atmosphere emotionally, because when we are emotionally engaged and content, knowledge becomes easier to comprehend, especially in the form of podcasts.</i>
S2	<i>In my experience with podcasts in the classroom, their use provides students with access to a variety of topics and accents that are not readily available in textual materials, thereby broadening their experience in understanding the language.</i>
S3	<i>My experience has been very positive, as learning listening skills through podcasts is significantly easier to comprehend compared to other methods.</i>

Students	Answer
S4	<i>My experience with podcasts in listening instruction has been a novel one, as I had not encountered this approach during my high school education. It has provided me with a broader learning experience.</i>
S5	<i>The use of podcasts in listening courses provides students with a more interactive and authentic learning experience.</i>

Table 4.21 shows that the majority of students had a positive experience with the use of podcasts in listening instruction, particularly in terms of ease of understanding the material, content diversity, and increased interactivity in the learning process.

**b. Question 2: What benefits have you experienced from using podcasts to improve your listening skills?**

**Table 4.22 Answers of Question 2**

Students	Answer
S1	<i>The benefit of podcasts is that they facilitate the acquisition of knowledge through an accessible method. Since the approach involves listening, frequent exposure to audio content helps in more easily deciphering the content and understanding the spoken words.</i>
S2	<i>The benefit I have experienced from using podcasts is the expansion of my vocabulary, which in turn enhances both my speaking and listening skills.</i>
S3	<i>The benefits I have experienced from learning listening through the podcast method include quicker comprehension and improved listening skills.</i>
S4	<i>The benefit I have experienced from podcasts is acquiring new vocabulary and expanding my overall vocabulary range.</i>
S5	<i>The primary benefit is that students can enhance their listening skills through diverse content that approximates real-life situations, thereby training their comprehension of various accents and speaking styles. However, challenges include understanding unfamiliar vocabulary or speech that is too rapid for some students.</i>

Table 4.22 indicates that podcasts offer various benefits, such as vocabulary expansion, improved listening skills, faster comprehension, and exposure to

different accents and speaking styles. However, some students also faced challenges in understanding unfamiliar language or high speech rates.

**c. Question 3: Have you encountered any difficulties or challenges while listening to podcasts in class? If so, could you elaborate further?**

**Table 4.23 Answers of the Question 3**

<b>Students</b>	<b>Answer</b>
S1	<i>The difficulty I encounter with podcast audio is that when the audio uses British English, I find it challenging to quickly understand the conversations being presented.</i>
S2	<i>There are some issues I face in the classroom when the audio features very fluent or rapid conversation, or uses vocabulary that I have not previously encountered.</i>
S3	<i>My difficulty with listening to podcasts arises when there is background noise, which makes the audio content less clear.</i>
S4	<i>The difficulty I encounter in listening instruction using the podcast method is related to the accents used, particularly British accents, which makes it challenging for me to understand the content being conveyed.</i>
S5	<i>Difficulties include understanding unfamiliar vocabulary or dealing with speaking rates that are too fast for some students.</i>

Table 4.23 shows that the main challenges students faced in listening to podcasts in class include accent variation, speech rate, difficult vocabulary, and audio disturbances. This indicates that while podcasts offer benefits, certain technical and linguistic aspects need to be addressed to maximize the effectiveness of learning.

**d. Question 4: In your opinion, how do podcasts contribute to making listening instruction more engaging or effective compared to other methods?**

**Table 4.24 Answers of the Question 4**

<b>Students</b>	<b>Answer</b>
S1	<i>The role of audio podcasts is highly beneficial for understanding authentic pronunciation.</i>

Students	Answer
S2	<i>Podcasts offer language in authentic and creative contexts, which can be more engaging compared to written texts.</i>
S3	<i>Podcasts serve as a supplementary tool in listening instruction, particularly at the basic level.</i>
S4	<i>This role in listening instruction encourages listeners or learners to focus more on what they want to hear and to identify key information within a conversation.</i>
S5	<i>In its role, podcasts serve as an educational medium that enriches the listening experience and complements conventional teaching materials.</i>

Table 4.24 shows that podcasts play a significant role in creating a more engaging and effective listening learning experience. Podcasts provide exposure to authentic pronunciation, real language contexts, and the ability to practice focusing on key information in conversations.

**e. Question 5: What suggestions do you have for enhancing the use of podcasts in listening instruction in the classroom?**

**Table 4.25 Answers of the Question 5**

Students	Answer
S1	<i>My suggestion regarding audio podcasts is to select materials that use American English and ensure that the classroom facilities are adequate to meet the needs of students.</i>
S2	<i>My suggestion for using podcasts in the classroom is to make them more engaging and comprehensible by using vocabulary and sentences that are not overly complex.</i>
S3	<i>My suggestion is that the pronunciation should be clear and easy to understand.</i>
S4	<i>My suggestion regarding listening instruction using the podcast method is to assess students' abilities to understand the conversations to gauge their level of comprehension.</i>
S5	<i>Going forward, it would be beneficial to include transcripts or supplementary exercises to help students more easily follow and understand the presented content.</i>

Table 4.25 shows that students' suggestions focus on improving the quality of podcast materials, clarity in pronunciation and comprehension, as well as evaluating students' understanding and enhancing support facilities.

## **B. Discussion**

Based on the questionnaire results, students perceive podcasts as highly beneficial for listening comprehension. They appreciate the flexibility and accessibility of podcasts, which allow them to engage with learning materials at any time and pace.<sup>62</sup> This flexibility complements traditional teaching methods and broadens students' perspectives in developing their listening skills.<sup>63</sup>

Podcasts also have a positive impact on student motivation, with most respondents feeling more motivated to improve their listening abilities after using podcasts. The interactive nature and relevance of podcast content play a significant role in enhancing students' desire to learn.<sup>64</sup> This increased motivation leads to greater participation and engagement in the learning process.<sup>65</sup>

Additionally, students find podcasts effective in helping them practice and understand various English accents, which can be challenging but ultimately beneficial. Exposure to different accents, such as British and American, helps

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<sup>62</sup> Jeffrey Riddell et al., "Independent and Interwoven: A Qualitative Exploration of Residents' Experiences with Educational Podcasts," *Academic Medicine* 95, no. 1 (2020): 89–96, <https://doi.org/10.1097/ACM.0000000000002984>.

<sup>63</sup> Muhammad Iksan et al., "Online English Learning at Junior High School: How the Students Perceive Schoology as Learning Media," *International Journal of Asian Education* 3, no. 1 (2022): 40–55, <https://doi.org/10.46966/ijae.v3i1.268>.

<sup>64</sup> Scott W T McNamara and Justin A Haegle, "Undergraduate Students' Experiences with Educational Podcasts to Learn about Inclusive and Integrated Physical Education," *European Physical Education Review* 27, no. 1 (June 24, 2020): 185–202, <https://doi.org/10.1177/1356336X20932598>.

<sup>65</sup> Dewi Furwana and Andi Tenrisanna Syam, "Listening Is Hard': ADDIE Model on the Development of English Listening Worksheets," *Language Circle: Journal of Language and Literature* 16, no. 1 (2021): 52–60, <https://doi.org/10.15294/lc.v16i1.30355>.

students improve their linguistic comprehension in diverse communication contexts.<sup>66</sup> This practice not only improves listening skills but also prepares students for real-world language use.

Podcasts are also seen as a tool that boosts students' confidence in their listening skills. The ability to repeatedly practice with podcasts allows students to process information at a pace that suits their learning preferences.<sup>67</sup> As a result, students feel more prepared to face listening challenges in both formal and informal settings.

However, the research also highlighted some challenges related to using podcasts. Some students reported difficulties in understanding certain accents and coping with varying speech speeds. These challenges suggest that podcasts should be carefully selected, with attention to the accents and speech tempo, to match students' proficiency levels.<sup>68</sup>

Maintaining concentration during long podcast sessions was another issue identified by students. Some respondents found it hard to stay focused, especially when the podcast content was not directly relevant to their interests. To address this, educators should consider using more engaging materials or breaking podcasts into shorter segments.<sup>69</sup>

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<sup>66</sup> Andi Husni A. Zainuddin, Masruddin, and Magfirah Thayyib, "Multilingualism in Bugis Language Context: A Case Study on English Language Teaching Interactions," *FOSTER: Journal of English Language Teaching* 5, no. 1 (2024): 19–27, <https://doi.org/10.24256/foster-jelt.v5i1.156>.

<sup>67</sup> Tabitha Kidwell and Hanung Triyoko, "Listening to Diverse English Voices through Podcasts," *English Teaching Forum* 61, no. 2 (2023): 2–11.

<sup>68</sup> Christine Edwards-Groves and Christina Davidson, "Noticing the Multidimensionality of Active Listening in a Dialogic Classroom," *The Australian Journal of Language and Literacy* 43, no. 1 (2020): 83–94, <https://doi.org/10.1007/BF03652045>.

<sup>69</sup> Husnaini Husnaini, "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students," *IDEAS: Journal on English Language Teaching and*

While podcasts are beneficial, some students noted that not all podcast topics align well with the curriculum or classroom materials. This inconsistency suggests the need for careful integration of podcasts into the learning process, ensuring that they support classroom goals.<sup>70</sup> Additionally, student preferences for variety in podcast delivery indicate that educators should consider diverse content formats.

The research also revealed differing opinions on the effectiveness of podcasts compared to traditional learning methods. While some students found podcasts more effective, others preferred face-to-face interaction, which podcasts lack. This suggests that podcasts should complement, rather than replace, traditional teaching methods to maximize learning outcomes.<sup>71</sup>

Finally, the lack of direct interaction with instructors was noted as a drawback by many students. Although podcasts offer flexibility, the absence of real-time feedback and clarification opportunities can hinder learning.<sup>72</sup> To overcome this, podcasts should be supplemented with interactive sessions where students can engage with teachers directly.<sup>73</sup>

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*Learning, Linguistics and Literature* 10, no. 1 (2022): 538–60, <https://doi.org/10.24256/ideas.v10i1.2408>.

<sup>70</sup> Cati V de los Ríos, “Translingual Youth Podcasts as Acoustic Allies: Writing and Negotiating Identities at the Intersection of Literacies, Language and Racialization,” *Journal of Language, Identity & Education* 21, no. 6 (November 2, 2022): 378–92, <https://doi.org/10.1080/15348458.2020.1795865>.

<sup>71</sup> Asep Herry Hernawan et al., “Students’ Attitudes and Perceptions of Smart Online Learning through Podcast Content Development,” *International Journal of Interactive Mobile Technologies* 15, no. 21 (2021): 88–106, <https://doi.org/10.3991/ijim.v15i21.24909>.

<sup>72</sup> Fiena Intan Rachmaniputri, Pupung Purnawarman, and Muhammad Handi Gunawan, “Students’ Perceptions Towards the Use of Podcasts in Listening Class,” *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* 546, no. Conaplin 2020 (2021): 179–87, <https://doi.org/10.2991/assehr.k.210427.028>.

<sup>73</sup> Sylvia Chan-Olmsted and Rang Wang, “Understanding Podcast Users: Consumption Motives and Behaviors,” *New Media & Society* 24, no. 3 (October 20, 2020): 684–704, <https://doi.org/10.1177/1461444820963776>.

Based on the interview results, the use of podcasts in listening instruction, as reflected in students' experiences and feedback, highlights a range of benefits, challenges, and opportunities for improving the learning process. From the responses collected, it is evident that podcasts are considered highly effective tools in enhancing students' listening skills, providing flexibility, motivation, and interactivity, which traditional methods may not fully offer.

A significant number of students emphasized the advantages of using podcasts in the classroom, particularly in terms of emotional engagement and ease of understanding. S1 noted that podcasts help create a more lively and emotionally engaging learning environment, which facilitates better comprehension of the material. Emotional involvement, as highlighted by S1, is crucial in maintaining student interest and focus, leading to a more immersive learning experience. This suggests that podcasts can positively impact students' engagement by fostering an emotionally stimulating atmosphere.<sup>74</sup>

Moreover, S2 stressed that podcasts provide access to a wide variety of topics and accents that are not typically available in traditional textbooks. This exposure to different linguistic features enriches students' listening experiences and broadens their understanding of the English language. The diversity of content, as discussed by S2, enables students to gain a deeper appreciation for different accents, dialects, and speech patterns, which is critical for developing comprehensive listening skills. Similarly, S3 found that podcasts make it easier to understand the

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<sup>74</sup> Benjamin Dreer, "Fostering Well-Being over the Radio? An Empirical Study Investigating the Effects of an Audio Podcast-Based Intervention Program on Student Teachers' Well-Being," *International Journal of Community Well-Being* 4, no. 4 (2021): 603–23, <https://doi.org/10.1007/s42413-020-00105-3>.

content compared to other methods, reinforcing the idea that podcasts offer an accessible and efficient way to improve listening comprehension.

In addition to the variety and ease of understanding, S4 highlighted the novelty of using podcasts, particularly for students who may not have encountered such technology in previous learning environments. The introduction of podcasts as an innovative tool enriches the learning process, providing new ways for students to engage with language materials.<sup>75</sup> S5 further emphasized that podcasts offer a more interactive and authentic learning experience, making listening practice more relevant and relatable to real-world situations. This interactivity is crucial for maintaining student interest and promoting active participation.

The motivational impact of podcasts on students is another important benefit noted in the feedback. Many respondents, including S2, found that podcasts played a significant role in expanding their vocabulary, which, in turn, improved their overall listening and speaking abilities. This increase in language proficiency likely contributed to heightened motivation, as students became more confident in their skills.<sup>76</sup> S5's comment that podcasts simulate real-life situations and help students train their comprehension further supports this idea. By exposing students to authentic language use, podcasts encourage them to stay engaged and continue developing their listening skills, thus boosting their intrinsic motivation to learn.

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<sup>75</sup> I Tarmawan et al., "The Role of Podcasts as an Alternative Media for Learning and Distribution of Audio Based Content," *International Journal of Research and Applied Technology* 1, no. 1 (2021): 1–8, <https://doi.org/10.34010/injuratech.v1i1.5453>.

<sup>76</sup> Mostafa Amiri et al., "The Impact of Podcasts on Students' English Vocabulary Knowledge and Satisfaction: A Quasi-Experimental Study," *Interdisciplinary Journal of Virtual Learning in Medical Sciences* 14, no. 2 (2023): 120–29, <https://doi.org/10.30476/a>.

In addition to improving general listening abilities, podcasts also contribute to the development of more advanced skills, such as critical listening. S4 noted that podcasts helped them focus on identifying key information in conversations, an essential aspect of critical listening. This ability to analyze and extract important details from spoken language is a valuable skill, particularly for students aiming to improve their understanding of nuanced or complex discussions.<sup>77</sup> Podcasts, with their varied content and formats, provide ample opportunities for students to practice these higher-order listening skills, which are crucial for academic and professional success.

One of the most frequently cited advantages of podcasts is the flexibility they offer. Students can listen to podcasts at their own pace, revisiting materials as needed to reinforce understanding. S4 and S5 both emphasized how the flexibility of podcasts allowed them to review content in their own time, enabling them to learn at a pace that suited their individual needs. This flexibility is particularly important for students who may require more time to process new information or for those who prefer to learn in an environment outside the classroom.<sup>78</sup>

Despite the numerous benefits, students also reported several challenges in using podcasts for listening instruction. One common issue, as highlighted by S1 and S4, was difficulty in understanding certain accents, particularly British English. Both students found that unfamiliar accents posed a barrier to comprehension,

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<sup>77</sup> David García-Marín, "Mapping the Factors That Determine Engagement in Podcasting: Design from the Users and Podcasters' Experience," *Communication and Society* 33, no. 2 (2020): 49–63, <https://doi.org/10.15581/003.33.2.49-63>.

<sup>78</sup> Amalia Yahya, Andi Husni A. Zainuddin, and St Hartina, "Class Size in English Language Teaching : Teacher 's Perspective," *Idea* 12, no. 1 (2024): 641–52, <https://doi.org/10.24256/ideas>.

suggesting that podcasts may require careful selection of content that matches students' proficiency levels. S2 and S5 also noted that rapid speech or the use of unfamiliar vocabulary could hinder their understanding, further complicating the listening process. These challenges underline the importance of curating podcast materials that are accessible to students while still providing exposure to a range of linguistic features.<sup>79</sup>

In addition to linguistic barriers, technical issues such as background noise were also reported as obstacles to effective listening. S3 noted that poor audio quality or external distractions could make it difficult to focus on the content, reducing the overall effectiveness of the learning experience. Furthermore, maintaining concentration during longer podcast episodes was a challenge for some students, as reported by S5. This suggests that while podcasts offer flexibility, their format may need to be adapted—perhaps by breaking content into shorter segments or by incorporating additional visual or interactive elements to sustain student engagement.<sup>80</sup>

Students offered several suggestions to enhance the use of podcasts in listening instruction. S1 recommended the use of American English accents in the selected materials, as well as ensuring that classroom facilities are adequate for podcast playback. This highlights the need for thoughtful content selection and appropriate technological support to ensure that all students can fully benefit from

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<sup>79</sup> H. C. Yeh et al., “Effects of Podcast-Making on College Students’ English Speaking Skills in Higher Education,” *Educational Technology Research and Development* 69, no. 5 (2021): 2845–67, <https://doi.org/10.1007/s11423-021-10026-3>.

<sup>80</sup> Violet A. Brown et al., “Rapid Adaptation to Fully Intelligible Nonnative-Accented Speech Reduces Listening Effort,” *Quarterly Journal of Experimental Psychology* 73, no. 9 (2020): 1431–43, <https://doi.org/10.1177/1747021820916726>.

the podcast-based learning experience. S2 and S3 both emphasized the importance of clear pronunciation and simple language in making podcasts more accessible to students. These points suggest that podcast creators and educators should prioritize clarity and ease of comprehension when integrating podcasts into the curriculum.<sup>81</sup>

Furthermore, S4 suggested that regular assessments of students' listening comprehension be conducted to gauge their progress. This aligns with best practices in language instruction, where continuous feedback and evaluation are essential for tracking students' development. S5 recommended the provision of transcripts or supplementary exercises to support podcast learning, recognizing that additional resources can enhance comprehension and provide students with a clearer understanding of the material.

In summary, the use of podcasts in listening instruction presents numerous benefits, including increased engagement, flexibility, vocabulary expansion, and the development of critical listening skills. While students reported challenges such as accent variation, rapid speech, and technical difficulties, these can be mitigated through thoughtful content selection and supportive resources. The feedback from students underscores the potential of podcasts to complement traditional learning methods, offering a dynamic and flexible approach to language acquisition that can be tailored to individual needs. By addressing the challenges and incorporating student suggestions, podcasts can become an even more effective tool in enhancing listening instruction.

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<sup>81</sup> Thomas Moore, "Pedagogy, Podcasts, and Politics: What Role Does Podcasting Have in Planning Education?," *Journal of Planning Education and Research*, no. February 2022 (2022), <https://doi.org/10.1177/0739456X221106327>.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

In conclusion, students perceive podcasts as a beneficial and flexible tool for enhancing listening comprehension. The majority appreciate the ease of access and the ability to revisit materials at their own pace, which boosts their motivation and independence in learning. Podcasts are seen as effective for improving listening skills, expanding vocabulary, and developing critical listening abilities. However, challenges such as understanding different accents, speech speed, and maintaining concentration were noted. Despite these challenges, students believe podcasts can be further improved by providing clearer pronunciation, supplementary materials, and better classroom support. Overall, podcasts are valued as an engaging and effective method for listening comprehension instruction.

#### **B. Suggestions**

##### **1. For the Students**

Students should regularly use podcasts in their learning routine to improve listening skills. Active listening is key—focus on key points and analyze content. Take advantage of podcast flexibility by replaying difficult sections, and supplement learning with transcripts or vocabulary lists to deepen understanding.

##### **2. For the Teachers**

Teachers should choose podcasts with clear pronunciation and appropriate difficulty levels. Providing transcripts or exercises can help students follow along.

Combine podcasts with traditional methods for a dynamic learning experience, and regularly assess student progress with feedback on their comprehension.

### **3. For the Researchers**

Researchers should examine how accents and speech speed in podcasts affect listening comprehension and explore strategies to address these challenges. Investigating the long-term effects of podcasts on language proficiency, studying student preferences, and assessing how classroom technology can support podcast use are also valuable areas for research.

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# **A P P E N D I C E S**

## Appendix 1: Questionnaire

### KUESIONER PENELITIAN

**Judul Penelitian** : **Students' Perception of Using Podcast in Listening Comprehension Classes at IAIN Palopo**

**Peneliti** : **Alvin Giman**

**Institusi** : **Institut Agama Islam Negeri Palopo**

#### **Petunjuk:**

Kuesioner ini bertujuan untuk mengetahui persepsi mahasiswa tentang penggunaan podcast dalam kelas pemahaman mendengarkan. Jawaban Anda akan sangat membantu dalam penelitian ini dan akan dijaga kerahasiaannya. Silakan pilih jawaban yang paling sesuai dengan pendapat Anda.

#### **A. Informasi Demografis**

Nama :

Jenis Kelamin :

Semester :

Program Studi :

#### **B. Persepsi Terhadap Penggunaan Podcast**

Silakan beri tanda (√) pada kolom yang sesuai dengan pendapat Anda terhadap pernyataan-pernyataan berikut:

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Podcast membantu saya memahami materi listening dengan lebih baik.				
2	Saya merasa lebih termotivasi saat belajar listening dengan menggunakan podcast.				
3	Podcast membuat belajar listening lebih menarik dan interaktif.				

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
4	Saya bisa mengulang materi listening dengan mendengarkan podcast kapan saja.				
5	Podcast meningkatkan kemampuan saya dalam mengenali berbagai aksen bahasa Inggris.				
6	Saya merasa lebih percaya diri dalam kemampuan listening setelah menggunakan podcast.				
7	Podcast membantu saya mengembangkan kemampuan mendengar yang kritis.				
8	Podcast memudahkan saya untuk memahami konteks budaya dalam materi listening.				
9	Saya merasa penggunaan podcast relevan dengan kebutuhan pembelajaran listening saya.				
10	Podcast merupakan metode pembelajaran yang efektif dalam meningkatkan pemahaman listening saya.				
11	Podcast sering kali sulit untuk dipahami karena aksen atau kecepatan bicaranya.				
12	Saya merasa kesulitan untuk berkonsentrasi saat belajar menggunakan podcast.				
13	Podcast tidak selalu relevan dengan topik yang sedang dipelajari di kelas listening.				
14	Podcast terlalu monoton dan tidak bervariasi dalam penyampaiannya.				

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
15	Saya merasa lebih mudah memahami materi listening dengan metode tradisional dibandingkan podcast.				
16	Podcast tidak memberikan kesempatan untuk interaksi langsung dengan pengajar.				
17	Saya merasa podcast tidak membantu dalam meningkatkan keterampilan listening saya secara signifikan.				
18	Penggunaan podcast dalam kelas listening membosankan bagi saya.				
19	Saya lebih suka menggunakan media lain selain podcast untuk belajar listening.				
20	Podcast terlalu banyak menyita waktu dan sulit diikuti.				

Sources: Sartika Dewi Harahap (2020), Widya Salsabila et al. (2021), Dhea Saragih et al. (2022)

## **Appendix 2: Interview Questions**

### **PERTANYAAN WAWANCARA PENELITIAN**

1. Bagaimana pengalaman Anda dalam menggunakan podcast sebagai bagian dari pembelajaran listening di kelas?
2. Apa manfaat yang Anda rasakan dari penggunaan podcast dalam meningkatkan keterampilan listening Anda?
3. Apakah Anda menghadapi kesulitan atau tantangan saat mendengarkan podcast di kelas? Jika ya, bisa Anda ceritakan lebih lanjut?
4. Menurut Anda, bagaimana peran podcast dalam membuat pembelajaran listening lebih menarik atau efektif dibandingkan metode lain?
5. Apa saran Anda untuk meningkatkan penggunaan podcast dalam pembelajaran listening di kelas?

Sources: Sartika Dewi Harahap (2020), Widya Salsabila et al. (2021), Dhea Saragih et al. (2022)

### Appendix 3: Instrument Validation

**The Instruments Validation By The Expert**

**KUESIONER PENILAIAN AHLI BAHASA**

**A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa
2. Berilah tanda ..... pada kolom angka yang sesuai dengan penilaian yang anda berikan
3. Pedoman skala penilaian sebagai berikut;
  - 1) Tidak layak
  - 2) Kurang layak
  - 3) Cukup layak
  - 4) Layak
  - 5) Sangat layak
4. Dimohon kesediaan anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini

**B. Penilaian Kelayakan**

NO	URAIAN	KELAYAKAN				
I	Aspek Isi	1	2	3	4	5
a.	Tujuan penelitian dinyatakan jelas				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas				✓	
c.	Petunjuk pengisian kuesioner mudah di pahami					✓
II	Aspek Cakupan Isi					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan isi materi memadai					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang baik dan benar					✓

c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai				✓	
d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				✓	
e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai				✓	
<b>III Aspek Bahasa</b>					
a. Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang baik dan benar					✓
b. Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efektif					✓
c. Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efisien					✓
d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					✓

### C. Komentar

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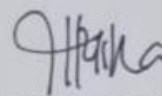


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Palopo, 17 Agustus 2024  
Penilai Kelayakan,



**St. Hartina, S.Pd., M.Pd.**  
199109092019032021

#### Appendix 4: Documentation



Picture 1 and 2: Students fill the questionnaire.



Picture 3 and 4: Researcher interviews students.

## **BIOGRAPHY**



**Alvin Gimán** was born on May 15, 2000 in Padang Sappa, his father's name is Gimán Basan and his mother's name is Masniati. He studied at Elementary School (SDN 365 Padang Cenrana) in 2006 and graduated in 2012, after that he continued at SMPN 1 Bua Ponrang he graduated in 2015, and continued his education at SMAN 4 Luwu, he graduated in 2018, after that in 2018 he continued his studies at the State Islamic Institute of Palopo (IAIN Palopo) and majored in English Language Education at the Islamic Institute (IAIN Palopo). he completed his final studies using Quantitative research with the title “Students’ Perceptions of Podcast use in Listening Classes (A Case Study At English Department of IAIN Palopo