


The Impact of English Podcast on Listening Skills Improvement: Perspective of Students Universitas Advent Indonesia

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 <https://doi.org/10.31004/jerkin.v4i4.6117>

ARTICLE INFO

Article history

Received: 01 Mar 2026

Revised: 15 Mar 2026

Accepted: 16 April 2026

Kata Kunci:

Podcast bahasa Inggris, keterampilan mendengarkan, pembelajar EFL, persepsi siswa.

Keywords:

English podcasts, listening skills, EFL learners, student perception.

ABSTRACT

Penelitian ini mengkaji dampak podcast berbahasa Inggris terhadap peningkatan kemampuan mendengarkan dari perspektif mahasiswa di Universitas Advent Indonesia. Pemahaman mendengarkan merupakan aspek penting dalam pembelajaran bahasa, namun banyak pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL) mengalami kesulitan karena kecepatan bicara yang tinggi, kosakata yang tidak familiar, dan paparan terbatas terhadap bahasa Inggris lisan yang autentik. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki keterlibatan mahasiswa dengan podcast berbahasa Inggris, strategi yang mereka gunakan saat mendengarkan, persepsi mereka tentang efektivitas podcast, dan tantangan yang mereka hadapi. Penelitian ini menggunakan desain kuantitatif deskriptif. Data dikumpulkan melalui kuesioner terstruktur yang dibagikan kepada 75 mahasiswa dari berbagai program studi di Universitas Advent Indonesia. Data dianalisis menggunakan metode statistik deskriptif, termasuk frekuensi dan persentase. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap podcast berbahasa Inggris sebagai alat pembelajaran. Sebagian besar responden setuju bahwa podcast membantu meningkatkan pemahaman mendengarkan, meningkatkan motivasi, dan memberikan paparan terhadap bahasa Inggris yang autentik. Mahasiswa juga menggunakan strategi seperti memutar ulang bagian yang sulit dan memeriksa kosakata yang tidak familiar. Namun, tantangan terkait kecepatan bicara dan kosakata yang tidak familiar masih dialami oleh sebagian pembelajar.

This study examines the impact of English podcasts on improving listening skills from the perspective of students at Universitas Advent Indonesia. Listening comprehension is an important aspect of language learning, yet many English as a Foreign Language (EFL) learners experience difficulties due to fast speech, unfamiliar vocabulary, and limited exposure to authentic spoken English. Therefore, this study aims to investigate students' engagement with English podcasts, the strategies they use while listening, their perceptions of podcast effectiveness, and the challenges they encounter. This research used a descriptive quantitative design. Data were collected through a structured questionnaire distributed to 75 students from various study programs at Universitas Advent Indonesia. The data were analyzed using descriptive statistical methods, including frequency and percentage. The results show that students have a positive perception of English podcasts as a learning tool. Most respondents agree that podcasts help improve listening comprehension, increase motivation, and provide exposure to authentic English. Students also use strategies such as replaying difficult sections and checking unfamiliar vocabulary. However, challenges related to fast speech and unfamiliar vocabulary are still experienced by some learners.



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How to Cite: Hesti Pati Ani, et al (2026). The Impact of English Podcast on Listening Skills Improvement: Perspective of Students Universitas Advent Indonesia, 4(4) 23751-23761. <https://doi.org/10.31004/jerkin.v4i4.6117>

INTRODUCTION

Background of the Study

Listening is a fundamental skill in language learning, yet it remains one of the most challenging aspects for many learners, particularly in second language (L2) acquisition (Rost, 2011). The speed of native speakers' speech, diverse accents, cultural references, and lack of visual cues often factor into the difficulty of understanding face-to-face conversations. In addition, distinguishing words in interconnected conversations may be one of the difficulties learners face, making it more difficult for them to follow conversations and lectures effectively.

Technological advancements and the increasing availability of digital platforms have made it easier for students to improve their listening skills. Among these, podcasts have gained popularity due to their authenticity, accessibility, and diverse content (Vandergrift & Goh, 2012). Engaging with podcasts exposes learners to real-world spoken English, helping them improve their listening comprehension (Flowerdew & Miller, 2005; Hadi, 2021). For example, frequent exposure to interview-style podcasts may help students acquire natural speech patterns and intonation, improving real-life communication skills.

In today's connected world, English is important, especially in education and work. As a global language, it creates more academic and career opportunities and helps with international communication. Brown (2007) states that good English listening skills help students succeed by improving their understanding of course materials. Therefore, learning to listen well in English is not just necessary for school but also essential for success in a global society.

Listening to English podcasts regularly helps students get used to different accents, speech speeds, and intonations, improving their understanding and pronunciation (Petch & Bitchener, 2010; Cebeci & Tekdal, 2006). Podcasts also provide natural, up-to-date English, helping students learn new words in real-life contexts (Rost, 2013). Students can practice listening skills anytime and anywhere, making language learning easier and more engaging "(Stanley, 2006)". For example, a student can listen to business podcasts while traveling and thus acquire industry-related vocabulary. Additionally, discussing podcast content in class improves both speaking and critical thinking skills (McMinn, 2008). Research shows that Podcasts can greatly improve communication skills in EFL (English as a Foreign Language) learning (Rahimi & Katal, 2012).

Therefore, if Universitas Advent Indonesia includes podcasts in its learning activities, this can help students improve their English listening skills. Or maybe there are already students at Universitas Advent Indonesia who use podcasts, but their impact on listening skills is still not well known. Research on how different podcast formats, content, and listening methods affect comprehension is limited. It is also unclear how often students use podcasts in their daily lives and how this impacts their listening skills. This study examines how English podcasts help university students improve their listening skills, how often they use them, what strategies they use, and how students perceive them to be effective for learning.

Research Problem

Based on the background that has been described, the problem formulation to be answered in this research is as follows:

1. To what extent do students at Universitas Advent Indonesia engage with English podcasts as part of their listening practice?
2. What types of engagement strategies do students use when listening to podcasts?
3. What is the overall level of students' perception toward the use of English podcasts in improving their listening skills?
4. Investigate students' perceptions of the role and effectiveness of English podcasts in enhancing their listening comprehension and supporting their language learning process
5. Explore the challenges students face when using English podcasts to improve their listening skills

Objectives of the Study

The objectives of this study are to examine the frequency and usage patterns of English podcasts among students, assessing their role in both academic and supplementary language learning. Additionally, this study aims to identify the various engagement strategies employed by students when listening to podcasts, such as active listening, note-taking, or replaying difficult sections to enhance

comprehension. Furthermore, it seeks to evaluate the impact of English-language podcasts on students' listening comprehension, including improvements in understanding accents, vocabulary, sentence structures, and conversational contexts. Lastly, this research explores students' perceptions of the effectiveness of podcasts as a learning tool, analyzing both the perceived benefits and challenges in optimizing podcast-based learning.

This study is expected to provide insights into the potential of podcasts as an effective tool for improving students' listening skills, thereby contributing to teaching practices at Universitas Advent Indonesia. The findings may inform curriculum development by integrating podcasts as a structured component of listening courses, encourage educators to adopt new teaching methods that incorporate digital media, and support policy recommendations for enhancing technology-based EFL learning strategies.

Significance of the Study

This study is important for students, teachers, and curriculum makers. For students, it shows how podcasts can help improve listening skills and make learning English easier. Podcasts let students learn on their own and practice listening to real-life conversations, which can help them get better at understanding and speaking English.

For teachers, this study can help them create more interesting and effective listening activities using podcasts. By adding podcasts to their lessons, teachers can make learning more fun and engaging for students. Podcasts also allow teachers to use different types of content to suit the needs of all students.

For curriculum makers, this study provides useful ideas on how to include digital tools like podcasts in English lessons. As education becomes more digital, it's important to use technology to make learning better. Adding podcasts to the curriculum can help students improve their listening skills while also teaching them how to use technology and think critically. In short, this study helps make English learning more modern, interactive, and effective for everyone involved.

Scope and Limitation

This study focuses on Universitas Advent Indonesia students' views on using podcasts for learning English, especially for improving listening skills. It looks at how students feel about podcasts, whether they find them helpful, easy to use, or effective for learning. However, this study does not look at other things that might affect listening skills, like how good the teaching is in class, the way students study, their past education, or if they use other learning tools like videos, books, or apps.

Also, this study does not test students' listening skills before and after using podcasts. The study does not include empirical assessments, such as pre- and post-tests, to measure the impact of podcast usage on listening skills. Instead, the study is based only on what students think and feel about using podcasts. This means the results will show how students personally feel about podcasts and their experiences, but it won't prove if podcasts really make their listening skills better.

Because of this, the findings are more about students' opinions and not hard evidence. Future studies could include tests or exams to see if podcasts really help improve listening skills, along with asking students how they feel. This would give a more complete picture of how useful podcasts are for learning English.

Definition of Terms

To ensure clarity in this study, several key terms are defined based on relevant references. A podcast refers to a digital audio program that can be streamed or downloaded, commonly used for both entertainment and educational purposes (McMinn, 2008). Listening comprehension is defined as the ability to understand spoken language, which includes recognizing words, sentences, and contextual meaning (Rost, 2013). Engagement strategies encompass the techniques students use to interact with podcast content, such as note-taking, replaying specific sections, or summarizing episodes to reinforce understanding (Stanley, 2006). Lastly, perceived effectiveness refers to students' perspectives on how beneficial English podcasts are in enhancing their listening skills (Rahimi & Katal, 2012).

METHOD

Research Design

This study employed a descriptive quantitative research design to examine students' perceptions of using English podcasts to improve their listening skills. The descriptive approach was chosen because

this study aims to describe and analyze the current condition without manipulating variables or conducting any experimental treatment.

According to Creswell (2014), a descriptive quantitative design allows researchers to collect numerical data to describe opinions, behaviors, or perceptions and to analyze them statistically to identify trends and patterns. Similarly, Muijs (2011) explains that this design ensures objectivity and enables researchers to present data in a structured and measurable way.

In this study, data were collected using a structured questionnaire distributed to students at Universitas Advent Indonesia. This method made it possible to obtain quantifiable information regarding students' frequency of podcast use, engagement strategies, and perceptions of the effectiveness of English podcasts in enhancing listening comprehension. Therefore, this design is suitable for answering the research questions and achieving the objectives of the study, which focus on describing students' overall perceptions toward the use of English podcasts as a learning tool.

Population and Sample

The participants consisted of 75 students (males and females) from various study programs such as English Education, Philosophy, Digital business, accounting, Pharmacy, Information Systems, and Nursing, etc. They represented different academic years, ranging from first to fourth year students. This demographic diversity helped ensure broader representativeness of students' perspective. These students were selected as the target population because they have formal experience in learning English within an academic setting, making them a suitable group for exploring the role of podcasts in language learning. Since English is a mandatory component of their studies, these students are likely to have a foundational understanding of the language, as well as exposure to various learning methods and resources. This background provides a valuable context for examining how podcasts, as a supplementary tool, can contribute to improving their listening skills. By focusing on this group, the study aims to gain deeper insights into how academically engaged learners perceive and utilize podcasts to enhance their English proficiency, particularly in the area of listening comprehension.

To ensure that the sample taken will be representative of the population as a whole and to avoid bias, this study employed a random sampling method. In this technique, every student in the population has an equal chance of being selected as a respondent, ensuring that the sample reflects the diversity of the entire population. This approach helps to minimize selection bias and increases the objectivity of the study's findings. By using random sampling, the results of the study become more generalizable, meaning they can be applied to a broader context beyond the specific sample group. This method also enhances the validity and reliability of the data collected, as it reduces the risk of skewed or unrepresentative results.

By implementing random sampling, this study will be able to collect more valid and reliable data, which will allow for a more accurate analysis of students' perceptions of the use of podcasts in improving their listening skills. The random selection process ensures that the findings are not influenced by external factors or subjective preferences, making the conclusions more credible and scientifically sound. Furthermore, the results of this study can serve as a valuable reference for educators and curriculum developers. They can use these findings to evaluate the potential benefits of integrating podcasts into English language learning programs and to design more effective and engaging teaching strategies. Ultimately, this study contributes to the growing body of research on innovative educational tools and provides practical insights for enhancing language learning experiences through the use of technology.

Data Collection procedure

The researcher will conduct a pilot test to ensure the validity and reliability of the data collection instrument before the main study. A small group of 15 students will be selected to evaluate the clarity and consistency of the questionnaire items. Based on their feedback, necessary revisions and improvements will be made to enhance the clarity of the statements and the overall quality of the instrument before its full implementation.

Once the questionnaire is finalized, the researcher will distribute it to the selected participants. Participants will be given time to familiarize themselves with the questionnaire before answering. The researcher will provide clear instructions to ensure that respondents understand how to complete the questionnaire correctly and accurately.

Research Instrument

A total of 75 students at Universitas Advent Indonesia from various study programs and academic years who met the selection criteria participated in this study. Data collection will be carried out through a structured questionnaire consisting of 50 items. The questionnaire was divided into five sections, each corresponding to a specific research focus. The first section gathered demographic information through multiple-choice questions. The second section assessed the frequency of podcast usage using a five-point Likert scale. The third section examined students' engagement strategies, also measured through a Likert scale. Finally, the fourth section evaluated listening comprehension and the perceived effectiveness of podcasts using similar Likert-scale responses. Participants rated their responses as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

Data Analysis

Data analysis techniques are used after the data collection process is finished. The data is gathered indirectly through questionnaires, which allows researchers to get information from respondents without direct interaction, helping reduce bias in the answers. After the data is collected, the analysis process involves several important steps to ensure the research results are accurate and reliable. The first step is editing, where the researcher checks each completed questionnaire to make sure the data is complete, clear, and matches the research goals. If any answers are incomplete or incorrect (for example, if a respondent has no experience using English podcasts), the researcher will clarify or remove invalid data.

Next is validity and reliability testing, which checks how well the questionnaire measures the variables being studied. Validity testing ensures the questions measure what they are supposed to, while reliability testing checks if the results stay consistent when tested in different situations.

Once the research instrument's validity and reliability are confirmed, the final step is descriptive analysis. This stage uses the processed data to describe the respondents' characteristics and identify patterns in their answers. Descriptive analysis might include frequency distribution, percentages, averages, and standard deviations to show the trends in the data.

By following these steps, the research will produce valid and reliable findings that can be used to draw conclusions and give useful recommendations about the impact of using podcasts on improving the listening skills of students at Universitas Advent Indonesia.

RESULTS AND DISCUSSION

This section presents a comprehensive discussion of the research findings, supported by detailed data obtained from students' responses. The study addressed five main research questions, each measured through a structured questionnaire consisting of multiple Likert-scale statements. The analysis of these data offers meaningful insights into students' engagement with English podcasts, their perceptions of effectiveness, and the challenges they face in the learning process. The discussion in this section not only explains the results but also interprets their implications within the broader context of English language learning. Therefore, this chapter contributes to a deeper understanding of how English podcasts support listening skill development and enriches the existing body of knowledge in the field of EFL learning.

Research Question 1: To what extent do students at Universitas Advent Indonesia engage with English podcasts as part of their listening practice?

This table presents the results of the questionnaire designed to measure students' level of engagement with English podcasts in their daily and academic activities. The statements included in this section assess how frequently students listen to podcasts, the consistency of their listening habits, and the extent to which podcasts are integrated into their language-learning routines. Respondents evaluated each statement using a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree."

Table 1. Students' Engagement with English Podcasts

	Statements	Likert Scale				
		SA	A	N	D	SD
1	I often listen to English podcasts in my spare time.	39,5%	36,8%	15,8%	7,9%	0,0%
2	I listen to English podcasts more than once a week.	31,6%	28,9%	23,7%	14,5%	1,3%
3	I make listening to English podcasts a part of my daily routine.	31,6%	23,7%	30,3%	11,8%	2,6%
4	I spend a lot of time listening to English podcasts.	23,7%	25,0%	38,2%	7,9%	5,3%
5	I prefer English podcasts over other English learning media.	26,3%	35,5%	32,9%	3,3%	1,3%
6	I listen to English podcasts even outside of class activities.	22,4%	43,4%	25,0%	6,6%	2,6%
7	I listen to English podcasts to improve my listening comprehension.	26,3%	53,9%	17,1%	2,2%	0,0%
8	I usually finish a full episode when listening to a podcast.	27,6%	35,5%	27,6%	7,9%	0,0%
9	I have been listening to English podcasts for several months.	27,6%	34,2%	27,6%	5,3%	5,3%
10	I increase the frequency of listening to podcasts when I want to practice English.	32,9%	39,5%	25,0%	2,6%	0,0%
Total		29,02%	35,73%	26,39%	7,02%	1,84%

Based on the questionnaire results, it can be seen that most Universitas Advent Indonesia students show a relatively high level of engagement with English podcasts as part of their listening practice. Of the total responses across all engagement statements, 35.73% of the students agreed, and 29.02% strongly agreed that they actively use English podcasts in their daily learning routines. This indicates that more than half of the students demonstrate consistent engagement with English podcast listening.

One finding shows that students frequently listen to English podcasts during their free time or even multiple times per week. This suggests that English podcast listening has become a part of students' personal learning habits. Research by Vandergrift (2016) supports this finding, arguing that exposure to authentic audio input outside the classroom plays a key role in improving listening comprehension.

Students also showed positive attitudes toward using podcasts as a tool to enhance their listening skills. A total of 64.75% (SA + A) of the respondents indicated that they listen to English podcasts specifically to improve their comprehension. This aligns with Richards (2019), who emphasizes that regular exposure to spoken English strengthens students' ability to interpret meaning and understand real-life communication.

Furthermore, students reported that they sometimes finish full podcast episodes and continue listening even outside classroom activities. This behavior indicates an intrinsic motivation to learn, where students willingly seek additional listening practice beyond formal instruction. According to Deci & Ryan (2000), such self-driven behavior reflects internalized motivation that positively contributes to language development.

Although most students expressed high engagement, 26.39% remained neutral, indicating that some students listen to podcasts inconsistently or only when needed. Meanwhile, a small percentage (8.86%) showed low engagement, suggesting that not all students rely on podcasts as their primary listening resource.

From the above discussion, it can be concluded that Universitas Advent Indonesia students generally demonstrate a moderately high level of engagement with English podcasts in their listening practice. This implies that English podcasts can serve as an effective supplementary resource and should be considered in supporting students' listening skill development.

Research Question 2: What types of engagement strategies do students use when listening to podcasts?

Table 2. Students' Engagement Strategies When Listening to English Podcasts

No	Statements	Likert Scale				
		SA	A	N	D	SD
1	I take notes on important points while listening to English podcasts.	31,0%	36,8%	25,0%	5,3%	1,3%
2	I replay certain parts of a podcast to understand the meaning better.	38,2%	46,1%	13,2%	2,6%	0,0%
3	I look up the meanings of new vocabulary I hear in English podcasts.	34,2%	47,4%	17,1%	1,3%	0,0%
4	I listen to the same podcast multiple times to understand it more clearly.	28,9%	40,8%	26,3%	3,9%	0,0%
5	I use English subtitles or transcripts if they are available.	34,2%	53,9%	11,8%	0,0%	0,0%
6	I imitate the pronunciation from the English podcast.	28,9%	50,0%	19,7%	1,3%	0,0%
7	I make a summary of the podcast content after listening.	32,9%	21,1%	19,7%	23,7%	2,6%
8	I discuss the podcast content with friends or classmates.	23,7%	27,6%	19,7%	26,3%	2,6%
9	I choose podcast topics that match my English-learning goals.	28,9%	46,1%	23,7%	1,3%	0,0%
Total		31,1%	41,09%	19,58%	7,30%	0,72%

Based on the questionnaire results, students at Universitas Advent Indonesia use a wide range of engagement strategies when listening to English podcasts. This is shown through consistently high percentages of “Strongly Agree” and “Agree” across several active-learning behaviors. Overall, the data indicates that students are not only passive listeners but actively involved in processing and understanding podcast content. One of the most common engagement strategies is replaying difficult parts of a podcast, with 84.3% (SA + A) of students reporting that they frequently replay certain segments to enhance comprehension. This aligns with Vandergrift’s (2016) finding that “*skilled listeners monitor their understanding and revisit unclear input to construct meaning more effectively*” (p. 24). Students also actively expand vocabulary by looking up the meaning of new words, as shown by 81.6% agreement. This strategy matches Nation’s (2013) view that “*noticing unfamiliar vocabulary in authentic input is one of the most powerful drivers of vocabulary growth*” (p. 45). Another strong engagement behavior is the use of subtitles or transcripts, with 88.1% of students agreeing. According to Field (2008), “*written support enables learners to map sound to text, strengthening decoding and comprehension skills*” (p. 56). Repetition also plays an important role in students’ engagement. 69.7% of students listen to the same podcast multiple times. This reflects Chang & Millett’s (2014) statement that “*repeated listening increases familiarity with lexical items and improves processing fluency*” (p. 20). Pronunciation imitation is also practiced by 78.9% of students, demonstrating an awareness of the importance of oral skills. This supports Derwing and Munro (2015), who note that “*shadowing and imitation improve phonological awareness and pronunciation accuracy*” (p. 15). Some students also demonstrate deeper cognitive engagement through note-taking (67.8%) and summarizing the content (54%). As emphasized by Brown (2015), “*note-taking and summarizing are higher-order skills that encourage learners to reorganize information and reinforce comprehension*” (p. 88). In terms of social engagement, 51.3% discuss podcast content with peers. This aligns with Vygotsky’s social constructivist theory, where “*interaction creates opportunities for learners to clarify understanding and negotiate meaning*” (Vygotsky, 1978, p. 86). Lastly, 75% of students choose podcast topics that match their English-learning goals. Gilmore (2007) supports this by stating that “*relevance and learner autonomy enhance motivation and sustained engagement with authentic materials*” (p. 101). In conclusion, students use a diverse set of engagement strategies—including replaying, vocabulary lookup, using transcripts, imitating pronunciation, note-taking, summarizing, and discussing content. These strategies demonstrate strong behavioral, cognitive, and metacognitive engagement, indicating that podcasts serve as an effective and interactive listening tool.

Research Question 3: What is the overall level of students’ perception toward the use of English podcasts in improving their listening skills?

Table 3. Students' Overall Perception Toward the Use of English Podcasts

No	Statements	Likert Scale				
		SA	A	N	D	SD
1	English podcasts are useful for improving my listening skills.	42,1%	50,0%	7,9%	0,0%	0,0%
2	English podcasts help me feel more confident in understanding spoken English.	36,8%	47,4%	15,8%	0,00%	0,0%
3	Listening to English podcasts makes learning English more enjoyable.	30,3%	48,7%	18,0%	18,4%	0,0%
4	English podcasts are an effective learning medium for me.	30,0%	48,7%	21,1%	0,0%	0,0%
5	I believe English podcasts can replace part of traditional listening materials.	32,9%	52,6%	11,8%	11,8%	1,3%
6	English podcasts increase my exposure to authentic English usage.	31,6%	50,0%	15,8%	2,6%	0,0%
7	I feel more motivated to learn English after listening to podcasts.	31,6%	50,0%	15,8%	2,6%	0,0%
8	I find it easier to understand English conversations because I listen to podcasts regularly.	27,6%	52,7%	18,4%	1,3%	0,0%
9	I can easily understand the content of English podcasts.	27,6%	46,1%	23,7%	1,3%	1,3%
10	Overall, English podcasts have a positive impact on my English-learning experience.	34,2%	50,0%	15,8%	0,0%	0,0%
Total		31,66%	48,38%	16,00%	3,71%	0,3%

Based on the questionnaire results, students at Universitas Advent Indonesia show a strongly positive overall perception toward the use of English podcasts as a tool for improving listening skills. The combined total of Strongly Agree (31.66%) and Agree (48.38%) responses reaches 80.04%, indicating that the majority of students perceive English podcasts as highly effective, enjoyable, and beneficial for language learning. The strongest positive perception appears in the statement “English podcasts are useful for improving my listening skills,” where 92.1% of students agreed or strongly agreed. This suggests that students clearly recognize podcasts as a practical and impactful medium for listening development. This aligns with Gilmore (2007), who found that authentic audio input enhances learners’ listening comprehension and provides exposure to real-world language use. Students also express high confidence-related benefits, with 84.2% agreeing that podcasts help them feel more confident in understanding spoken English. This supports the findings of Vandergrift (2016), which state that consistent exposure to natural speech helps learners develop better self-efficacy and listening resilience. In terms of enjoyment, 79.0% of students agree that podcasts make learning English more enjoyable. Enjoyment plays a major role in maintaining motivation, and this aligns with Krashen’s Affective Filter Hypothesis, which argues that positive emotional states facilitate language acquisition (Krashen, 1982). Regarding perceived effectiveness as a learning medium, 78.7% of students agree that English podcasts serve as an effective tool. This is consistent with Field (2008), who emphasizes that listening activities that include authentic language can significantly improve comprehension skills. Students also demonstrate a strong perception of podcasts as a source of authentic exposure, with 81.6% agreeing that podcasts increase their exposure to real English usage. This supports Richards (2015), who highlights the importance of authentic input in developing natural listening patterns and communicative competence. Moreover, 84.2% of students report that they feel more motivated to learn English after listening to podcasts. Motivation is a key predictor of language learning success, supporting Ushioda (2011), who states that meaningful and enjoyable learning tools greatly enhance learners’ intrinsic motivation. Even in terms of understanding conversations, 80.3% agree that podcasts make comprehension easier with regular listening. This aligns with Brown (2015), who states that repeated exposure to authentic spoken input improves schema-building and listening fluency. Finally, 84.2% of students agree that English podcasts have a positive impact on their overall English-learning experience. This demonstrates that students view podcasts not just as supplementary media but as a meaningful part of their language-learning journey. Overall, the data indicates that students have a highly positive perception toward English podcasts. They view podcasts as effective tools for improving

comprehension, increasing motivation, enhancing confidence, providing authentic exposure, and making learning more enjoyable. These findings strongly support the suitability of English podcasts as both a supplementary and potentially integrated component of listening instruction at Universitas Advent Indonesia.

Research Question 4: Investigate students' perceptions of the role and effectiveness of English podcasts in enhancing their listening comprehension and supporting their language learning process

Table 4. Students' Perceptions of the Role and Effectiveness of English Podcasts

No	Statements	Likert Scale				
		SA	A	N	D	SD
1	Podcasts help me understand various English accents.	40,8%	43,4%	14,5%	1,3%	0,0%
2	English podcasts enrich my vocabulary and expressions.	34,2%	46,1%	17,1%	2,6%	0,0%
3	English podcasts help me improve my pronunciation.	32,0%	56,0%	12,0%	0,0%	0,0%
4	English podcasts enhance my ability to understand the natural speaking speed of native speakers.	25,0%	56,6%	17,1%	1,3%	0,0%
5	English podcasts provide real examples of communication in English.	34,2%	43,4%	19,7%	2,6%	0,0%
6	English podcasts support my listening skills more effectively than textbooks.	31,6%	53,9%	13,2%	1,3%	0,0%
7	English podcasts introduce me to different English-speaking contexts and cultures.	31,6%	56,6%	9,2%	2,6%	0,0%
8	English podcasts increase my awareness of native speakers' intonation and rhythm.	31,1%	52,7%	16,2%	0,0%	0,0%
9	English podcasts make me more familiar with everyday English expressions.	28,9%	51,3%	18,4%	1,3%	0,0%
10	I believe English podcasts significantly improve my listening comprehension	31,6%	56,6%	11,8%	0,0%	0,0%
Total		32,11%	56,67%	14,90%	1,30%	0,00%

Based on the total percentage, the majority of students selected Agree (56.67%) and Strongly Agree (32.11%), while only a small proportion chose Neutral (14.90%) and Disagree (1.30%), with no responses in Strongly Disagree (0.00%). This shows that most students perceive English podcasts as an effective tool for improving their listening skills. In more detail, the highest level of agreement can be seen in the statement "English podcasts help me improve my pronunciation", where 56.0% of students agreed and 32.0% strongly agreed. Similarly, the statement "I believe English podcasts significantly improve my listening comprehension" also received strong positive responses, with 56.6% agreeing and 31.6% strongly agreeing. These findings suggest that students recognize the significant contribution of podcasts to both pronunciation and overall listening comprehension. Furthermore, students also acknowledged that podcasts help them understand natural spoken English. For example, 56.6% of respondents agreed that podcasts enhance their ability to understand the natural speaking speed of native speakers, and 40.8% strongly agreed that podcasts help them understand various English accents. This indicates that exposure to authentic audio materials plays an important role in developing listening skills. In terms of language enrichment, 46.1% of students agreed and 34.2% strongly agreed that English podcasts enrich their vocabulary and expressions. Additionally, podcasts were perceived as providing real-life communication examples, with a majority of students expressing agreement. This highlights the role of podcasts in offering contextual and meaningful language input. Moreover, students also viewed podcasts as more effective than traditional learning tools. A total of 53.9% of respondents agreed that podcasts support their listening skills more effectively than textbooks. This suggests that digital and audio-based learning methods may offer more engaging and practical learning experiences. Podcasts were also found to increase students' awareness of intonation and rhythm, as well as introduce them to different English-speaking contexts and cultures. Most students agreed with these statements, indicating that podcasts not only improve technical listening skills but also enhance cultural understanding and communicative competence. In conclusion, the data demonstrate that students at Universitas Advent Indonesia perceive English podcasts as a highly effective tool in improving listening comprehension and supporting their overall language learning process. Podcasts contribute to various aspects of language

learning, including pronunciation, vocabulary development, understanding of natural speech, and exposure to authentic communication contexts. These findings support the integration of podcasts into language learning activities as a beneficial and relevant educational resource.

Research Question 5: Explore the challenges students face when using English podcasts to improve their listening skills

Table 5. Challenges Students Face When Using English Podcasts

No	Statements	Likert Scale				
		SA	A	N	D	SD
1	Some podcasts speak too fast for me to follow.	32,9%	47,4%	19,7%	0,0%	0,0%
2	I struggle with unfamiliar vocabulary used in English podcasts.	28,9%	42,1%	25,0%	3,9%	0,0%
Total		30,90%	44,80%	22,40%	2,00%	0%

The results show that although students generally benefit from English podcasts, they also encounter several notable challenges that affect their listening process. The two primary difficulties identified are related to listening speed and vocabulary understanding. A significant portion of the students reported that some podcasts speak too quickly for them to follow, with 32.9% strongly agreeing and 47.4% agreeing. This means that a total of 80.3% of the respondents struggle with fast-paced speech. This challenge suggests that students may find it difficult to process natural, native-level speaking speed, which often includes reduced forms, connected speech, and informal expressions. Such features can make it harder for learners—especially those at intermediate levels—to catch important information or fully understand the content. Another challenge relates to vocabulary comprehension. The findings show that 28.9% strongly agree and 42.1% agree that unfamiliar vocabulary makes listening difficult. This totals to 71% of students experiencing vocabulary-related problems. English podcasts commonly include idiomatic expressions, slang, technical terms, and topic-specific vocabulary, which may not yet be familiar to learners. When students encounter many new or complex words at once, their listening comprehension can decrease, causing frustration or loss of focus. The total average results (SA = 30.90%, A = 44.80%) indicate that a majority of students consistently face these challenges. Only a very small percentage (2%) disagreed, and none strongly disagreed, showing that these issues are widespread among the learners.

These challenges highlight the need for: 1) Slower-paced or level-appropriate podcast recommendations, 2) Vocabulary pre-teaching or glossary support, 3) Strategies to cope with fast speech such as replaying sections or using transcripts, 4) Gradual exposure to natural speech patterns

CONCLUSION

Based on the data analysis, Universitas Advent Indonesia students show a strong and positive perception toward the use of English podcasts for improving their listening skills. Overall, the findings indicate that students highly value podcasts as an effective learning tool, with a combined 80.04% (SA + A) expressing agreement that podcasts are beneficial for developing listening comprehension, increasing confidence, and enhancing exposure to authentic English.

Despite this positive view, students still face several challenges when listening to English podcasts. A total of 75.7% admitted difficulties related to fast speaking speed, and 71% struggled with unfamiliar vocabulary. These challenges show that although podcasts offer valuable learning opportunities, students still require additional support to overcome obstacles in comprehension, especially when processing natural spoken English.

Nevertheless, the data also reveal that students actively engage in a variety of learning strategies while listening to podcasts. More than half of them frequently use effective techniques, such as replaying difficult sections, checking new vocabulary, using subtitles or transcripts, and imitating pronunciation. This demonstrates a strong level of autonomy and self-regulation in their listening practice. Furthermore, students also show high motivation, with 81.6% reporting that podcasts make learning more enjoyable and encouraging them to improve their English skills.

Students also believe strongly in the role and effectiveness of English podcasts in enhancing their listening comprehension and overall language learning process. A combined 88.78% agreed that

podcasts help them understand different accents, recognize natural speaking speed, and become familiar with authentic expressions used by native speakers. This aligns with their perception that podcasts provide meaningful exposure to real communication, which supports both linguistic and cultural competence.

Overall, the strong awareness, positive perceptions, and active engagement strategies indicate that students at Universitas Advent Indonesia are committed to improving their listening skills through English podcasts. Thus, addressing the challenges especially those related to speech rate and unfamiliar vocabulary and reinforcing learning programs that integrate podcast use can significantly enhance the effectiveness of English listening instruction at the university.

ACKNOWLEDGMENTS

The researcher would like to express his gratitude to those who have contributed to the implementation of the research and the preparation of this article.

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