





# CHAPTER I

## INTRODUCTION

### 1.1. Background

Listening is one of the fundamental skills in second language learning and plays a central role in helping learners acquire other competencies such as speaking, reading, and writing. This skill occupies the largest portion of communication time compared to the other three, which makes it the main foundation of language development. Without good listening ability, learners will find it difficult to understand sentence structures, contextual meanings, and even vocabulary in real communication. Therefore, in this regard, listening instruction should prioritize active learning approaches to enable comprehensive understanding of discussion contexts.

Even though listening is crucial, it is also one of the most difficult skills for EFL learners, particularly in Indonesia. University students often struggle to follow fast speech, adapt to various accents, and cope with limited vocabulary. Beyond these linguistic issues, psychological factors such as low confidence and anxiety make the learning process more challenging. Exposure to authentic English input also tends to be very limited in the classroom, which means students do not get enough practice with natural spoken English. These conditions are consistent with the findings of Ramadhianti and Somba (2022), who emphasize that Indonesian students frequently face both linguistic and psychological barriers in listening comprehension.

The profile of today's learners also needs to be considered. Most students at the university level belong to the generation known as "Digital Natives," which refers to individuals who have grown up in an environment filled with technology and digital devices. Their learning preferences are strongly shaped by their everyday interaction with mobile phones, internet platforms, and online communication. Therefore, it can be said that today's generation of digital natives are integrated with portable devices in their lifestyles, extending even into academic settings.

In Indonesia, research also shows that university students actively integrate technology into both academic and non-academic activities. Many of them are already accustomed to using search engines, smartphones, and online platforms as part of their daily learning practices. This demonstrates that their readiness to adopt technology is high, and it creates opportunities to link digital resources with language education. Rakhmawati and Kusuma (2015) highlight this pattern, showing that first-year English students are generally tech-savvy and use multiple digital tools in their learning process.

Among the four main skills of language learning, listening comprehension continues to be the one most often described as difficult to master. Learners rely on listening as the primary source of linguistic input, yet they frequently experience difficulties that slow down their progress in communication. In many academic contexts, listening is also the least developed skill because teachers tend to allocate

more attention to speaking, reading, and writing. Minh (2019) underlines this situation, pointing out that listening comprehension is both essential and challenging for EFL learners.

In response to these challenges, the integration of technology into education has provided new solutions, and one of the most promising tools is the use of podcasts. As digital audio recordings, podcasts are easy to access, portable, and flexible to use in different situations. Students can engage with them at their own pace, making them a powerful alternative to traditional listening materials. Van et al. (2021) note that technology has transformed language learning approaches and that podcasts have emerged as an effective tool to support listening comprehension.

Several studies further reinforce the potential of podcasts as learning media. They are considered to provide authentic input, enrich learners' vocabulary, and offer flexibility for independent learning. In this context, podcasts are not just a source of listening material, but they also encourage motivation and autonomy, which are necessary in long-term language development. Sahraeny (2025) shows that podcasts can positively influence not only listening skills but also students' overall engagement with language learning by creating a more relaxed and self-paced learning environment.

Based on this background, researchers seek to investigate how podcasts, serving as digital platforms, are applied in the context of enhancing listening abilities by the current generation that is increasingly integrated with technology, examining whether they provide benefits and address challenges in listening skill development. Therefore, the present study focuses on investigating students of the English Literature Study Program at Hasanuddin University and their perceptions of using podcasts as a learning tool to improve listening skills. The study applies a qualitative approach to explore both the frequency of podcast usage and the experiences of students in dealing with benefits and challenges. By doing so, this research aims to provide a comprehensive understanding of how podcasts function in students' learning process. The findings are expected to give valuable insights for improving listening instruction in this program and contribute to the wider discussion of technology-based language learning.

## **1.2. Identification of Problem**

Students face persistent challenges in listening comprehension, including rapid speech, unfamiliar accents, and limited vocabulary, alongside psychological barriers such as anxiety and low self-confidence. Limited exposure to authentic English audio materials further hinders their ability to process natural spoken discourse. While podcasts offer flexibility, accessibility, and authentic content, research specifically focusing on their use among students in the English Literature Study Program at Hasanuddin University remains limited. This creates a need to explore how students implement podcasts in their learning and to examine their perceptions of its effectiveness in enhancing English listening skills.

### **1.3. Scope of Problem**

This study is limited to investigating the use of podcasts as a learning tool to improve English listening skills among students of the English Literature Study Program at Hasanuddin University. It focuses on two main aspects: (1) how students implement podcasts in their learning process, and (2) their perceptions of the benefits, challenges, and strategies associated with podcast use. The research does not examine other language skills such as speaking, reading, or writing, nor does it evaluate podcast use among students from other departments or institutions.

### **1.4. Research Question**

1. How is Podcast utilized as a learning tool to improve students' English listening skill at English Literature Study Program of Hasanuddin University?
2. How do students at English Literature Study Program of Hasanuddin University perceive about the use of Podcast in improving their English listening skills?

### **1.5. Objectives of Study**

1. To examine the implementation of podcasts as a learning tool for improving English listening skills among students at English Literature Study Program of Hasanuddin University
2. To investigate students' perceptions at Hasanuddin University's English Literature Study Program about the use of podcasts in improving their English listening skills.

### **1.6. Significant of Study**

#### **1.6.1. Theoretically**

Theoretically, this research contributes to the growing body of knowledge regarding technology integration in English Language Teaching (ELT), specifically focusing on podcasts as educational media. As highlighted by Hullyany et al. (2024), technology has significantly contributed to education in the information age, with podcasts emerging as an alternative learning media to support students' listening skills. This study extends the theoretical understanding of how digital audio content can serve as authentic materials in language acquisition.

This research also contributes to the theoretical context regarding the components of listening comprehension. Ahmadi (2016) identifies four key

components in the listening comprehension process: sound differentiation, understanding of whole messages, auditory memory, and comprehension at syntactic, lexical, pragmatic, and discourse levels. By examining how podcasts interact with these components, this study provides valuable insights into the theoretical underpinnings of effective listening skill development.

Additionally, this research expands on the theoretical perspectives regarding learner autonomy and self-directed learning in language acquisition. As noted by Yoestara (2019, cited in Hullyany et al., 2024), podcasts support self-directed learning and improve students' language confidence. By investigating students' perceptions, this study contributes to theoretical discussions on learner agency and autonomy in language education.

### **1.6.2. Practically**

From a practical standpoint, this research offers substantial benefits to multiple stakeholders in the EFL teaching and learning community. For language instructors at Hasanuddin University and similar institutions, the findings will provide evidence-based guidance on how to effectively integrate podcasts into formal listening instruction, building on research that demonstrates significant improvement in listening comprehension with proper implementation (Abdulrahman et al., 2018). Understanding students' perceptions will help educators select appropriate podcast content that students perceive as authentic and motivating, design supporting activities such as vocabulary identification and collaborative tasks that have proven effective, and implement assessment strategies using validated methodologies that maximize the benefits of podcast-based learning (Abdulrahman et al., 2018).

For curriculum developers and educational officials, this research provides empirical data to inform decisions about incorporating digital audio resources into language curricula. The findings can guide the development of listening syllabi that strategically blend traditional classroom instruction with podcast-based independent learning, addressing the time constraints identified by Hamouda (2023) in conventional listening classes. The study may also influence institutional policies regarding technology integration and resource allocation for digital language learning tools.

For students at English Literature Study Program, this research offers practical insights into effective podcast selection and usage strategies to enhance their particular listening skills. By documenting successful practices and challenges encountered by their peers, the study provides a roadmap for students to optimize their podcast-based learning experiences. This is particularly valuable considering Trisno, Emzir, and Mayuni's (2018) findings that Indonesian university English students consistently struggle with listening comprehension across all sub-skills, with over half experiencing high-level difficulties in inferential listening tasks, while

traditional audio-based teaching methods fail to address the diverse learning needs of students.

Furthermore, the findings have practical applications for podcast developers and educational content creators, especially in designing content that aligns with the specific needs of advanced EFL learners in academic settings. Insights into learners' preferences, such as the importance of content relevance, clarity of delivery, and practical value for academic tasks, can help inform the creation of more targeted and effective listening materials. Previous research highlights that learners tend to prioritize podcast content that directly supports their academic goals and reflects real-world listening contexts commonly encountered in university environments (Chen & Kent, 2023). Therefore, podcast materials that are discipline specific and tailored to the academic demands of language learners may offer greater benefits and engagement.

Finally, the research has broader implications for addressing digital equity in Indonesian higher education. By documenting effective practices at Hasanuddin University, this study provides a model that can be adapted by other institutions, particularly in eastern Indonesia, contributing to more effective implementation of innovative language teaching approaches across the country.

## **1.7. Previous Study**

The researcher found several studies on the use of podcasts in language learning. One of them was a review by Hasan and Hoon (2013), which concluded that podcasts have a positive impact on students' language development, especially in improving listening comprehension. Based on their analysis of 20 studies, it was shown that students who engaged with podcasts during listening activities generally achieved better outcomes than those in control groups. Similarly, Ashraf, Noroozi, and Salami (2011) found that students who used podcasts scored significantly higher on post-tests compared to their peers who did not use such media. In addition to listening, podcasts were also reported to contribute to the improvement of other language components such as pronunciation, vocabulary acquisition, and grammar knowledge. These findings suggest that podcasts offer authentic exposure to the language, promote flexible learning opportunities, help reduce learners' anxiety, and enhance motivation in language learning.

Then, in a study conducted by Ramadhani et al (2022), findings indicated that the use of podcasts as a learning medium had a positive impact on students' listening skills. The research results showed that 64% of students reported that using podcasts in listening instruction helped them better understand vocabulary and content. Furthermore, interview results revealed that podcasts could serve as an effective facilitating tool in EFL (English as Foreign Language) teaching, particularly in enhancing listening skills and pronunciation. The study also identified several advantages of using podcasts, including improved vocabulary comprehension, portability, flexibility in accessing information, and increased student motivation and

attention to learning materials. Another significant finding was that learning with podcasts created a more engaging and less monotonous environment, allowing students to appreciate the process of understanding content in listening activities. In conclusion, students' perceptions of using podcasts in listening instruction were positive, indicating the potential of podcasts as a learning tool that can be effectively used to enhance students' listening skills in English language learning contexts.

In a study conducted by Hasibuan and Male (2022), findings demonstrated that pre-service EFL teachers showed strongly positive perceptions toward utilizing podcasts as learning media to enhance listening skills. Their research revealed that students particularly valued podcasts for offering learning flexibility, with 75% of participants agreeing that podcasts enabled them to learn anytime and anywhere. Statistical analysis across four key indicators there are advantages, usefulness, effectiveness, and difficulties that generated an encouraging overall mean score of 2.83 out of 4. The study highlighted several specific benefits, including access to authentic pronunciation models from native speakers (endorsed by 80% of respondents), increased learning motivation, and the ability to select content tailored to specific learning objectives. Furthermore, the qualitative data indicated that podcasts created a more engaging learning environment by providing interesting topics and compact, simple usage formats that appealed to digital-native learners. While some participants reported moderate challenges in understanding native speakers' accents and expressions, these difficulties did not reduce from their overall positive experience. The researchers concluded that podcasts represent a valuable technological resource that effectively bridges formal classroom instruction with independent learning opportunities, making them particularly well suited for developing critical listening comprehension skills in EFL contexts. These findings align with broader educational research suggesting that digital audio resources can significantly enhance language acquisition when strategically implemented within listening instruction.

Building on these findings, another study by Rahmat and Suprijadi (2024) examined the implementation of podcasts in teaching listening skills to senior high school English club students. Their research revealed a structured implementation process involving pre-activity, whilst-activity, and post-activity stages that effectively engaged students in active listening. The study observed that students were able to properly understand instructions, take notes on main points, and draw conclusions from podcast content. Furthermore, students demonstrated the ability to present and elaborate on the material they had listened to during post-activity reflections. This implementation approach aligns with Kavaliauskienė's (2019) recommendation for structured podcast integration in language instruction. The researchers noted that the effectiveness of podcasts in improving listening skills was significantly enhanced when students maintained focused attention on the content, supporting Andayani et al.'s (2024) assertion that understanding auditory content requires concentrated attention. This further strengthens the argument that podcasts serve as valuable tools for developing critical listening skills in EFL contexts.

Additionally, these findings are further corroborated by Nhi's (2024) research on English majors in Vietnam, which demonstrated that podcasts significantly enhanced students' listening comprehension abilities. In this study of 138 EFL students from a private university in the Mekong Delta, the majority of participants reported high levels of satisfaction with podcasts as learning tools, with a mean score of 3.74 out of 5.00. The research identified several key factors contributing to podcast effectiveness, including content relevance and student motivation. Particularly remarkable was the finding that students considered podcasts "a potential choice to assist language learning, especially in listening" (M=4.00) and felt that "using Podcast increases the effectiveness of learning listening" (M=4.01). Through qualitative interviews, Nhi discovered that engaging with podcast content aligned with students' interests created stronger motivation to practice listening, thereby improving comprehension skills. However, some challenges were also identified, including lack of focus during passive listening and difficulties in understanding speakers, especially among students with limited language proficiency. These findings highlight the importance of providing structured guidance and appropriate framework when implementing podcasts as educational tools.

In line with Nhi's findings, a systematic study conducted by Hulliyany et al. (2024) also confirms the effectiveness of podcasts in English language learning. The study highlights six key benefits of using podcasts in English Language Teaching (ELT): improved listening skills, vocabulary development, increased learning motivation, positive attitude shifts, integration into learning, and overall enhancement of language skills. These findings support the argument that podcasts not only provide rich and contextual language exposure but also positively transform students' attitudes toward listening activities. This is evident in statements such as "podcasts change students' attitudes toward listening activities in a more positive direction" and "the presence of podcasts makes English learning more engaging and dynamic, thereby increasing students' overall involvement and participation" (Hulliyany et al., 2024, p. 428). The study further emphasizes that podcasts contribute not only to listening improvement but also to the development of speaking skills, pronunciation, and fluency, reinforcing the view that podcasts can comprehensively support language skill development.

Based on earlier research that highlights the role of podcasts in improving English language abilities, especially in listening, there is still a remarkable gap in research regarding more specialized academic settings. Much of the current literature, including studies by Hasan and Hoon, Ramadhani et al, and Hasibuan and Male, has concentrated on general English as a Foreign Language learners or pre-service educators, without specifically examining the students's experiences at English Literature Study Program who need a more profound comprehension of intricate academic language. Although investigations like those by Rahmat and Suprijadi and Nhi show promising results from using podcasts in listening education, they primarily focus on high school students or those in general English language courses, ignoring the specific academic challenges such students at English Literature Study Program encounter.

In addition, many prior studies rely on quantitative approaches, which do not adequately reflect the individual, personal experiences and interpretations of students as they engage with podcasts as a learning tool. This research seeks to fill these gaps by utilizing a qualitative framework to investigate the perceptions, advantages, and obstacles faced by students at English Literature Study Program of Hasanuddin University, particularly those from the generation familiar with digital technology, in their use of podcasts to enhance their listening capabilities. By placing the research within this particular academic setting, the study enhances theoretical insights into the use of podcasts in higher education and provides practical recommendations for teaching English in similar academic contexts.

## 1.8. Theoretical Background

### 1.8.1. Concept of Listening

**Definition of Listening.** Listening, as a critical language skill, includes multiple dimensions as defined by various scholars. Morley (1972) as cited in Pourhosein Gilakjani & Sabouri (2016) describes listening as a process involving auditory discrimination, aural grammar, selecting important information, retaining it, and connecting sound to meaning. This aligns with Rost's (2009) classification of listening as an active mental ability essential for understanding the world and achieving successful communication. Wang (2020) further elaborates that listening functions as a two-way interactive activity where sound waves are received through the ears and transmitted as nerve impulses to the brain. According to Tyagi (2013), it serves as an essential skill for obtaining information effectively, while Pourhossein Gilakjani and Ahmadi (2016) emphasize that listening incorporates attending to thoughts, feelings, and intentions, requiring active involvement, effort, and consistent practice. Collectively, these definitions highlight listening as a complex cognitive process that demands conscious effort from language learners to categorize sounds, understand grammar, select relevant information, and connect auditory input to meaningful comprehension.

Furthermore Listening is widely recognized as a foundational skill in language acquisition, particularly in second language learning. According to Buck (2001, as cited in Schmitt, 2010), listening is not merely a passive process of hearing sounds, but an active cognitive activity that involves constructing meaning from the spoken input. It requires listeners to process both linguistic and non-linguistic information, drawing upon their prior knowledge, contextual cues, and linguistic competence to interpret messages effectively.

In second language contexts, listening is especially complex because it often involves unfamiliar vocabulary, varied accents, and rapid speech, all of which can challenge comprehension. Schmitt (2010) emphasizes that successful listening comprehension demands simultaneous decoding of phonological forms,

identification of grammatical structures, and integration with the listener's mental representation of context. Thus, listening is closely tied to memory, attention, and prediction skills, which together shape the listener's ability to follow and respond to spoken discourse in real time.

Furthermore, the nature of listening is inherently dynamic and time-bound. Unlike reading, where learners can revisit the material, spoken language is transient. This ephemerality forces listeners to process information quickly, often without the chance to reanalyze. As noted in the book, effective listening also involves compensatory strategies, such as making inferences when parts of the message are unclear or missed (Schmitt, 2010). These features make listening not only a receptive skill but a cognitively demanding one that must be actively practiced to improve over time.

In applied linguistics, teaching listening involves helping learners build both bottom-up skills (like sound recognition and vocabulary) and top-down strategies (such as using context and prior knowledge). This dual approach reflects the view of listening as an interaction between the language input and the listener's internal processes.

**Components in the Listening Comprehension Process.** Based on Chastain (1988), the listening comprehension process consists of four main components:

*Ability to Distinguish Sounds and Intonation.* The first component is the ability to distinguish all sounds, intonation patterns, and voice qualities in the second language and differentiate them from similar sounds in the native language. This is a fundamental skill in listening comprehension, where learners must be able to recognize the phonetic characteristics of the target language.

*Understanding the Overall Message.* The second component understands the overall message conveyed by the speaker. Rivers (1981) explains that comprehension of spoken messages depends on understanding semantic meaning, and learners only turn to syntactic knowledge when meaning cannot be directly understood. This involves the ability to capture the essence of what the speaker is talking about.

*Auditory Memory.* The third component is the ability to store the message in auditory memory until it can be fully processed. To develop learners' auditory memory, Chastain (1988) suggests that they should be exposed to the language as much as possible, with the level of difficulty and delivery speed adjusted to their abilities. Comprehensive language activities will increase auditory memory capacity, with gradual progression from simple sentences to more complex ones.

*Multi-level Comprehension.* The fourth component is comprehension at syntactic, lexical, pragmatic, and discourse levels. According to Kaspar (1984), this process involves several important steps:

- Establishing context: Recognizing the communicative framework in which language is used
- Activating relevant background knowledge: Using existing knowledge to predict message content
- Anticipating general message content: The ability to look ahead and predict upcoming information

- Identifying important meaning-bearing components: Focusing on essential elements in the material, especially when the topic is unfamiliar
- Confirming or rejecting anticipations: Checking received samples to ensure consistency with predictions or revising understanding if necessary

These four components are integrated and operate simultaneously in an effective listening comprehension process, enabling learners to understand and process oral information in a second language.

**The Importance of Listening.** Listening is a fundamental skill in language learning that significantly affects overall language proficiency. It serves as the entrance through which learners receive comprehensible input necessary for language acquisition and development. According to Rost (2002), listening is the most important skill in language learning because it is the most widely used language skill in normal daily life and provides the grounds for all aspects of language and cognitive development. Pourhosein Gilakjani and Sabouri (2016) emphasize that listening is essential in language learning as it provides input for learners, and without comprehending this input, learning cannot occur effectively. Despite its critical importance, listening has often been ignored in language instruction compared to other skills. Kurita (2012) points out that learners may find listening comprehension mostly challenging, requiring teachers to develop more effective instructional approaches. The ability to understand spoken language not only enhances communication capabilities but also builds confidence, facilitates cultural understanding, and strengthens the development of other language skills such as speaking, reading, and writing. Therefore, listening comprehension deserves significant attention in language teaching and learning contexts.

Listening also constitutes a fundamental component of second language acquisition and serves as the primary gateway for learners to access authentic language input. As highlighted by Schmitt (2010), listening is not a passive process but involves active and complex cognitive operations, including decoding spoken language, interpreting meaning from context, and integrating auditory information with prior linguistic knowledge. It is through listening that learners are first exposed to the natural rhythm, stress, and intonation of the target language, which are essential for accurate comprehension and effective communication.

In addition to being a source of language input, listening also plays a supportive role in the development of other language skills. Exposure to spoken language facilitates vocabulary acquisition, reinforces grammatical structures, and enhances pronunciation awareness. Schmitt (2010) emphasizes that learners often listen to language before they are capable of producing it. This early and continuous exposure helps internalize patterns of language use, providing a foundation for later productive skills such as speaking and writing. In this regard, listening is both a receptive and preparatory skill that shapes overall language competence.

Furthermore, listening skills are particularly important in real-life communicative situations, where learners are required to process information in real time. The ability to comprehend spontaneous, unscripted speech prepares learners to engage in authentic interactions outside of classroom settings. As noted by Schmitt (2010),

pedagogical approaches to listening should not only focus on comprehension accuracy but also train learners to develop strategic listening abilities, such as predicting content, identifying key information, and managing difficulties with unknown vocabulary.

Given its central role in language learning, listening deserves focused instructional attention. Its integration into curriculum design, particularly through exposure to meaningful and authentic spoken texts, allows learners to develop both linguistic knowledge and communicative confidence. Therefore, listening is not merely a supplementary skill, but a core element in the process of acquiring a second language.

Despite its fundamental role in language acquisition, listening is often considered the most challenging of the four language skills for EFL learners. According to Gultom, Utari, and Rahmawati (2023), listening serves as a main language skill that must be mastered before other skills can develop effectively. Their research highlights that listening accounts for approximately 45% of language competence acquisition, compared to 30% from speaking, 15% from reading, and only 10% from writing. Ramadhianti and Somba (2021) strengthen this perspective, describing listening as an essential skill for obtaining information effectively and a complicated process through which listeners must accurately interpret received information. They emphasize that listening supports our understanding of the world around us and is crucial for achieving effective communication. Furthermore, their research indicates that listening is a two-way interactive activity involving the reception of audible symbols, with sound waves being processed through the ears and transmitted as nerve impulses to the brain. As Nabiyev and Idiyev (2022) assert, all components of communication can be comprehended well only if listening skills are mastered, making it clear that learning cannot improve without appropriate understanding of input and communication becomes impossible without the ability to listen.

**The Difficulties of Listening Comprehension in EFL Context.** Listening comprehension represents one of the most challenging aspects of language acquisition for English as Foreign Language (EFL) learners, particularly for university students in Indonesia. Several studies have documented the multifaceted nature of these difficulties. According to Ramadhianti and Somba (2022), Indonesian students encounter a variety of listening comprehension difficulties that can be categorized into linguistic, psychological, and environmental factors.

From a linguistic perspective, the quick speech rate of native speakers presents a difficult challenge for EFL learners. Ramadhianti and Somba (2022) emphasize that students frequently struggle to process natural English discourse due to its speed, which often exceeds their cognitive processing capacity (pp. 113-114). This difficulty is compounded by limited vocabulary knowledge, which creates significant comprehension gaps when encountering unfamiliar terms or expressions in authentic listening materials. Additionally, accent variation poses a substantial barrier; as students trained mostly on-standardized English pronunciations often find

themselves unprepared for the diverse accents and dialectal features present in real-world English communication.

The psychological aspect of listening difficulties is equally significant. As highlighted by Ramadhianti and Somba (2022), anxiety, nervousness, and diminished self-confidence frequently interfere with students' listening performance (p. 115). These affective factors can trigger what Ahmadi (2016) describes as a cognitive block, wherein learners become worried with their emotional responses that their attentional resources for processing auditory input are severely compromised. This psychological barrier often creates a negative reinforcement cycle, where initial difficulties lead to increased anxiety, which further hinders comprehension.

Beyond these factors, environmental and contextual challenges make worse listening difficulties. The limited exposure to authentic listening materials in the Indonesian EFL context limits students' opportunities to familiarize themselves with natural spoken English (Ramadhianti & Somba, 2022, p. 116). This limitation is particularly pronounced among students at English Literature Study Program who, despite their advanced linguistic proficiency in reading and analyzing literary texts, may lack sufficient exposure to diverse spoken discourse genres relevant to their academic discipline.

Furthermore, Ulum (2015) points out that traditional listening instruction often fails to incorporate strategic listening skills training, leaving students without effective tools to navigate comprehension difficulties. The absence of metacognitive strategies such as prediction, monitoring, and evaluation that significantly hinders students' ability to successfully develop meaning from complex audio input. This lack in strategic listening competence is particularly difficult for students at English Literature Study Program who must engage with sophisticated academic lectures, literary discussions, and critical debates that demand advanced listening capabilities.

Gilakjani and Sabouri (2016) further elaborate that listening comprehension difficulties also stem from the distinctive features of spoken discourse, which differs markedly from written language in its organizational patterns, redundancy, and use of reduced forms. Unlike written text, spoken language contains hesitations, false starts, and informal expressions that can confuse learners accustomed to the more structured nature of written English. For students at English Literature Study Program, who often possess strong reading comprehension skills, this difference between written and oral discourse compounds their listening challenges.

As Hamouda (2023) observes, conventional listening classes in university settings are frequently constrained by time limitations, providing insufficient opportunities for broad practice. This instructional limitation further strengthens the listening comprehension difficulties experienced by students, as the development of proficient listening skills requires continued exposure and practice over extended periods.

These multidimensional challenges underscore the need for innovative approaches to listening instruction that address both linguistic and psychological barriers while providing amplified exposure to authentic listening materials. The appearance of

technology-enhanced learning tools, particularly podcasts, offers promising ways for overcoming these persistent difficulties in EFL listening comprehension.

### 1.8.2. Podcast as a Learning Medium

**Podcast.** Podcast media is increasingly popular among diverse groups, including adults, high school students, and university students. The term “podcast” is derived from a combination of “iPod” and “Broadcast,” originally emerging in 2004 as a form of online audio blogging or internet audio publishing (Ramadhani et al., 2022). Unlike traditional broadcasting formats that operate on fixed schedules, podcasting empowers listeners with full control over what to listen to and when to do so. These digital audio files can be downloaded and played on various mobile or desktop devices, offering flexibility and convenience in content access. Hulliyany et al. (2024) further describe podcasts as digital recordings encompassing television or radio programs and interviews, all accessible via the internet.

The pedagogical value of podcasts lies in their capacity to provide authentic listening experiences and real-world language exposure. As Gromik (2008, as cited in Ramadhani et al., 2022) points out, podcasts grant learners full access to real-life English input, especially important in non-English-speaking contexts. Faramarzi and Bagheri (2015, as cited in Ramadhani et al., 2022) emphasize podcasts as a form of innovative learning technology capable of delivering audio, video, PDF files, and early recorded content via RSS subscriptions, forming a dynamic repository of learning resources. This makes them particularly effective for independent and advanced language learners. Supporting these claims, Pratiwi (2022) found that using podcasts in a listening classroom contributed positively to students’ listening comprehension. In her study at Az-Zahrah Islamic Senior High School, students reported that podcasts were helpful, accessible, and engaging for virtual English learning. The research also highlighted how the podcast medium helped students become more motivated and independent in their learning. The findings demonstrate that podcasting is not only effective in enhancing listening skills but also in encouraging learner autonomy by offering contextual and authentic English input suitable for classroom or individual learning settings. Moreover, Constantine (2007, as cited in Pratiwi, 2022) notes that even beginner-level learners can benefit from as little as six minutes of daily podcast exposure, highlighting its relevance across proficiency levels. Given these attributes, podcasts stand out as a flexible, learner-centered educational tool that aligns well with 21st-century language learning needs. Their integration into listening comprehension instruction addresses the scarcity of authentic materials in traditional classroom settings and supports the development of practical listening abilities that are transferable beyond the academic environment.

**Types of Podcast.** Podcasts, as digital audio content distributed online, appear in various formats that cater to different learning goals, proficiency levels, and pedagogical approaches in language education. Rosell-Aguilar (2007) provided a comprehensive categorization of podcast formats specifically designed for language

learning contexts, identifying several distinct types that serve unique educational purposes. These include monologue podcasts, where a single speaker delivers structured educational content or engaging storytelling that allows learners to focus on one voice and speaking style without the complexity of multiple speakers. Interview podcasts represent another valuable format, featuring conversations with diverse guests that expose learners to various accents, speaking speeds, and conversational styles while providing authentic examples of question-and-answer interactions that are common in real-world communication.

Co-hosted conversational podcasts offer particularly valuable learning opportunities as they simulate natural dialogues between multiple speakers, helping learners understand informal speech patterns, interruptions, and turn-taking behaviors that are essential for effective communication. Rosell-Aguilar also identified news podcasts as important resources that provide current, relevant content while exposing learners to formal register and professional communication styles. Additionally, he noted the significance of student-produced podcasts, which serve dual purposes as both authentic input for listeners and productive learning activities for creators, allowing students to practice speaking, research, and presentation skills while contributing to the learning community.

The educational value of different podcast formats is further elaborated by Hasan and Hoon (2013), who reviewed extensive studies on podcasting in language learning and emphasized important distinctions between purpose-built educational content and authentic materials. They found that educational podcasts often focus specifically on discrete language elements such as grammar rules, vocabulary building exercises, or structured listening activities that provide targeted skill development. In contrast, authentic general-purpose podcasts, including news programs, storytelling shows, and entertainment content, prove particularly valuable for more advanced learners who can benefit from exposure to natural language use, cultural references, and unscripted conversations that reflect real-world communication patterns.

Cultural and intercultural learning represents another important dimension of podcast-based language education. McBride (2009) highlighted the significant potential of podcasts for enhancing intercultural competence among language learners, noting that storytelling and interview formats are particularly effective for fostering both listening comprehension and cultural awareness simultaneously. These formats provide learners with insights into cultural values, social norms, and worldviews of target language communities, making language learning more meaningful and contextually rich. The narrative structure of storytelling podcasts helps learners understand cultural contexts while developing listening skills, while interview formats expose them to diverse perspectives and authentic cultural exchanges.

The importance of matching podcast formats to learner proficiency levels and educational objectives is emphasized by Safitri and Najwa (2024), who noted that the diversity in podcast categories and complexity levels allows teachers to strategically tailor content selection based on students' current abilities and specific learning

interests. Their research revealed that beginner learners typically benefit most from simpler, more structured formats such as guided storytelling or educational monologues that feature clear pronunciation, controlled vocabulary, and predictable content organization. These formats provide scaffolding that supports comprehension while building confidence in listening skills.

For more advanced learners, Safitri and Najwa (2024) found that authentic interviews and spontaneous conversations offer greater benefits by exposing students to natural, unscripted speech that includes hesitations, false starts, colloquialisms, and rapid delivery that characterize real-world communication. These challenging formats help advanced learners develop the sophisticated listening skills necessary for authentic communication situations while expanding their understanding of pragmatic language use and contextual meaning-making.

The effectiveness of various podcast formats extends beyond passive listening experiences to encompass active learning strategies that transform audio content into participatory educational activities. Safitri and Najwa's review revealed that podcast effectiveness is significantly enhanced through the integration of structured active listening activities such as vocabulary identification exercises, content summarization tasks, and post-listening discussions that require learners to process, analyze, and respond to podcast content. These interactive approaches transform podcasts from mere input sources into dynamic learning structures that actively engage students in vocabulary development, grammatical pattern recognition, and contextual listening comprehension across diverse linguistic and cultural settings.

**Advantages of Podcasts.** The implementation of podcasts in English language education offers numerous significant advantages for learners. As noted by Jain and Hashmi (2023), podcasts provide easy access to authentic oral language materials, enabling students to engage with native speaker content at their own pace. This accessibility enhances motivation, especially when learners are allowed to select topics that align with their personal interests, making the learning process more meaningful and engaging. According to Beare (2005), podcasting is particularly valuable for English learners due to the abundance of authentic listening resources across virtually any subject matter. Stanley (2006) further emphasizes that podcasts offer students extensive opportunities for extra listening practice both inside and outside the classroom.

In addition to these perspectives, Vaydullo Kizi (2025) highlights the role of podcasts in facilitating learning beyond the constraints of traditional settings. The audio format allows students to engage with content while commuting, exercising, or doing household activities, thus promoting efficient time management and independent learning. Johnson (2019) also stated that learners can also expand their vocabulary through exposure to real-life discussions, improving their ability to use new words in practical contexts. The availability of diverse topics and difficulty levels allows students to choose material that suits their learning needs and goals (Smith, 2021). This variety contributes to increased engagement and personalized learning. Furthermore, podcasts support the development of pronunciation and listening comprehension by exposing learners to different accents and speech patterns, which

is crucial for real-world communication. Teachers can integrate podcasts as supplementary materials or as creative tools for student-generated content, fostering speaking, listening, reading, and writing skills through collaborative and autonomous learning activities. As Vaydullo Kizi (2025) concludes, podcasts have become a powerful and flexible tool in modern English language education, capable of enhancing both linguistic competence and learner motivation when used thoughtfully.

**Disadvantages of Podcasts.** Despite its growing popularity in language education, podcasts present several significant challenges that may limit their effectiveness as educational tools. One major issue involves technological barriers, especially among students who are not familiar with digital tools or lack access to reliable internet connections and appropriate devices. These technological limitations can create substantial learning gaps between more and less tech-savvy individuals, potentially excluding certain student populations from benefiting fully from podcast-based learning opportunities (Edirisingha, 2007). Additionally, varying levels of digital literacy among learners can result in frustration and reduced engagement, particularly for older students or those from less technologically advanced backgrounds.

Content delivery and duration present additional difficulties that educators must carefully consider when implementing podcast-based instruction. Chan et al. (2006) recommend that podcast episodes remain short, ideally around five minutes, to maintain listener engagement and prevent cognitive overload. Longer sessions may cause cognitive fatigue, particularly for language learners who are still developing their listening skills and may struggle to process extended periods of audio input without visual support. However, this recommendation creates a paradox, as findings by Ducate and Lomicka (2009) suggest that short periods of podcast exposure often produce limited language improvement, indicating the need for consistent and long-term use to achieve meaningful learning outcomes.

The research methodology used to evaluate podcast effectiveness presents another significant concern that affects the reliability of current findings. Many studies in this field rely on small sample sizes and self-reported data from participants, which can introduce bias and make it difficult to draw definitive conclusions about podcast effectiveness across diverse learning populations. This methodological limitation means that much of the current evidence supporting podcast use in language learning may not be generalizable to broader educational contexts, necessitating more rigorous research approaches to establish clear pedagogical guidelines.

Instructors face substantial practical challenges related to evaluating and selecting appropriate podcast content for their students. As Kan (2011) points out, the process of reviewing and selecting suitable materials is extremely time-consuming and may significantly reduce the practicality of podcast use in busy teaching environments where educators already struggle with heavy workloads. The vast amount of available podcast content, while offering variety, can overwhelm teachers who must assess quality, appropriateness, and pedagogical value while ensuring alignment with curriculum objectives and student proficiency levels.

Successful integration of podcasts into language learning environments requires comprehensive institutional support that is often unavailable in educational settings.

O'Bryan and Hegelheimer (2007) argue that effective podcast implementation requires careful institutional planning, clear curriculum alignment, and extensive teacher training, resources that are frequently unavailable in under-resourced educational settings. Without proper support systems, podcast integration may result in inconsistent implementation and suboptimal learning outcomes, potentially undermining the educational benefits that podcasts can provide.

Student comprehension challenges represent perhaps the most significant barrier to effective podcast-based learning. The study by Vaydullo Kizi (2025) highlights that many students struggle to follow English podcasts due to unfamiliar accents, rapid speech delivery, and the absence of visual aids such as subtitles or transcripts. Students reported considerable difficulty understanding content when it included unfamiliar pronunciation patterns, regional dialects, or complex vocabulary that exceeded their current proficiency level. Many participants expressed a strong preference for audio-visual versions of podcasts, such as those found on YouTube, because they offer visual cues and captions that help clarify meaning and provide additional context for comprehension.

These comprehension difficulties are further exacerbated by the lack of interactive features in traditional audio-only podcasts, which prevent students from asking questions, seeking clarification, or receiving immediate feedback on their understanding. The absence of visual support can be particularly challenging for learners who rely on lip-reading, facial expressions, or body language to supplement their auditory comprehension. These findings emphasize that while podcasts offer valuable flexibility and authentic exposure to English language use, they must be carefully adapted to student needs and supported by accessible features to avoid confusion, disengagement, and reduced learning motivation that can ultimately hinder rather than help language acquisition progress.

**Podcast in teaching language skill.** Podcasts have emerged as powerful educational tools in language teaching contexts, offering significant benefits for comprehensive skill development that extend far beyond traditional classroom methodologies. As highlighted by Masudul Hasan and Tan Bee Hoon (2013), podcasts provide language learners with samples of real language and authentic materials that effectively complement and enhance traditional textbook learning by exposing students to natural speech patterns, contemporary vocabulary, and cultural contexts that are often absent from conventional educational resources. The integration of podcast technology represents a shift toward more dynamic and engaging educational approaches that recognize the importance of authentic input in language acquisition.

The pedagogical value of podcasts aligns seamlessly with constructivist approaches to learning, where students actively construct knowledge through exploration and interpretation of meaningful content rather than passively receiving information. This active engagement fosters deeper understanding and more effective knowledge retention, as learners are encouraged to make connections between new information and their existing knowledge base. Research indicates that podcasts not only support listening development but also enhance other interconnected language areas including pronunciation accuracy, vocabulary

expansion, and grammar comprehension through contextual exposure and repeated practice opportunities (Chan et al., 2011).

Student perceptions of podcast integration in language learning environments have been overwhelmingly positive, as demonstrated by various research studies. According to Ramadhani, Noni, and Tahir (2022), students generally hold favorable views toward podcast use in language learning, finding them particularly beneficial for vocabulary acquisition and listening comprehension skills while appreciating their engaging and accessible format. This positive reception suggests that podcasts successfully address learner preferences for flexible, technology-enhanced educational experiences that accommodate diverse learning styles and preferences. The inherent portability and accessibility of podcasts represent perhaps their greatest pedagogical advantage, allowing for flexible, self-paced learning that extends beyond traditional classroom walls. This accessibility effectively addresses the persistent challenge of limited class time for adequate listening practice, providing students with unprecedented control over their learning schedule and environment. As noted by Lee and Chan (2007), this flexibility enables learners to engage with language materials anytime and anywhere, creating valuable opportunities for repeated exposure that is essential for language skill development and long-term retention.

From an instructional design perspective, teachers can utilize podcasts in multiple ways to enhance their pedagogical approach. They can employ podcasts as supplementary resources to enrich existing curricula, providing additional practice and exposure opportunities that support classroom instruction. Alternatively, educators can integrate podcasts directly into systematic curriculum design, creating structured learning experiences that provide students with authentic language input. This integration effectively bridges formal classroom instruction with real-world language use, helping students develop practical communication skills that are essential for successful language proficiency in authentic contexts.

In addition to language-focused benefits, the pedagogical integration of podcasts also promotes learner autonomy and enhances student engagement across diverse educational settings, creating opportunities for more personalized and self-directed learning experiences. According to Khechine, Lakhal, and Pascot (2014), university students responded positively to the use of podcasts in online courses, appreciating the flexibility, accessibility, and ability to learn at their own pace without being constrained by traditional classroom schedules or geographic limitations. Although their study focused specifically on an online Information System course rather than language learning, the findings highlight the broader educational potential of podcasts, especially in supporting asynchronous learning environments and accommodating different learning styles, preferences, and individual pacing needs that characterize modern student populations.

The study also emphasizes that students felt more motivated and in control of their learning process when podcasts were used as a supplementary tool, suggesting that this medium empowers learners to take greater ownership of their educational journey while providing instructors with innovative ways to deliver content. These insights suggest that podcast technology, when strategically integrated into instructional design with careful attention to pedagogical principles and student

needs, can be an effective medium not only for language acquisition but also for enhancing the overall learning experience, student satisfaction, and educational outcomes in higher education environments where flexibility and learner-centered approaches are increasingly valued.

### **1.8.3. Perception Theory**

Perception refers to how individuals interpret sensory information they receive, based on previous experiences and formed expectations (Hamacheck, 1995; Jacob, 2014). In the context of language education, student perceptions of learning media play an important role in shaping their attitudes, motivation, and engagement during the learning process. Positive perceptions toward a medium tend to increase motivation and active participation, while negative perceptions can hinder learning effectiveness.

Several studies have shown that student perceptions of podcasts as listening learning tools are influenced by various factors. Putri, Zainil, and Wahyuni (2022) stated that positive perceptions toward podcasts can be formed through ease of use, content relevance, and perceived benefits obtained. Conversely, factors such as difficult-to-understand speaker accents or lack of interest in topics can create negative perceptions that hinder the learning process. Hasibuan and Male (2022) added that student perceptions of podcasts include aspects of accessibility, practicality, and podcast contributions to general listening skill development.

To understand how these perceptions are formed, theoretical approaches such as the Technology Acceptance Model (TAM) developed by Davis (1989) can be used. This model explains that individual acceptance of technology is determined by two main variables: perceived usefulness, which is the extent to which someone believes that technology will improve their performance; and perceived ease of use, which is the extent to which the technology is considered easy to use. In the context of podcasts, if students feel that podcasts are beneficial in improving their listening abilities and are easy to access and use, they tend to build positive perceptions and are more motivated to use them continuously in learning.

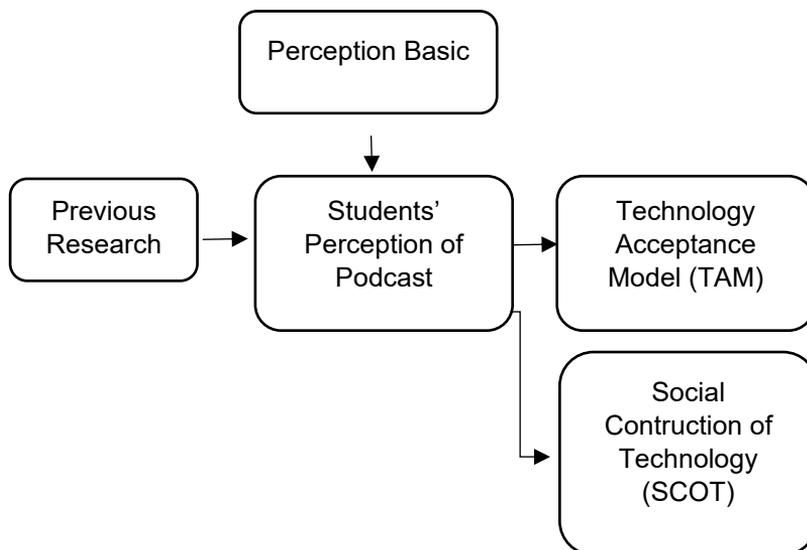
Besides individual approaches like TAM, student perceptions can also be understood through social perspectives as proposed by Jones and Bissell (2011) through the Social Construction of Technology (SCOT) framework. This approach views that technology does not simply determine its users in a linear way, but rather the meaning of technology is shaped through social practices and usage contexts. In other words, perceptions toward podcasts are formed by student interactions with classmates, collective learning experiences, and academic environments that support or do not support the use of such media.

The SCOT theory emphasizes that users actively construct the function and significance of a technology based on how it fits into their social and educational

environment. In this case, students may assign educational value to podcasts not just because of their technical features, but because they see peers benefiting from them or because they align with informal learning habits shaped by digital culture. As Jones and Bissell (2011) noted, educational technologies are not adopted passively but redefined by learners within their own social and academic contexts. Overall, student perceptions toward podcasts as listening learning media are formed through complex interactions between cognitive, affective, and social factors. The integration of traditional perception theory, technology acceptance models, and social construction of technology provides a more comprehensive understanding of how podcasts are interpreted and utilized in the context of English language learning in higher education environments.

To provide a clearer picture of the theoretical approach in this study, the following conceptual diagram presents the factors that influence students' perceptions of podcasts as a learning tool for improving English listening skills.

Figure 1. Summary of Theoretical Components Influencing Students' Perception of Podcasts



As shown in Figure 1, students' perceptions are shaped through the interaction of various components. The foundation begins with general perception theory, as explained by Hamacheck (1995) and Jacob (2014), which highlights the role of experience and expectation in shaping interpretations. Previous research also contributes to understanding which aspects of podcasts students find useful or challenging, such as accessibility, content relevance, and technical limitations (Putri et al., 2022; Hasibuan & Male, 2022).

The Technology Acceptance Model (TAM) developed by Davis (1989) adds that students are likely to adopt podcasts when they perceive them as beneficial and easy

to use. Meanwhile, the Social Construction of Technology (SCOT) framework by Jones and Bissell (2011) explains that the meaning of podcasts is also influenced by social factors, including peer suggestions and the academic environment.

Together, these theories and findings build a comprehensive framework that supports the analysis of how and why students form particular perceptions toward the use of podcasts in their learning process.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1. Research Design**

This study employed a qualitative descriptive approach to explore students' perceptions of using podcasts as a learning tool for improving their English listening skills. According to Sugiyono (2013), qualitative research is conducted in natural settings and aims to understand phenomena from the perspective of the participants. In this approach, the researcher acts as the key instrument, collects data directly from the participants, and analyzes it inductively to generate findings that are rich in description.

In this study, the descriptive qualitative design was used to capture and interpret students' perspectives without manipulating any variables. The focus was on describing how students engage with podcast-based learning as part of their language development, particularly in the English Literature Study Program at Hasanuddin University. The research sought to portray students' perceptions of the usefulness, accessibility, and challenges of using podcasts to enhance their listening comprehension.

Consistent with Sugiyono's (2013) view, this research prioritized naturalistic inquiry and participant-centered methods. Data were collected through open-ended questionnaires and semi-structured interviews, allowing students to express their experiences and opinions in detail. The data were then analyzed through the stages of data reduction, data display, and conclusion drawing/verification to identify recurring patterns and categories based on participants' responses.

By employing this method, the study not only documented students' experiences but also provided practical implications for integrating digital audio tools, such as podcasts, into English as a Foreign Language (EFL) instruction.

#### **2.2. Instrument of Research**

According to Sugiyono (2013), in qualitative research the researcher is the main instrument supported by other tools to help collect data that are rich, in depth, and aligned with the research objectives. In this study the researcher employed two supporting instruments, namely a questionnaire and a semi structured interview. These instruments were chosen to complement each other and provide comprehensive information. The questionnaire was used to obtain general data about the participants' habits and frequency of podcast usage, while the semi structured interviews explored in greater depth their perceptions, motivations, and challenges. By combining these instruments the researcher applied data triangulation, comparing

information from different sources and techniques to enhance the credibility and validity of the findings as suggested by Sugiyono (2013).

Table 1. Instrument

NO	Technique	Instrument
1.	Questionnaire	Questionnaire's Guideline
2.	Interview	Interview's Guideline

### 2.2.1. Questionnaire

In this qualitative study, a brief questionnaire containing frequency based and open ended items was distributed prior to the interview sessions. According to Sugiyono (2013), questionnaires in qualitative research can be used as a supporting instrument to help researchers obtain preliminary data that will guide the next stage of data collection. The main purpose of the questionnaire in this study was not to produce numerical or statistical data, but to gain a general picture of participants' behaviors, routines, and preferences in using podcasts for English listening practice. The responses helped the researcher identify participants who were familiar with podcast usage and to prepare more focused and relevant interview questions. The questionnaire also allowed the researcher to map initial patterns and select participants whose experiences were in line with the objectives of the study.

### 2.2.2. Interview

The primary method of data collection in this research was the semi structured interview. According to Sugiyono (2013), interviews in qualitative research are used to obtain in depth information about participants' experiences, attitudes, and interpretations, with questions that are generally open ended so that participants can provide broad and detailed answers. In this study, the interview guide was prepared to explore six main areas: students' background in using podcasts, motivation for using podcasts, perceived benefits of podcasts in improving listening skills, strategies applied during podcast use, challenges faced, and overall evaluations and suggestions.

Interviews were conducted individually in English or in a combination of English and Bahasa Indonesia to allow participants to express their views comfortably. When clarification was needed, the researcher asked further questions to explore certain experiences or meanings more deeply. All interviews were conducted with the informed consent of participants, recorded digitally, and transcribed word for word for

analysis. This method produced detailed and contextual data that were important in answering the research questions and providing meaningful findings.

### **2.3. Participants of the Study**

The participants of this study were 15 students from the English Literature Study Program at Hasanuddin University, specifically from the 2023 and 2024 cohorts. The participants were selected using purposive sampling, which according to Sugiyono (2013) is a technique of determining samples with certain considerations so that they are relevant to the research objectives. The selection criteria in this study were (1) being enrolled in the 2023 or 2024 cohorts of the English Literature Study Program, (2) having experience in using podcasts for English listening practice, and (3) willingness to participate voluntarily in the interview process.

The focus on recent cohorts was chosen because these students are considered to be more familiar with digital technology and have a higher possibility of integrating podcasts into their learning process. The number of 15 participants was determined based on the principle of data saturation as explained by Sugiyono (2013), namely the point at which additional data collection no longer produces new information or themes. This ensures that the data collected is rich and comprehensive, in line with the qualitative research principle that prioritizes depth of understanding over the quantity of participants.

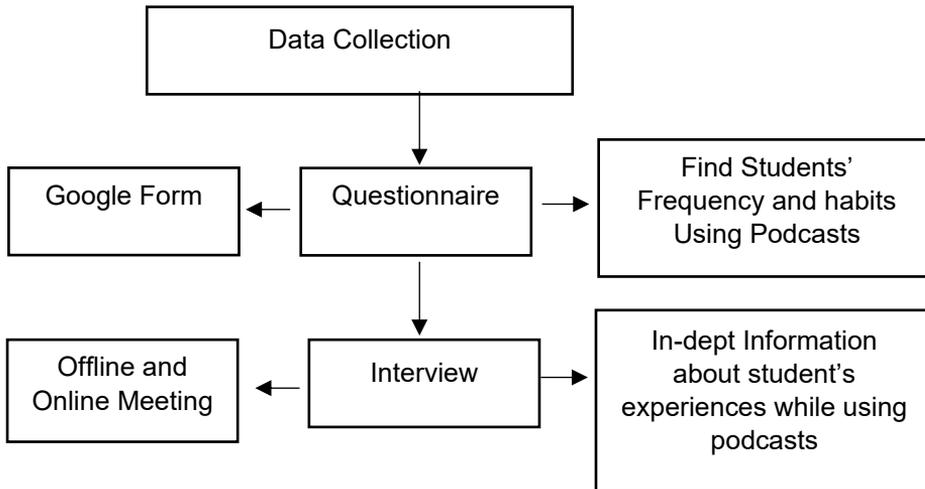
### **2.4. Method of Collecting Data**

The data collection in this study used a qualitative approach by combining two interrelated methods, namely open ended questionnaires and semi structured interviews. The open ended questionnaire was used at the initial stage to obtain an overview of students' engagement with podcasts, especially regarding their experiences, frequency of use, preferences, and perceived impact on English listening skills. This method allowed participants to express their opinions freely without being limited by predetermined answer choices so that the data obtained could describe the phenomenon more openly.

After that, semi structured interviews were conducted to explore and deeper the information obtained from the questionnaire results. This interview technique provided flexibility for participants to share detailed experiences, perceptions, challenges, and strategies in using podcasts for learning English listening skills. According to Sugiyono (2013), the use of more than one data collection technique in qualitative research is a form of triangulation that can increase the credibility and trustworthiness of the research. The integration of questionnaire and interview data in this study allowed for cross checking of findings, minimized bias from a single data

source, and produced a more comprehensive interpretation of students' experiences in using podcasts for learning English listening skills.

Figure 2. Data Collection Process



The data collection procedure followed the stages proposed by Sugiyono (2013) for qualitative descriptive research. The steps were as follows:

1. **Preparation Stage** – Determining the research focus, preparing instruments, and selecting participants using purposive sampling.
2. **Questionnaire Distribution** – Sending the open ended questionnaire via WhatsApp to participants who met the selection criteria.
3. **Questionnaire Analysis** – Reading and summarizing questionnaire responses to identify participants for interviews and to develop more specific interview questions.
4. **Interview Implementation** – Conducting semi structured interviews with each participant, ensuring the conversation followed the guide but also allowing for probing and clarification.
5. **Data Recording and Transcription** – Recording all interviews and transcribing them verbatim for analysis.
6. **Data Organization** – Organizing data from questionnaires and interviews for coding, categorization, and theme formulation.

Through this combined method, the researcher was able to obtain both a general overview and an in depth understanding of students' experiences in using podcasts for learning English listening skills, in line with Sugiyono's (2013) emphasis on data richness and methodological triangulation.

### **2.4.1. Questionnaire**

The first stage in this study was to employ an open-ended questionnaire as a supplementary data collection instrument. According to Sugiyono (2013), open-ended questionnaires allow participants to provide responses in their own words without being constrained by predetermined answer choices, thus enabling the collection of authentic and nuanced data.

In this study, the questionnaire was designed to obtain an initial overview of participants' behaviors, routines, preferences, and frequency of podcast use for English listening practice. The questions encouraged participants to describe their experiences freely, which not only enriched the data but also provided valuable context for the subsequent interview phase.

The questionnaire was distributed electronically via WhatsApp, which was selected due to its accessibility and familiarity among the target participants, ensuring a higher response rate. The data obtained from the questionnaire served two methodological purposes: (1) to facilitate purposive sampling by identifying participants with relevant experience in podcast-based learning, and (2) to inform the development of interview questions tailored to each participant's background and experiences.

This approach aligns with Sugiyono's (2013) view that questionnaires in qualitative research can serve as a supporting instrument to complement other methods, enhancing the depth and direction of the data collection process.

### **2.4.2. Interview**

The data collection method in this research also used semi structured interviews. Interviews are one of the primary techniques for obtaining in-depth information from participants. According to Sugiyono (2013), interviews can be conducted in three forms: structured, semi-structured, or unstructured. This study employed a semi-structured interview technique, which involves using a set of guiding questions while allowing the researcher the flexibility to ask additional or follow-up questions based on the situation and the participants' responses.

The use of semi-structured interviews was chosen because it offers a balance between maintaining the focus of the study and providing flexibility to explore unexpected but relevant information. The interview guide was developed in alignment with the research objectives and covered topics such as the background of podcast use, motivation for using podcasts, perceived benefits, learning strategies, challenges encountered, and participants' overall evaluations and suggestions.

During the interviews, the researcher used probing techniques to obtain richer and more detailed responses, to seek clarification, and to explore relevant experiences further. The interviews were conducted individually, either face-to-face or online, in English or in a mix of English and Bahasa Indonesia according to the participants'

preferences. All interviews were conducted with informed consent, digitally recorded, and transcribed verbatim for analysis.

This approach is consistent with Sugiyono's (2013) assertion that semi-structured interviews are effective for generating rich, contextually grounded data while allowing the researcher to adapt the conversation flow according to the context and characteristics of each participant.

## **2.5. Method of Analyzing Data**

The qualitative data analysis in this study was carried out following the interactive model proposed by Sugiyono (2013), which consists of three main steps: data reduction, data display, and conclusion drawing/verification. This model emphasizes that data collection and analysis are conducted in an ongoing and iterative manner until the information obtained reaches saturation.

The data sources in this research were derived from semi-structured interviews and open-ended questionnaire responses. Interviews served as the primary data, while the questionnaires functioned as supporting data to provide additional context and triangulation.

### **2.5.1. Data Reduction**

Data reduction is the process of summarizing, selecting, and focusing on essential data that is relevant to the research objectives. According to Sugiyono (2013), data reduction is performed continuously during and after data collection. In this study, the researcher began by transcribing all interviews verbatim and compiling all questionnaire responses. Each transcript and response was then read repeatedly to gain an in-depth understanding of the participants' perspectives. The researcher identified and coded significant statements, ideas, and experiences related to the use of podcasts in improving English listening skills. Codes were generated inductively, emerging from the data rather than being predetermined. These codes were then grouped into broader categories that reflected recurring patterns, such as usage frequency, preferred podcast types, listening context, perceived benefits, challenges, and motivational factors.

### **2.5.2. Data Display**

Data display refers to organizing the reduced data in a clear and systematic form so that relationships, patterns, and trends can be easily identified (Sugiyono, 2013). In this research, the reduced data were then organized and presented in a form that allowed for easier understanding and interpretation. In this study, data were displayed

in the form of coding tables that contained participants' initials, raw data excerpts, and the corresponding codes and categories derived from their responses. This step helped the researcher to systematically arrange similar ideas together and identify patterns or relationships among them. The data display served as a visual framework that supported the development of emerging themes and ensured that the interpretation remained grounded in the participants' actual words.

### 2.5.2. Conclusion Drawing and Verification

The final step involved drawing conclusions based on the data that had been reduced and displayed. As suggested by Sugiyono (2013), conclusions in qualitative research are tentative at first but become more robust as they are verified through ongoing analysis. In this study, conclusions were drawn by interpreting the relationships among the identified themes in the context of the research questions and the theoretical framework, which includes the Technology Acceptance Model, Social Construction of Technology, and perception theory. Verification was achieved through triangulation of data from questionnaires and interviews, member checking by allowing participants to review summaries of their responses, and peer debriefing with academic colleagues. These steps ensured that the conclusions were credible, representative of the participants' perspectives, and free from significant researcher bias.

Table 2. Three-step Method of Qualitative Analyzis by Sugiyono (2013)

Stage	Description in This Study	Output
<b>Data Reduction</b>	Selecting, focusing, simplifying, and transforming raw data from open-ended questionnaires and semi-structured interviews. Irrelevant or repetitive information was removed, while important points were highlighted and summarized.	Highlighted key points, keywords, and summarized interview notes ready for coding.
<b>Data Display</b>	Organizing the reduced data into coding tables containing participants' initials, raw data excerpts, codes, and categories. This arrangement allowed the researcher to identify relationships and patterns.	Coding tables with initial codes, categories, and emerging themes.

<b>Conclusion Drawing &amp; Verification</b>	Interpreting patterns and themes to answer research questions, connecting them with literature and theory. Verification was done through triangulation (questionnaire–interview) and member checking.	Final themes and conclusions that are credible, verified, and aligned with research objectives.
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## 2.6. Data Analysis Technique

Data Analysis Technique The researcher analyses the data after it has been collected. During the research, qualitative data will be examined from questionnaires and interviews. A questionnaire will analyse students' perceptions of podcasts in listening skills. For data, results from open-ended-questionnaire and interviews will use a thematic analysis. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data (Sugiyono, 2013). The formula that the writer used in the table of percentage was:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of the answer

N = Number of samples x 100%

