

Students' Perception of Using Podcasts to Improve Listening Skill

Anisah*

Ziad Muhammad

Chairina Nasir

*Department of English Education, Faculty of Teacher Training and Education,
Universitas Syiah Kuala, Banda Aceh, Indonesia*

ABSTRACT

This study examines students' perceptions of using podcasts as a tool to improve their listening skills while learning English. The aim of the research is to examine how students view English podcasts and to find out which types of podcasts are most preferred by students to improve their listening skills. The study was conducted among English students at Universitas Syiah Kuala and focused on the class of 2021. The research methodology included collecting data through surveys and analyzing students' preferences and usage patterns of podcasts. The results show that students perceive podcasts as a useful medium for improving listening comprehension due to their accessibility and the variety of content available. The study also highlights the types of podcasts that the students preferred most for language learning. The researchers found three types of podcasts that students think have more impact on their learning: 82.27% for the interview type, followed by the storytelling type with a score of 81.36% and the third favorite type of podcast is the conversation podcast with a score of 80.45%. These three podcast types are the most preferred podcasts for students in improving their listening skills, which could inform future educational practices and curriculum development. This research contributes to the growing body of knowledge related to integrating digital media in language learning and offers educators practical insights into using podcasts in improving listening skills.

Keywords: *English podcast, listening skill, students' perception.*

1. INTRODUCTION

As an international language, English is crucial for communicating and obtaining knowledge, information, science, technology, arts, and culture, as well as maintaining relationships. Because of its importance, English is taught in schools. To learn a language effectively, four abilities should be taught: listening, speaking, reading, and writing. Listening, speaking, reading, and writing are all essential components of learning. The goal of listening is to automatically recognize and understand the meaning of a situation.

*Corresponding author, email: anisah@usk.ac.id

Citation: Anisah, Muhammad, Z., & Nasir, C. (2025). Students' perception of using podcasts to improve listening skill. *English Education Journal*, 16(3), 137-149.

<https://doi.org/10.24815/eej.v16i3.46736>

Received 10 June 2025; Revised 23 June 2025; Accepted 12 July 2025

Available online 31 July 2025

Ranukadevi (2014, in [Indahsari, 2020](#)) claims that listening is one of the four major components of language development, making it crucial to English. While speaking, writing, and reading are critical to developing language skills, listening is most important. Effective communication includes listening as one of the concepts and a means of understanding our surroundings. Although listening is the most important ability in everyday conversation, it has received less emphasis in the study of a foreign or second language ([Bozorgian, 2012](#)).

Exams for school finals, university entry, and other assessments do not include listening as one of the required skills. That would be one reason, at the very least, for the lack of attention paid to listening. Teachers are less likely to engage with content that is not formally assessed. People who still consider listening to be a passive talent are another reason listening has been disregarded. According to [J. J. Wilson \(2008, p. 21\)](#), listening is an active skill. It is active, in fact, but all of the activity takes place in the mind. Infer, guess, criticize, and most importantly, interpret are all done by listeners. Listening is one of the topics covered in language studies and conversational analysis courses. Listening can be improved with regular practice. [Brown \(2004\)](#) stated that listening is a fundamental component of language learning and teaching, as learners typically engage in more listening than speaking activities in the classroom. It means that listening is an important thing in our daily activities; through listening, we can interpret the meaning. Listening is a significant viewpoint in communicating with others.

Listening plays an important role in communication. Listening also has great importance in the foreign language classroom ([Richards & Renandya, 2002](#)). However, in the Indonesian context, learners face various challenges in learning English. As a foreign language, English is not widely used in everyday life. As a result, Indonesian students have limited exposure to English and tend to be less familiar with it because it does not function as a second language in their social or academic environments. Students are likely to encounter numerous difficulties while listening. Difficulties include, but are not limited to, different cultures, accents, unusual vocabulary, audio length, and speed. Many problems stem from students' inability to handle listening, particularly in English classes where students are expected to understand native language listening tests and are used to listening to non-native speakers in the classroom. In addition, the duration and pace of the listening material, as well as a lack of focus, influence students' comprehension and processing skills.

The fact that listening abilities are not given as much emphasis as the other skills cannot be overlooked. Some attempts should be made to resolve this issue. Effective communication requires a clear understanding of the spoken message. Learning and demonstrating listening included the use of professionally provided broadcasts, radio, and television programs. English language learners can now study a wide range of English skills through new computer technologies and Internet applications such as podcasts. Podcasting is another type of audio and video content that gives language learners several opportunities to develop their language skills, particularly listening comprehension.

There are numerous studies being conducted right now regarding podcasts as a media. According to [Hasan and Hoon's \(2012\)](#) research, students can be motivated to improve their listening abilities in particular when learning English by listening to podcasts. Podcasts offer a flexible and engaging medium for language learning, allowing students to practice listening skills, expand vocabulary, and even improve pronunciation, all while potentially increasing their motivation to learn.

The second relevant investigation was carried out by [Saeedakhtar et al. \(2021\)](#). The objectives of this study are to investigate the difficulties that students have when listening to various authentic English podcasts and to analyze learners' self-assessment data on improving listening skills. The study's goal is to develop strategies for improving listening abilities through practice. Participants in this study are students from various specializations studying English for Specific Purposes at Mykolas Romeris University's Faculty of Social Policy in Lithuania. According to the findings of that study, there is a potential to increase language awareness by using podcasting, which allows students to do homework tasks at their own pace and in non-threatening situations.

[Gonulal \(2020\)](#) carried out the third prior study. This study explores how podcasting technologies can enhance general L2 listening skills and encourage prolonged listening. A total of 49 English language teaching majors from Turkey's state university participated in the study. The research was carried out over a period of two semesters, equivalent to 28 weeks or 140 hours of instruction. According to the study's findings, listening to podcasts and podcasts for extended periods of time can help students enhance their pronunciation and word and phrase understanding in addition to their L2 listening skills.

According to earlier research findings, students can greatly benefit from using podcasts in language classrooms to enhance their language proficiency, including listening comprehension. The researchers were motivated to learn more about the use of podcasts to enhance listening skills because of their advantages and accessibility as a learning tool. The urgency of podcasts is indeed beneficial for learning, but there are still many students and teachers who have not utilized podcasts as a learning medium. Therefore, two research questions are formulated as follow.

1. What is students' perception on using English podcast to improve listening skill?
2. What type of podcast do students prefer the most?

2. LITERATURE REVIEW

2.1 Podcast

Over the past decade, podcasts have grown from a niche medium to a popular form of entertainment comparable to traditional media. Podcasts offer diverse content that appeals to a large audience. [Santo \(2023\)](#) identifies eight main categories of podcasts, including:

1. Interview podcasts
Each episode of an interview podcast often features one or more guests in addition to one or two hosts. In this approach, speakers will share their special knowledge or perspectives on a certain subject, sector, or theme.
2. Conversation podcasts
Similar to traditional radio shows, conversation podcasts have two presenters or a host and a guest having an engaging discussion about particular themes and subjects. Presenters frequently discuss breaking news or offer witty or perceptive commentary.
3. Podcast monologue
Podcasts categorized as "monologues" include a single host who speaks continuously throughout each episode. A subject-matter expert typically hosts such

- podcasts so that the listeners who are interested in learning more about the subject matter understand the information being covered.
4. **Storytelling/Investigation Podcast**
Each edition of the Storytelling/Investigation Podcast will have one or more presenters who will recount the entire tale or a particular chapter of the continuing story. Additionally, every episode discusses a different case in different depth.
 5. **Roundtable podcasts**
Panel discussions or roundtable podcasts: in these formats, a rotating roster of presenters will offer analysis and discussion on a particular subject.
 6. **Theatrical podcasts**
Over time, podcasts featuring fiction have become increasingly popular. Theater podcasts are a lot like audiobooks in that they include a single host who amuses listeners with short stories.
 7. **Podcast reused**
Podcasts that have been previously produced and then converted into another format or medium are known as repurposed or reused podcasts.
 8. **Hybrid podcasts**
Podcasts are an extremely adaptable media. Podcasts that combine two different forms into one are known as hybrid podcasts. A podcaster who specializes in a certain topic, for instance, might conduct a podcast in the style of a monologue and occasionally interview guests.

According [Saeedakhtar et al. \(2021\)](#), podcasts have the potential to support language acquisition, particularly in improving listening comprehension skills. As an audio medium, podcasts are considered effective in supporting this goal. In line with this view, [Walls et al. \(2010\)](#) defines podcasts as audio publications distributed via the internet and can be used as resources in educational contexts.

As stated by [Saeedakhtar et al. \(2021\)](#), podcasts provide valuable teaching materials for language teachers due to their diverse content. Using podcasts in the classroom can be time-consuming due to their wide range of topics. Teachers must carefully select and organize materials that are relevant to the subject matter and can enhance students' listening skills. [Rachmaniputri et al.'s \(2021\)](#) research suggests three steps for utilizing podcasts in the classroom: selecting subjects that align with school material, creating lesson plans, and applying them in class.

2.2 Perception

Perception is the psychological process of collecting data to understand an object. Furthermore, perception relies on observing how individuals perform certain tasks or interact with certain objects in their environment. Perception, in previous theory, is the process by which people interpret something based on their own experiences as a result of stimuli in the information production process ([Cheng, 2022](#); [Efron, 1969](#); [Kenyon & Sen, 2015](#)). A person's perception is an impression that is formed by his five senses. These impressions are then examined, categorized, and evaluated. The person will then understand. Experience is a necessary part of perception. We can learn this through interaction with the environment. Before perception, there is a process called perception in which a person takes in a stimulus through their senses. This process is also known as the sensory process.

[Efron \(1969\)](#) explains that perception is the process of assigning meaning or assessment to an object, which allows individuals to understand various events around them and be directly aware of the object's existence. Perception involves internal and external factors, such as the presence of objects, events, and interactions with others. Similarly, [Kenyon and Sen \(2015\)](#) and [Cheng \(2022\)](#) states that perception begins with the sensing process, namely the reception of stimuli through the senses. This sensing process occurs before an individual forms a perception. Thus, perception can be understood as the process of selecting and interpreting sensory stimuli to produce meaningful information. This process includes full awareness of the external stimuli received as well as cognitive efforts to understand them in an interpretable form.

According to [F. Wilson \(2018\)](#), perceptions can be classified into two main categories, namely positive perceptions and negative perceptions. A positive perception includes all information and actions taken to put it into practice. By activating, accepting and supporting the perceived cause, this will continue to be the case. On the other hand, any information and behavior that does not correspond to the perceived object is perceived negatively. It will either passively advance the perceived object or reject and resist it.

2.3 Students' Perception of Using Podcasts for Language Learning

[Rahmatia and Widiastuty \(2018\)](#) conducted a study to investigate students' perceptions towards the use of podcasts in listening class. The aim was to find out how students think about the use of podcasts in listening lessons. Data for this study were collected through interviews and questionnaires using a qualitative methodology. The research subjects were students in the third and fifth semesters of the English Education Study Program, which focused on interpretive listening and extensive listening courses. The results of the study were as follows: (1) Because of the ease of use of podcasts, students enjoyed using them in listening classes. Students recognized that podcasts could be a useful tool for teaching them to listen and were willing to try them as a replacement. Because podcasts tapped into their interests, they also inspired students. Listening to podcasts can improve both speaking and listening proficiency by providing models of natural pronunciation and authentic discourse. Additionally, the majority of students agreed that podcasting was easy to obtain because there were so many podcasting websites online. The second problem encountered by students involved the duration of the podcasts, which they found too long to listen to effectively. This can cause students to become disinterested and lose focus while listening to the podcast.

Another study conducted by [Harahap \(2020\)](#) analyzed podcast impact on students' listening skill. The main goal of this study was to find out how podcast use affects students' perceptions. To collect data for this study, a questionnaire and interviews were conducted using a qualitative method. The study concluded that students improved their listening comprehension to a moderate extent using technology. The majority of participants agreed that they enjoy podcasts because they help them learn English. For educational purposes, podcasts provide teachers and students with a wealth of topics and activities to expand their knowledge and improve their English skills.

[Yoestara and Putri \(2018\)](#) conducted a study on an alternative strategy for improving EFL students' speaking and listening skills, which is by using podcast. The purpose of this study is to examine how podcasts can improve speaking and listening skills. The authors plan to talk about media that can help students improve their speaking

and listening skills, as there is a growing trend of using ICT in language teaching. The authors collected data related to the subject of this article from a variety of sources. According to the study's findings, podcasts can be very helpful in teaching EFL students speaking and listening skills. By offering exposure to real-world content, supporting self-directed learning, boosting learners' confidence in using the language, and encouraging active engagement, podcasts serve as effective pedagogical tools for developing Indonesian students' speaking and listening abilities.

3. RESEARCH METHODS

This study utilized quantitative research methods. [Creswell \(2014\)](#) defines quantitative statistics as correlations used by researchers to assess the relationship between two variables. The design of this study aims to gain an understanding of students' perceptions of the use of podcasts as a learning medium in improving listening skills, as well as to identify the types of podcasts that are considered most effective in supporting these skills.

The research was conducted at Universitas Syiah Kuala in Aceh, Indonesia. The subjects of this study were English Education students from the Class of 2021, while the focus of the research was on students' perceptions of how podcasts enhance listening skills. This study employed a purposive sampling technique. The participants consisted of 105 students from the English Education Department, Class of 2021. The researchers selected students who had completed their listening courses and were familiar with podcasts. Data collection involved distributing a questionnaire via a WhatsApp group, from which 55 students were selected based on the sampling criteria. Ultimately, only 55 of the 105 students responded by returning the completed Google Forms.

Using a questionnaire, the researchers gathered information for this investigation. Researchers utilize structured questions in questionnaires to get the data they need from respondents. The researchers can readily get data about the usage of podcasts to help students improve their listening abilities by using questionnaires. The researchers employed a Likert Scale questionnaire in this investigation. One technique that presents original data gathered in scale and categories reported in quantitative form are the Likert Scale.

4. RESULTS AND DISCUSSION

4.1 Results

This section presents the findings of the data analysis results related to the research questions, namely regarding students' opinions about the benefits of English podcasts in improving listening skills, as well as students' preferences for the categories of English podcasts that are considered most effective in supporting the improvement of these skills.

4.1.1 Students's Perception on Using Podcast to Improve Listening Skills

The results of students' perceptions regarding the use of podcasts in improving listening skills are presented in the following table.

Table 1. Students' perception of their use of podcasts.

No	Questionnaire	Strongly Disagree		Disagree		Agree		Strongly Agree		Index Percentage
		F	%	F	%	F	%	F	%	
1	The podcast is very easy to use and is portable	0	0	3	5.5	23	41.8	29	52.7	86.82
2	Podcasts have a big impact on improving my listening	2	3.6	1	1.8	25	45.5	27	49.1	85.00
3	My willingness to learn English has increased as a result of listening to podcasts	1	1.8	6	10.9	36	65.5	12	21.8	76.82
4	It is hard to get podcast from the internet	35	63.6	17	30.9	2	3.6	1	1.8	35.91
5	My listening score is increase after listening to podcasts	1	1.8	7	12.7	37	67.3	10	18.2	75.45
6	In terms of duration, podcasts with long duration are ineffective	2	3.6	16	29.1	33	60	4	7.3	67.73
7	Podcasts are effective to be applied to learning	2	3.6	2	3.6	20	36.4	31	56.4	86.36
8	I would recommend other students to use podcasts to improve listening skill	2	3.6	1	1.8	28	50.9	24	43.6	83.64
Index Average		74.72								

Based on the data presented previously, researchers found that the majority of students agreed that using English-language podcasts could improve their listening skills. It is apparent by the first questionnaire that 52.7% of students strongly agree that podcasts are portable and user friendly.

The majority of students (49.1% strongly agree, 45.5% agree, 3.6% strongly disagree, and 1.8% disagree) felt that podcasts had a significant influence on enhancing listening abilities, according to question number 2 about the significant impact of English podcasts. This indicates that listening skills are one area in which podcasts greatly enhance English proficiency.

Furthermore, data from question 3, which asked whether listening to podcasts increases motivation to learn English, showed that 1.8% of respondents strongly disagreed, 10.9% disagreed, 65.5% agreed, and 21.8% strongly agreed. Thus, almost all respondents believed that listening to podcasts positively contributed to increasing their motivation to learn English.

From question number 4, it can be seen that 63.6% of respondents chose to strongly disagree and 30.9% disagree, only two respondents chose to agree, and one strongly agree that it is hard to get podcasts from the internet. Based on this data, nearly all students reported that they could easily obtain podcasts online, which in turn allowed them to become more proficient podcast listeners.

In response to question number 5, 1.8% of respondents chose to strongly disagree, while 12.7% chose to disagree. This indicates that 14.5% of students did not experience an increase in their listening skill scores after using podcasts as a learning medium. On the other hand, 18.2% of respondents strongly agreed and 67.3% agreed that their listening scores improved after listening to podcasts. These findings indicate that the majority of students experienced an increase in their listening skills after using podcasts.

As for question 6 regarding podcast length, 18 respondents disagreed, while a majority (67.3%) agreed that long podcasts are less productive. Since podcast lengths range from a few minutes to over an hour, students are advised to choose a length that suits their listening abilities for more effective learning.

Regarding the use of podcasts to teach listening (question number 7), the data revealed that 56.4% of respondents selected "strongly agree," and 36.4% selected "agree." This means that 51 out of 55 respondents agreed that podcasts are a useful tool for teaching language in the classroom, particularly listening. Respondents concurred because podcasts cover a wide range of subjects, making them an excellent source of instructional resources for educators using listening lessons.

The final question asked about recommendations for using podcasts to other students. Most respondents agreed to recommend podcasts as a learning tool for listening skills, with 50.9% agreeing and 43.6% strongly agreeing. Conversely, 1.8% disagreed and 3.6% strongly disagreed. It can be concluded that almost all students are willing to recommend podcasts to their friends as a means to improve listening skills.

4.1.2 Students' Preference on the Type of Podcast to Improve Listening Skill

Information regarding the types of podcasts that are most in demand by students is presented in the following table.

Table 2. The type of podcast.

No	Questionnaire	Strongly Disagree		Disagree		Agree		Strongly Agree		Index Percentage
		F	%	F	%	F	%	F	%	
1	Interview type of podcast has an effect on improving listening	1	1.8	1	1.8	34	61.8	19	34.5	82.27
2	Conversation type of podcast has an effect on improving listening	1	1.8	2	3.6	36	65.5	16	29.1	80.45
3	Monologue type of podcast has an effect on improving listening	1	1.8	11	20	36	65.5	7	12.7	72.27
4	The storytelling or investigation type of podcast has an effect on improving listening	1	1.8	5	9.1	28	50.9	21	38.2	81.36
5	The roundtable type of podcast has an effect on improving listening	1	1.8	18	32.7	30	54.5	6	10.9	68.64
6	Theatrical type of podcast has an effect on improving listening	2	3.6	10	18.2	34	61.8	9	16.4	72.73
7	Reused type of podcast has an effect on improving listening	1	1.8	16	29.1	34	61.8	4	7.3	68.64
8	A hybrid type of podcast has an effect on improving listening	0	0	11	20	33	60	11	20	75.00
Index Average		75.17								

According to [Santo \(2023\)](#), Table 7 displayed how students felt about eight different sorts of podcasts: dramatic, reusable, interview, discussion, monologue, storytelling or investigation, roundtable, and hybrid. Only a small percentage of students chose to disagree (1.8% strongly disagree and 1.8% disagree) with the statement in questionnaire number 1 regarding the type of interview podcast, which stated that the interview type impacted listening skills improvement. Nearly all students agreed (61.8% agree and 34.5% strongly agree). This indicates that students have a high desire for this kind of audio interview.

Regarding the second statement, which concerns how the kind of podcast conversation influences the improvement of listening skills, the data shows that 1.8% of students strongly disagree, 3.6% disagree, 65.5% agree, and 29.1% agree strongly. It is clear from the data that the majority of students agreed with the assertion.

Based on the results of question 3, 65.5% of respondents agree and 12.7% strongly agree that monologue podcasts contribute to improved listening skills. This finding indicates that the majority of students have a positive perception of the effectiveness of this type of podcast. Only 1.8% of respondents strongly disagree, while 20% disagree.

The results of question number 4 then revealed that the majority of students agreed with the statement that listening skills are improved by podcast storytelling: 50.9% of respondents agreed, 38.2% strongly agreed, and only 1.8% strongly disagreed and 9.1% disagreed. It is possible that students who disagreed with the podcast style of storytelling did so because they dislike or are uninterested in storytelling.

Regarding question number 5, the data indicated that a majority of students (54.5% agree, and 10.9% strongly agree) agreed that the roundtable podcast type has a positive effect on listening skills. Conversely, only a small percentage of students (1.8% strongly disagree, 32.7% disagree) disagreed with the roundtable format. Since everyone has diverse preferences, the explanations could vary.

While a number of students disagreed with the statement in response to question number six (3.6% strongly disagree and 18.2% disagree), the majority of students (61.8% agree, 16.4% strongly agree) chose to agree with the statement, citing the theatrical podcast type as having the greatest beneficial impact on listening skills.

More than half of the students agreed with the statement (61.8% agreed and 7.3% strongly agreed) in response to the question about reused podcasts on number 7. Only a small percentage of students disagreed (1.8% strongly disagree and 29.1% disagree). This indicates that more than half of the students believed that listening skills can be improved by listening to reused podcasts.

Responses to the final question showed a nearly identical pattern to the previous statement, with 20% of respondents disagreeing, 60% agreeing, and 20% strongly agreeing. Thus, it can be concluded that the statement is accepted by the majority of respondents.

4.2 Discussion

The purpose of this study is to find out how students feel about the effectiveness of utilizing English podcasts to improve their listening abilities, as well as which kinds of preferred English podcasts have an impact on that improvement. With an index average of 74.72%, the data suggests that a significant majority of students agree on the effectiveness of podcasts, reinforcing the conclusions of previous studies such as [Hasan and Hoon \(2012\)](#). The consistency of these results with past research underscores the

growing recognition of podcasts as a valuable educational resource in language learning, particularly for developing listening proficiency. [Rahmatia and Widiastuty \(2018\)](#) argued that most students stated that podcasts are easily accessible due to the availability of various online podcasting websites. However, one obstacle students face is that podcasts are considered too long for them to listen to in their entirety. This can cause students to become disinterested and lose focus while listening to the podcast. This supports the results of my study, which showed that up to 60% of the English students in the class of 2021 agreed that lengthy podcasts are less useful for learning. It also supports the findings of question number 1, which showed that nearly 94.5% of respondents thought podcasts were simple to find.

The results of this study also suggest that students perceive podcasts as an effective tool for improving their listening skills. This is consistent with existing literature that emphasizes the role of digital media in language learning. The study by [Hasan and Hoon \(2012\)](#) supports this and highlights how podcasts can motivate students to improve their English skills, especially listening comprehension. Students in this study also identified certain types of podcasts—interviews, storytelling, and conversation podcasts—as particularly useful. These preferences are consistent with the findings of [Gonulal \(2020\)](#), who noted the effectiveness of comprehensive listening practices, including podcasts, in improving listening comprehension and pronunciation skills. One possible explanation for the popularity of these types of podcasts among students is their engaging nature. Storytelling and conversation podcasts often include narrative structures and dialogue that can help listeners better retain information and understand contextual language usage. This is consistent with [Rost's \(2002\)](#) emphasis on the importance of understandable input in the language learning process. The ability to follow and understand spoken language in a meaningful context is likely to help improve listening skills. Previous research by [Yoestara and Putri \(2018\)](#), which found that learning through podcasts actually helps students improve their speaking and listening skills, also agrees with the study's findings, which indicate that many Students achieve good test results.

However, the study also raises questions about the potential challenges associated with using podcasts as a learning tool. While podcasts offer flexibility and a wide range of content, as [Jones et al. \(2021\)](#) notes, they can also present difficulties in terms of accessibility and content navigation. These challenges need to be addressed to maximize the effectiveness of podcasts in language learning. For example, educators could provide guidance on how to effectively select and use podcasts and help students overcome these barriers. In conclusion, the positive perception of podcasts among students highlights their potential as a valuable tool in language learning. The results of this study highlight the importance of integrating digital media into language teaching and suggest avenues for future research, particularly in examining how different podcast formats can be optimized for educational purposes.

Podcasts come in a variety of topics and formats, which is one of the reasons why so many people find them appealing: they can select the topics and formats that interest them. [Salmon and Edrissingha \(2008\)](#) assert that the kind of podcast matters in drawing in listeners, particularly students. One of the objectives of this study is to determine which kinds of podcasts students, particularly those studying in English education department in batch 2021, believe have a greater influence on their learning. One of the most notable aspects of the study is the identification of students' favorite types of podcasts. The preference for interview podcasts (82.27%), storytelling podcasts (81.36%), and conversation podcasts (80.45%) reveals a clear inclination towards content that offers

diverse and dynamic forms of communication. This preference can be linked to several pedagogical benefits. For instance, interview podcasts often feature various speakers with different accents and speaking styles, providing students with exposure to a wide range of linguistic inputs. This exposure is crucial for developing the ability to understand and interpret different dialects and speech patterns, which are essential skills in real-world communication.

Storytelling podcasts, on the other hand, offer a narrative structure that can aid in comprehension by providing context and continuity. The engaging nature of stories can also enhance memory retention and make learning more enjoyable. This aligns with theories of narrative psychology, which suggest that stories are a fundamental way humans understand and remember information. The popularity of conversation podcasts may be attributed to their informal and spontaneous nature, which mirrors every day spoken language. This type of podcast can help students grasp the nuances of colloquial expressions, slang, and conversational dynamics, which are often challenging aspects of language learning.

The variety of podcast types preferred by students also reflects the importance of catering to different learning styles. Auditory learners, for example, may benefit significantly from listening to podcasts, as they can absorb information better through hearing. Meanwhile, students who enjoy narrative structures might find storytelling podcasts particularly engaging. This diversity in preferences suggests that a one-size-fits-all approach to language learning may not be as effective as a more customized method that incorporates various types of content.

In terms of practical implications, the study suggests that educators should consider integrating a range of podcast types into their teaching materials. This can not only increase student engagement but also provide a more comprehensive approach to language learning. By offering content that students find interesting and relevant, educators can foster a more immersive and enjoyable learning experience. Additionally, the use of podcasts can be a flexible and accessible tool for students, allowing them to learn at their own pace and convenience, thus promoting autonomous learning.

5. CONCLUSION AND SUGGESTION

In this study, the researchers aim to discover the students perception about English podcasts and identify what type of English podcast that students preferred most. After processing and data analysis, it is possible to draw the conclusion that listening abilities can be enhanced through the usage of English podcasts. The average index value of 74.72% supports this, indicating that using English podcasts to enhance listening skills is beneficial.

Based on the data in Table 2, it can be seen that of the eight types of podcasts analyzed, three showed a significant impact on students' learning. Interview podcasts were the most popular type, followed by storytelling podcasts as the second most popular choice, and conversational podcasts as the third most popular type. These findings indicate that English Language Education students in the 2021 intake tended to choose these three types of podcasts to support their listening comprehension development.

Ultimately, the researchers draws the conclusion that students' development of listening abilities is influenced by podcasts. Because using podcasts in the classroom

improves students' listening skills, they are one of the most effective forms of alternative media that may be utilized to assist listening learning.

A number of recommendations are made to students and future scholars in light of the foregoing conclusions. The researchers suggest that students listen to podcasts frequently since they are a useful addition to traditional learning materials, are simple to use, and can boost students' enthusiasm to learn English, particularly listening.

Educators should gain further knowledge from this study, including how using English podcasts can enhance listening comprehension. It would force educators to come up with fresh approaches and learn how to leverage digital resources—podcasts in particular—to help students become better listeners.

Due to the numerous constraints of this study, I anticipated that it would help the future researchers investigate the same topic about students' perceptions, namely the usage of English podcasts to enhance listening abilities. The researchers also suggests investigating the potential for using digital resources, particularly English podcasts, to enhance listening abilities. Based on the findings, the researchers thinks that further research can be done to understand more about it, and that this study will be used as a guide by future researchers when they perform their own research.

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