Examining the Views of IKIP PGRI Bojonegoro Students on the Use of Podcasts to Improve Listening Skills

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Abstract — Investigates the discernments of understudies at IKIP PGRI Bojonegoro with respect to the utilize of podcasts to improve their tuning in capacities. Podcasts, as advanced sound apparatuses, give true, adaptable, and locks in learning encounters. Based on Jordan (2007), podcasts permit learners to get to instructive substance anytime, catering to differing learning needs. Yeh (2014) highlights the part of podcasts in broad tuning in ventures, making strides comprehension, lexicon, and inspiration through true materials. In the interim, Dividers et al. (2010) look at students' preparation and the challenges of podcast integration in instruction. This think about points to recognize how understudies see podcasts as a medium for tuning in ability improvement and evaluate components affecting their adequacy. The discoveries will contribute to improving podcast-based learning techniques in EFL (English as a Outside Dialect) settings.

Keywords — Podcasts Tuning in Capacity Students' Discernment EFL (English as a Remote Dialect) Computerized Learning

abstrak — Makalah ini mengeksplorasi persepsi mahasiswa di IKIP PGRI Bojonegoro mengenai penggunaan podcast untuk meningkatkan kemampuan mendengarkan mereka. Podcast, sebagai alat audio digital, memberikan pengalaman belajar yang autentik, fleksibel, dan menarik. Berdasarkan Jordan (2007), podcast memungkinkan pelajar untuk mengakses konten pendidikan kapan saja, memenuhi berbagai kebutuhan belajar. Yeh (2014) menyoroti peran podcast dalam proyek mendengarkan yang ekstensif, meningkatkan pemahaman, kosakata, dan motivasi melalui materi autentik. Sementara itu, walls et al. (2010) meneliti kesiapan mahasiswa dan tantangan integrasi podcast dalam pendidikan. dari penelitian ini adalah untuk membantu siswa mendengarkan podcast sebagai media untuk mengembangkan keterampilan pendengaran mereka dan mengidentifikasi faktor faktor yang memengaruhi. inimembantu meningkatkan strategi pengajaran berbasis podcast dalam konteks EFL (Bahasa Inggris sebagai bahasa asing).

Kata kunci — Podcast Kemampuan Mendengarkan Persepsi Siswa EFL (Bahasa Inggris sebagai Bahasa Asing) Pembelajaran Advanced

INTRODUCTION

The quick progression of innovation has changed instructive hones, especially within the space of dialect learning. Among different mechanical instruments, podcasts have developed as a well known medium, advertising learners adaptable and independent get to to bona fide talked English. As Fernando Rosell-Aguilar (2007) clarifies, podcasts are computerized sound records disseminated over the web that can be downloaded or gushed anytime, making them perfect for dialect learners looking for to move forward their tuning in capability exterior the limitations of classroom time.

Listening comprehension could be a essential aptitude in moment language acquisition, however it is frequently underemphasized in conventional dialect instruction. Usually due to a few restrictions, counting the need of presentation to real-life discourse designs, different highlights, and locks in substance. Yeh (2014) highlights the esteem of podcasts in broad tuning in programs, emphasizing that customary engagement with true sound materials can upgrade students' lexicon, comprehension, and inspiration. Podcasts too offer socially wealthy and changed substance, bridging the hole between course reading dialect and ordinary communication.

In the Indonesian context, the use of digital media for language learning is gaining attention. Rozak et al., (2021) in his study on online video-assisted extensive listening, emphasizes that integrating digital platforms in listening instruction not only supports language acquisition but also encourages reflective and collaborative learning among student teachers. According to his research, students' engagement, critical thinking, and knowledge of language use in authentic circumstances can all be enhanced by carefully planned, media-assisted listening exercises like podcasts or video blogs. This lends credence to the idea that technology greatly enhances meaningful learning experiences when it is pedagogically anchored.

Nevertheless, there are certain difficulties in incorporating podcasts into language instruction. Although students could find them helpful, their efficacy might be impacted by variables including digital literacy, having access to reliable internet connections, and differing degrees of podcast format familiarity.

Walls et al., (2010) point out that students' willingness and readiness to use podcasts for academic purposes are shaped by their personal preferences, prior experiences, and technological comfort levels. These variables must be taken into account when implementing podcast-based listening in educational settings.

Moreover, research on students' learning engagement in digital listening environments supports the pedagogical value of structured and purposeful listening tasks. As explored by Rozak & Matin (2023) in *Students' Engagement in Narrow Listening: A Case of an Extensive Listening Course*, narrow listening activities that require students to repeatedly listen to related materials foster deeper engagement at behavioral, emotional, and cognitive levels. These tasks enable learners to focus on specific language features, improving their comprehension and retention.

In a related study, Sagita et al., (2023), in their article *Difficulties Faced by Students at Second Semester of English Education Study Program of IKIP PGRI Bojonegoro in Listening Comprehension Academic Year 2022/2023*, identify several common challenges

experienced by learners, such as difficulty understanding unfamiliar accents, speed of delivery, and lack of vocabulary. These obstacles often hinder the effectiveness of listening activities, reinforcing the need for supportive tools like podcasts that allow repeated exposure and flexible access.

In addition, Widodo & Rozak (2016) through their work *Engaging Student Teachers in Collaborative and Reflective Online Video-Assisted Extensive Listening in an Indonesian Initial Teacher Education (ITE) Context*, show that online listening activities integrated with reflective and collaborative elements can significantly improve learners' awareness and appreciation of spoken English. The study underscores the importance of combining listening with higher-order skills such as reflection and peer feedback, which can also be applied in podcast-based learning environments.

1. Problem Statement

Even while podcasts have many benefits for language learners, their use in actual classroom environments is still unequal, particularly in non-urban or resource-constrained contexts. Pupils may find it challenging to adjust to the listening requirements of real audio, particularly if it contains rapid-fire speech, strange accents, or slang terms. Additionally, students could not get the most out of audio content if they are not properly guided. These obstacles may reduce podcasts' ability to enhance listening comprehension.

2. Objective of the Study

Finding out how IKIP PGRI Bojonegoro students in the English Education Program feel about using podcasts as a listening comprehension improvement tool is the aim of this study. Through an analysis of their experiences, preferences, and perceived challenges, the study seeks to offer practical suggestions on how podcasts could be more successfully included into language training It moreover investigates how podcasts may be utilized as assistant media to help understudies in creating their autonomous tuning in aptitudes, which is steady with Rozak's (2016) accentuation on intelligent and student-centered advanced learning.

RESEARCH METHODS
a. Research Design

A descriptive qualitative research approach was employed in this study to investigate how students felt about using podcasts to enhance their listening abilities. Since the primary goal of this study is to obtain a thorough understanding of the subjective experiences, opinions, and attitudes of the students, a qualitative method is thought to be acceptable. The researcher intends to systematically characterize, without changing any variables, how IKIP PGRI Bojonegoro students perceive the impact of podcasts on their listening abilities by employing a descriptive method. Creswell (2019) asserts that if the objective is to comprehend the interpretation that people or groups assign to a social phenomenon, qualitative research is suitable. The use of podcasts in language learning, particularly for improving listening abilities, was examined in this study.

b. Research Setting

This study was carried out at IKIP PGRI Bojonegoro, a school that specializes in preparing future teachers. English language competency, especially listening

abilities, is a prerequisite for this institution's English Language Education Program. This study was conducted in the second semester of the 2024–2025 school year, at a time when using digital media for language learning is becoming more and more popular both within and outside of the classroom.

c. Participants

The participants in this study were **28 first-semester** students enrolled in the English Language Education Study Program at **IKIP PGRI Bojonegoro** but only 23 students participated in this study. The selection of these first-semester students was deliberate, as they are at the early stages of their academic journey and are actively developing basic language skills, including listening comprehension.

a non-probability sampling technique in which subjects are selected based on specific characteristics relevant to the purpose of the study. In this case, the criteria include:
 1) Actively enrolled as a first-semester English Language Education student.
 2) Have experience using podcasts for language learning purposes.
 3) Willing to participate voluntarily in this study.

The researcher ensured that all participants had complete information about the purpose of the study and that participation was voluntary.

d. Data Collection Instruments

A questionnaire was the main instrument used to collect qualitative information on the experiences and opinions of the students. Participants were given the opportunity to expound on their own experiences, difficulties encountered, perceived advantages, and recommendations for incorporating podcasts into official educational events using open-ended questions. In order to further understand particular responses, I conducted brief, informal conversations with students to supplement the questionnaire.

e. Data Collection Procedure

The researcher followed the following steps for data collection:
  1. Preparation: The researcher prepared the questionnaire and obtained permission from the lecturer teaching the listening class.
  2. Distribution: I made the questionnaire in hard copy during the offline session as well as through Google Forms to reach students who preferred online completion.
  3. Explanation: The researcher explained the purpose of the study and assured students that their responses would remain anonymous and confidential.
  4. Response Time: Participants were given 3 days to complete the questionnaire.
  5. Follow-up Interviews: After analyzing the initial responses, short follow-up interviews were conducted with 4 students to expand on specific answers if needed.

f. Ethical Considerations

Ethical standards were strictly followed throughout the research process. Participants were informed about the study's objectives and provided with informed consent. Their identities and responses were kept anonymous, and all data were used

solely for academic purposes. Participation was voluntary, and students had the right to withdraw at any point without any academic penalty.

FINDINGS AND DISCUSSTION

This section presents the findings from a questionnaire distributed to 28 first-semester students of the English Education Department at IKIP PGRI Bojonegoro. Although this study was intended for 28 students in the first semester of the Program Studi Pendidikan Bahasa Inggris at IKIP PGRI Bojonegoro, only 23 students were available and successfully completed the lengthy questionnaire. Some student may not be able to participate due to various reasons. others of them were not present for the questioner's study, others were unable to understand the question, and some others did not respond even after they were reunited. This is a crucial step in the data collection process through questionnaires since the responses are honest and are influenced by the circumstances and the opinions of each individual during the data collection process. The focus is on their perceptions of podcast types they find difficult and the main challenges they face while using podcasts for listening practice. The results are presented in percentages and interpreted using a qualitative descriptive approach.

a) Types of Podcasts Found Most Difficult
Students were asked which types of podcasts they found most difficult to understand. Their responses were categorized into five main types, as illustrated in the table below:

Tabel 1. Distribution of Questionnaire

No.	TYPE OF PODCASTE	NUMBER OF RESPONDENTS	PERCENTAGE
1	Stories with Many Characters	15	52.5%
2	Podcasts with Slang or Casual Language	11	39.1%
3	Interview Podcasts	8	26.1%
4	News or Formal Reports	5	17.4%
5	Other	1	4.3%

Discussion

Over half of the students (52.5%) indicated that podcasts involving stories with many characters were the most difficult to follow. This difficulty likely stems from the need to distinguish between multiple voices and follow shifting storylines, which require high levels of focus and familiarity with a variety of speaking styles. As noted

by Yeh (2014), such complexity can burden listeners' cognitive processes, especially among those with limited exposure to diverse accents.

Casual and slang-heavy podcasts ranked second (39.1%), highlighting students' limited familiarity with informal expressions like "gonna," "wanna," and idiomatic phrases. These forms are often absent from formal instruction (Jordan, 2007), making comprehension more difficult in real-time listening situations.

Interview-based podcasts were also challenging for 26.1% of respondents due to changes in speaker tone, accent, and pace. These factors can interrupt listening continuity and demand greater adaptability from learners. Formal podcasts such as news reports were reported as the least challenging (17.4%), likely because they are delivered in clearer articulation and slower speed, which resemble classroom listening materials (Yeh, 2014).

Only one respondent (4.3%) selected "Other," possibly referring to niche genres like documentaries or philosophy-based discussions. This confirms that the majority of difficulties fall within the major podcast types listed.

"If I find a word or phrase difficult, I usually repeat the passage several times or look up the transcript to understand the meaning." (A, 08/03/2025)

b) Main Challenges in Using Podcasts for Listening

The second section explores the specific challenges students face while using podcasts to develop their listening skills.

Table 2. Distribution of Questionnaire

No.	CHALLENGE	NUMBER OF RESPONDENTS	PERCENTAGE
1	Speakers Talk Too Fast	17	60.9%
2	Difficulty Understanding Accents or Dialects	12	52.2%
3	Uninteresting Podcast Topics	5	17.4%
4	Lack of Transcripts or Supporting Text	1	4.3%
5	Other	1	4.3%

Discussion

The primary issue faced by students (60.9%) was the speed at which speakers talk. This rapid pace often prevents learners from fully processing vocabulary and structure in real time. As (Aguilar, 2015)(Rosell-Aguilar, 2015)explains, fast speech can hinder decoding and comprehension among second-language learners.

Understanding unfamiliar accents was the second most reported difficulty (52.2%). Students often encounter different varieties of English—such as British, American, or Australian—that can vary significantly in pronunciation and rhythm. Without sufficient exposure, this can affect listening accuracy (Yeh, 2014). Meanwhile, 17.4% of students reported that uninteresting or irrelevant topics reduced their motivation and concentration. According to Walls et al. (2010), learner engagement is vital for effective comprehension and should be supported by meaningful content.

Only one respondent (4.3%) highlighted the lack of transcripts as a barrier. Although a minority, this still underscores the importance of multimodal tools in reinforcing listening skills. One student (4.3%) selected "Other" as a category, possibly referring to environmental factors, device issues, or difficulty staying focused. "I overcame the challenge by listening to podcasts repeatedly, using transcripts to understand difficult words, and taking notes of new vocabulary." (M, 08/03/2025).

CONCLUSION OF FINDINGS

Based on the analysis of student responses, it can be concluded that the use of podcasts in listening activities presents both opportunities and challenges for first-semester English education students. The data clearly indicate that the majority of students encounter significant difficulties when engaging with podcast content that involves multiple speakers, fast-paced conversations, or informal language. These types of audio materials tend to require advanced listening strategies, which students at the beginner level may not yet have fully developed.

The most challenging podcast type, according to over half of the respondents (52.5%), is storytelling with multiple characters. This format demands strong concentration and the ability to differentiate between various voices, which can be particularly difficult for learners who are still adapting to English phonology and rhythm. Similarly, podcasts filled with slang or casual expressions were considered difficult by 39.1% of students, showing that exposure to non-academic and real-world language remains a gap in formal learning environments.

Fast speech emerged as the most frequently reported barrier, with 60.9% of students noting it as their main difficulty. This issue suggests that students may benefit from scaffolding strategies, such as using slower playback speeds or receiving pre-listening support like vocabulary previews and guided questions. Another considerable obstacle is the variety of accents, noted by 52.2% of the participants. This indicates a need for more diverse listening materials during instruction to improve students' familiarity with global English variations.Other challenges such as unengaging topics and lack of transcripts were reported by smaller numbers of students but are still relevant, especially when considering students' motivation and ability to review content. The findings suggest that while podcasts offer authentic exposure to English as used in real-life contexts, their effectiveness depends on how

well they are integrated into the curriculum and whether appropriate support tools are provided.

In summary, although podcasts hold great potential as supplementary materials in listening instruction, educators must carefully consider students' current proficiency levels and provide adequate support. Incorporating strategies such as transcript-based tasks, accent training, and content personalization can help learners overcome initial difficulties and develop stronger listening comprehension skills over time.

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