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PERCEPTION AND MOTIVATION OF STUDENTS ON EFL LEARNING THROUGH PODCASTS

Aisyah Sahla Saudah¹, Tiara², Rizqi Ilham³, Naf'an Tarihoran⁴

aratiara724@gmail.com, aisyahsahla65@gmail.com, rizqiilham045@gmail.com,

nafan.tarihoran@uinbanten.ac.id

Abstract

Podcasts have grown into one of the most effective digital media for supporting English language learning among EFL students. This study examines students' perceptions and motivation toward podcast use at UIN Sultan Maulana Hasanuddin Banten, Indonesia, exploring both constructs within a single quantitative framework, an approach that has received limited attention in Indonesian higher education. A quantitative descriptive design was employed, involving 90 students from semesters 2, 4, and 6 of the English Language Education Department. Data were gathered through a 20-item closed-ended questionnaire with a four-point Likert scale via Google Forms and analyzed using mean, standard deviation, and response percentages. Results indicate that students demonstrated largely positive perceptions of podcasts, with mean scores ranging from 2.93 to 3.31, especially regarding accessibility, pronunciation, and vocabulary development. Motivation was equally encouraging, with mean scores ranging from 2.87 to 3.26, reflecting persistence and eagerness to improve English proficiency. Nevertheless, difficulties in comprehending content and managing independent study time were noted. The study affirms that favorable perceptions correlate with stronger intrinsic motivation, providing valuable insights for lecturers, students, and institutions aiming to incorporate podcasts into EFL instruction more effectively.

Keywords: *EFL learning, Podcast, Student Perception, Motivation, Technology-based learning*

¹ Student, English Education, Faculty of Education and Teacher Training, UIN SMH Banten, Indonesia

² Student, English Education, Faculty of Education and Teacher Training, UIN SMH Banten, Indonesia

³ Student, English Education, Faculty of Education and Teacher Training, UIN SMH Banten, Indonesia

⁴ Lecturer, English Education, Faculty of Education and Teacher Training, UIN SMH Banten, Indonesia



A. INTRODUCTION

In the era of globalization, the ability to communicate in English has become increasingly important, particularly in academic and professional contexts (Leleka, 2022). The rapid development of digital technology has brought significant changes to English language education, shifting learning beyond traditional classrooms toward more flexible and learner-centered platforms (Robinson & Ritzko, 2009). The integration of technology in education is considered essential for creating more meaningful and relevant learning experiences, as it enables students to learn anytime, anywhere, without being constrained by time or place (Çelik & Baturay, 2024; Dewi & Syafiih, 2025). In the context of EFL learning, technological integration offers numerous benefits, ranging from improved language skills and broader access to learning resources to increased motivation and greater opportunities for active language practice (Syarifudin & Ariawan, 2021). One concrete manifestation of this technological integration in English language learning is the podcast.

However, many EFL learners in Indonesia continue to struggle with English language learning due to limited exposure to authentic language input and a lack of engaging learning media in formal classroom settings. One medium that is considered capable of addressing this challenge is the podcast, which provides diverse and authentic content that can enhance learners' interest and engagement in English language learning (Habizar & Wijaya, 2024). Morgana (2023) explains that technology-based language learning enables learners to study more flexibly according to their individual needs and learning styles, positioning podcasts as an effective and innovative medium for enhancing English language competence. Nevertheless, how learners perceive podcast use and to what extent podcasts can sustain learning motivation in formal EFL settings have yet to be examined simultaneously within a single quantitative study.

A review of prior studies indicates that this topic has attracted the attention of various researchers. Maharani et al. (2025) examined learners' perceptions of podcast use for improving listening and speaking skills in Indonesia and found that podcasts were perceived positively for vocabulary enrichment, pronunciation, and speaking confidence,



yet motivation was not included as a separate variable. Yang (2025) analyzed the role of learner-generated podcasts in fostering motivation and autonomous learning in Taiwan through a mixed-methods approach, revealing positive affective attitudes and increased learning engagement, although motivation was not explicitly operationalized as a standalone construct. Meanwhile, Indahsari (2020) reviewed the effectiveness of podcasts through an analysis of 20 articles and concluded that podcasts improve listening comprehension and promote EFL learning motivation, yet all findings were based entirely on secondary data without direct measurement of learners' perceptions or motivation. Thus, although these three studies consistently acknowledge the benefits of podcast use in EFL learning, none has simultaneously examined both perception and motivation within a single quantitative framework in the Indonesian higher education context, and this gap is what the present study directly addresses.

Based on the research gap identified above, this study is guided by two research problems: (1) what are learners' perceptions of the use of podcasts in EFL learning, and (2) what is learners' motivation toward the use of podcasts in EFL learning. Accordingly, the objectives of this study are to describe EFL learners' perceptions of podcast use in English language learning and to identify their motivation toward such use. The novelty of this study lies in its simultaneous quantitative examination of both perception and motivation as co-existing constructs within a single research framework directed at EFL learners in Indonesian higher education, an approach that has not been undertaken in previous research.

This study is expected to provide both theoretical and practical benefits. Theoretically, the findings are expected to contribute to the field of technology-based English language learning, particularly regarding the role of podcasts in EFL contexts. In practice, the findings are expected to provide useful insights for students, lecturers, study programs, and future researchers on understanding, integrating, and developing the use of podcasts as an effective and innovative medium for English language learning.

Language Skills in EFL Learning



Listening is one of the important skills in learning English as a foreign language. According to Brown (2004), listening is a receptive skill used to understand messages conveyed through spoken language. In the communication process, listening skills are closely related to speaking, as both skills usually occur simultaneously.

Podcast as a Learning Medium

Technological developments provide various opportunities in English language learning. One form of technology used in language learning is podcasts. Sze (2007) explains that podcasts are a flexible, internet-based digital audio medium for learning that can be accessed at any time, and can enhance student motivation by making the learning process more engaging, self-directed, active, and confidence-building. In line with this, Bates (2015) adds that podcasts can be designed to encourage student engagement through the incorporation of learning activities, making podcasts a preferred medium in education because they align with learning objectives, are simple, more effective, more focused, cost-effective, and minimize distractions.

B. RESEARCH METHOD

This study adopted a quantitative descriptive research design to investigate students' perceptions and motivations for using podcasts in EFL learning. This design was considered the most fitting for the present study, as it enables researchers to systematically collect and analyze numerical data to describe the patterns and characteristics of a phenomenon based on participants' real responses (Suryanto et al., 2021).

The respondents were 90 students from semesters 2, 4, and 6 of the English Language Education Department (TBI) at the Faculty of Tarbiyah and Teacher Training, UIN Sultan, Maulana Hasanuddin Banten. The participants were selected using purposive sampling based on their enrollment in the English Language Education Department, where digital-based learning activities, including podcast use, are commonly integrated into their academic learning experience.



Data were collected through a closed-ended questionnaire with a four-point Likert scale (strongly agree, agree, disagree, and strongly disagree) comprising 20 items to assess students' perceptions and motivation toward podcast use. The questionnaire was distributed via Google Forms. Before completing it, the study's purpose was explained, respondents' willingness to participate was confirmed, and they were encouraged to provide honest responses. The validity of the instrument was assessed using the Pearson Product-Moment correlation, as suggested by Humphreys et al. (2019), with a significance level of 0.05 and an r-table value of 0.207. The results confirmed that all 20 items were valid as each item's r-count was greater than the r-table value, indicating that the instrument was appropriate for measuring the intended variables. The data were subsequently analyzed in Microsoft Excel, using the mean, sample standard deviation (SD), and percentages of positive and negative responses to describe students' perceptions and motivation toward podcast use in EFL learning.

C. RESULTS AND DISCUSSION

RESULTS

Table 1. Students' Perceptions of Using Podcasts in EFL Learning

NO	Indicators of Perception	Average (Mean)	Standard Deviation (SD)	Percentage of Positive Response	Percentage of Negative Response
1.	Helps understand listening materials	3,24	0,43	100%	0%
2.	Makes learning more interesting	3,20	0,48	97%	3%
3.	Easy to access anytime and anywhere	3,31	0,57	94%	6%
4.	Helps understand pronunciation	3,30	0,46	100%	0%
5.	Content suits learning needs	3,01	0,49	89%	11%
6.	Enhances focus during learning	3,12	0,56	68%	10%
7.	More effective than traditional methods	2,97	0,64	78%	22%
8.	Understand content without difficulty	2,93	0,63	81%	19%
9.	Enrich vocabulary	3,30	0,53	97%	3%
10.	Improves overall listening skills	3,14	0,57	90%	10%

Based on Table 1, the research results indicate that students tend to have a positive perception of podcasts in learning. This is evident from the mean scores for all indicators, which range from 2.93 to 3.31, indicating a fairly high level of agreement. The



highest mean score was observed for the “Easy to access anytime and anywhere” indicator ($M = 3.31$; $SD = 0.57$), indicating that ease of access is the aspect students value most when using podcasts.

Additionally, the indicators “Helps understand pronunciation” and “Enrich vocabulary” also received high mean scores ($M = 3.30$), followed by “Helps me understand listening materials” ($M = 3.24$) and “Makes learning more interesting” ($M = 3.20$). This indicates that students perceive the benefits of podcasts in aiding comprehension of listening materials, enhancing vocabulary mastery, and making learning more engaging.

In terms of data distribution, the standard deviation (SD) ranged from 0.43 to 0.64, indicating that the variation in students’ responses was relatively low to moderate, suggesting the data is fairly consistent. The indicator with the lowest variation is “Helps me understand listening materials” ($SD = 0.43$), indicating consistency in students’ responses regarding this benefit. Meanwhile, the indicator “More effective than traditional methods” shows the greatest variation ($SD = 0.64$), suggesting differing perspectives among students.

In terms of percentages, most indicators showed a high level of positive responses. Some indicators even reached 100% positive responses, such as “Helps me understand listening materials” and “Helps understand pronunciation,” indicating that all respondents gave positive evaluations of these aspects. Other indicators, such as “Makes learning more interesting” and “Enriches vocabulary,” also show very high positive percentages, at 97% each.

However, there are several indicators with relatively lower positive percentages, such as “More effective than traditional methods” (78% positive and 22% negative), “Understand content without difficulty” (81% positive and 19% negative), and “Makes me more focused” (68% positive). This indicates that although students’ perceptions of podcasts are generally positive, some students have not fully experienced their effectiveness or have difficulty understanding the material directly, as well as difficulty focusing during learning.



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 Table 2. Students' Motivation in Using Podcasts in EFL Learning

NO	Indicators of Motivation	Average (Mean)	Standard Deviation (SD)	Percentage of Positive Response	Percentage of Negative Response
1.	Motivated to learn after using podcasts	3,09	0,49	92%	8%
2.	Want to listen regularly	3,02	0,56	86%	14%
3.	More enthusiastic	3,09	0,51	91%	9%
4.	Try to understand even when it is difficult	3,26	0,53	96%	4%
5.	Interested in finding other podcasts	3,02	0,58	87%	13%
6.	More confident in understanding English	2,99	0,57	83%	17%
7.	Allocate specific time to learn	2,87	0,58	76%	24%
8.	Want to improve English skills	3,16	0,52	96%	4%
9.	Less bored when learning	3,07	0,61	89%	11%
10.	Motivated to continue learning outside class	3,06	0,74	89%	9%

Based on Table 2, the research results indicate that podcast use also positively affects students' learning motivation. The mean scores on the motivation indicators ranged from 2.87 to 3.26, indicating a fairly high level of motivation. The indicator with the highest mean score was "Try to understand even when difficult" (M = 3.26; SD = 0.53), indicating that students made a strong effort to continue understanding the material despite facing difficulties.

Other indicators, such as "Want to improve English skills" (M = 3.16), "Motivated to learn after using podcasts" (M = 3.09), and "More enthusiastic" (M = 3.09), also indicate that podcasts can boost students' enthusiasm and desire to learn. Additionally, the indicator "Less bored when learning" (M = 3.07) indicates that podcasts help reduce boredom during learning.

The standard deviation values for the motivation aspect range from 0.49 to 0.74, indicating variation in students' responses, though still within the moderate category. The indicator with the highest variation is "Motivated to continue learning outside class" (SD = 0.74), indicating that students' motivation to learn outside of class varies significantly.

In terms of percentages, most indicators show a high level of positive responses. The indicators "Try to understand even when difficult" and "Want to improve English



skills” reached 96% positive responses, indicating a very high level of motivation. Other indicators, such as “Motivated to learn after using podcasts” (92%), “More enthusiastic” (91%), and “Less bored when learning” (89%), also show a strong motivational trend.

However, several indicators show lower positive percentages, such as “Allocate specific time to learn” (76% positive and 24% negative) and “More confident in understanding English” (83% positive and 17% negative). This suggests that while podcasts can boost motivation in general, not all students consistently set aside time for learning or have high confidence in their understanding of the material.

DISCUSSION

Students' Perceptions of Podcast Use in English as a Foreign Language Learning

The findings show that students hold predominantly positive perceptions of podcasts as a learning medium, with mean scores ranging from 2.93 to 3.31 across all perception indicators. The most valued aspect was accessibility, as students appreciated the flexibility podcasts offer for learning beyond time and place. Ramirez (2024) supports this by noting that podcasts allow learners to access educational content anytime and anywhere, facilitating a more flexible, self-directed learning experience. This characteristic also aligns with the view that podcasts effectively help learners manage their own pace and study schedule.

Students also reported notable benefits in pronunciation and vocabulary, with mean scores of 3.30. Akyıldız (2024) affirms that consistent exposure to authentic language can support learners in developing listening skills, refining pronunciation, and expanding vocabulary through podcasts. Mohammed & Khadawardi (2024) further found that podcast use enhances listening comprehension and contributes positively to broader language development. These findings confirm that podcasts are perceived not merely as a listening tool but as a multifaceted medium supporting several dimensions of language learning simultaneously.

In percentage terms, "Helps understand listening materials" and "Helps understand pronunciation" both achieved 100% positive responses, while "Makes



learning more interesting" and "Enriches vocabulary" reached 97%, affirming that podcasts are widely regarded as an effective and engaging medium delivering meaningful content to learners (Abdulrahman et al., 2018).

Despite these positive perceptions, certain indicators revealed persistent challenges. The indicator "More effective than traditional methods" showed the greatest response variation ($SD = 0.64$), suggesting students do not uniformly agree on this point. Kireitseva et al. (2025) explain that podcast effectiveness compared to conventional approaches is not absolute, as it depends on individual learning preferences and how the technology is incorporated into instruction. Lower positive response rates for "Enhances focus during learning" (68%) and "Understand content without difficulty" (81%) indicate that some students still struggle with concentration and comprehension. Husnawati et al. (2024) attribute these challenges to the inherent complexity of authentic materials, which often feature rapid speech, diverse accents, and advanced vocabulary that may not align with all learners' proficiency levels.

Students' Motivation toward Podcast Use in English as a Foreign Language Learning

The findings demonstrate that podcast use positively influences students' learning motivation, with mean scores ranging from 2.87 to 3.26 across all motivation indicators. The highest motivational score was for "Try to understand even when it is difficult" ($M = 3.26$), reflecting students' strong persistence in engaging with challenging material. Insani (2022) explains that when podcasts are used as an innovative and enjoyable medium, they create a more stimulating experience that strengthens students' motivation to continue learning despite difficulties.

High positive response rates were also recorded for "*Want to improve English skills*" (96%) and "*Motivated to learn after using podcasts*" (92%), indicating that podcasts effectively encourage students' desire for ongoing language improvement. Viyoristi & Rosadi (2025) explain that podcast listening frequency has a meaningful positive effect on motivation, as regular engagement provides consistent motivational reinforcement and fosters greater student involvement. Additionally, "*Less bored when learning*" ($M = 3.07$) indicates that the audio-based, flexible format makes learning more



dynamic and less repetitive, sustaining students' interest and engagement. This is supported by Lee (2020), who found that well-structured podcasts increase engagement and help learners better understand material.

The data further suggest that podcast use actively cultivates intrinsic motivation. Sun & Gao (2020) highlight that intrinsic motivation is a critical driver of sustained engagement in language learning, while Aminah & Nugraha (2021) add that intrinsically motivated students demonstrate greater persistence in working through tasks despite obstacles. These qualities were reflected in the high positive responses across multiple motivation indicators in the present study.

However, *"Allocate specific time to learn"* (76%) and *"More confident in understanding English"* (83%) yielded the lowest positive response rates, suggesting not all students consistently manage study time or feel sufficiently confident. Mukhiddinovna (2025) notes that effective self-directed learning requires students to actively plan, monitor, and evaluate their progress, skills that not all learners may have fully developed. Budiasningrum & Rosita (2022) similarly observe that while podcasts support language skill development, optimal outcomes ultimately depend on the degree of personal effort and self-motivation students bring to the process.

The results also confirm a positive relationship between students' perceptions and motivation, indicating that more favorable perceptions tend to accompany higher motivation levels. Abednego et al. (2023) found that perceptions of learning media are closely connected to motivation, with learning needs, personal goals, and the learning environment playing influential roles. When materials are accessible, engaging, and genuinely helpful, students are more likely to actively participate in learning (Hartono et al., 2025). Conversely, when students encounter difficulty understanding content, their motivation and consistency may be negatively affected. Therefore, podcasts hold strong potential as an effective EFL learning tool, particularly when integrated with well-designed instructional strategies that support comprehension and maintain students' motivation throughout the learning process.



D. CONCLUSION AND SUGGESTION

CONCLUSION

The findings indicate that students hold predominantly positive perceptions of podcast use in EFL learning, with mean scores ranging from 2.93 to 3.31 across all perception indicators. Accessibility, pronunciation improvement, and vocabulary enrichment emerged as the most highly valued aspects, aligning with podcasts' nature as an audio-based medium that directly supports listening skills, pronunciation, and vocabulary development. Nevertheless, some students still experienced difficulties comprehending content and maintaining focus during learning, suggesting that the benefits of podcasts have not been equally experienced by all students.

Podcast use was also found to positively influence students' learning motivation, with mean scores ranging from 2.87 to 3.26. Students demonstrated strong persistence in understanding the material despite difficulties, as well as a strong desire to continue improving their English language skills. However, not all students consistently allocated specific time for learning or felt sufficiently confident in their comprehension of English content. Overall, this study confirms that more positive perceptions tend to be accompanied by higher levels of learning motivation, indicating that podcasts hold strong potential as an effective EFL learning medium, particularly for supporting listening, pronunciation, and vocabulary skills, when integrated with well-designed instructional strategies.

SUGGESTION

Based on the findings, several suggestions are put forward.

1. It is recommended that lecturers integrate podcasts into EFL learning in a structured manner, selecting content that aligns with students' proficiency levels to reduce comprehension difficulties.
2. For EFL learners, consistent use of podcasts as a self-directed learning medium outside the classroom is strongly encouraged to improve language skills and sustain learning motivation.



3. For future researchers, it is suggested that they examine the effectiveness of podcasts more specifically for directly related skills such as listening comprehension, pronunciation, and vocabulary, using a more experimental research design.
4. Future researchers may also explore other technology-based learning media more relevant to skills such as speaking and writing to identify the most effective media for supporting EFL learning comprehensively.

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