CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the data and information that has been collected, then for the next step the researcher analyzes and describes the data that has been collected during the research through in-depth interviews with 6 students in the study by grouping the data based on the formulation of research problems as follows:

1. Students' Perception Toward the Use of Podcast to Improve Listening Comprehension

a. Podcast as a Natural and Real-Life Listening Input

The majority of students view podcasts as a learning medium that provides more natural exposure to English compared to in-class listening materials. They noted that the language used in podcasts more closely resembles authentic native speaker conversations, including the use of idioms, everyday expressions, and casual topics. This contrasts with formal classroom listening audio, which is perceived as more structured and rigid. As S1 said :

> "*When we listen to podcasts, the conversations are usually delivered at a relatively fast pace. This helps us become accustomed to listening to English audio spoken at a quicker speed, even though podcasts can be replayed when necessary. If something is unclear, we can repeat the audio to better understand the speed and content of the conversation.*" (S1)
>
> "*It's because the language used in podcasts is usually everyday, informal language. For more formal learning purposes, it is better to use materials*

that follow structured rules and formal language patterns." (S1)

S1 reported that podcasts helped him understand everyday speech because podcasters often talk rapidly and use expressions commonly found in natural conversations. Similarly S2 noted :

"*I feel that my listening ability has improved. Over time, listening to audio without subtitles has made me more sensitive to words and vocabulary. When we become too dependent on subtitles, listening to native speakers can actually make it difficult for us to understand what they are saying*." (S2)

S2 said understanding foreigners became easier after frequently listening to podcasts, showing how authentic exposure supports comprehension. S3 stated :

"*In my opinion, podcasts are one of the most effective media for teaching listening skills. Podcasts cover a wide range of topics, such as beauty, technology, and even games. This means we can choose podcasts that match our interests for example, listening to game-related podcasts if we enjoy gaming. In this way, we can practice our English listening skills while staying engaged and motivated to listen until the end*." (S3)

S3 thinks podcasts resemble real conversations around topics such as games, technology, or daily life, making the language more contextual and engaging. Participant S4 also valued :

"*In my opinion, using podcasts to develop listening skills is very effective, especially when they feature certain accents such as British accents. Podcasts delivered by native speakers feel significantly different and more*

authentic compared to those presented by non-native speakers." (S4)

They are spoken directly by native speakers, making the language sound significantly more authentic compared to non- native materials. Likewise, S5 emphasized that :"*The more frequently we listen to podcasts, the more progress we make from basic improvements such as understanding without subtitles to enhanced awareness of speech rate, accents, and vocabulary*." (S5)

"*Podcasts can help with everyday conversations because they usually use daily vocabulary, making the language more familiar and easier to use in real-life communication*." (S5)

Daily vocabulary used in podcasts helps her understand casual English conversation. S6 agreed :"*Because the speakers are actively talking, podcasts also train us on how to pronounce the words, especially when supported by subtitles. In my opinion, this makes learning easier and highly effective*." (S6)

"*I believe that podcasts can help us understand everyday English conversations*." (S6)

That simple conversational podcasts improved her understanding of everyday English. These findings indicate that students perceive podcasts not only as a tool for reinforcing course content, but also as a bridge between academic English and the more natural English used in everyday communication.

Overall, students view podcasts as effective authentic input that reflects natural language use, which they often do not encounter in formal classroom listening materials.

b. Improvement in Vocabulary, Accent Recognition, and Listening Fluency

The next finding indicates that podcasts contribute to improvements in several aspects of listening skills, particularly vocabulary acquisition, accent recognition, and fluency. Many students revealed that they encountered new words that had never appeared in textbooks or formal listening exercises. When they came across unfamiliar terms, they usually replayed the audio or immediately looked up the meanings using digital dictionaries, which helped strengthen vocabulary retention. S1 stated : "*It does have an effect, because the more frequently we listen to podcasts, the more trained and accustomed our listening skills become*." (S1)

That S1 learned many new words and became familiar with how words are pronounced in different accents. S2 explained :

> "*In terms of vocabulary, the more I listen, the more new words I acquire. I believe that listening to podcasts helps me understand everyday English conversations. For example, I have met native speakers several times, and I was able to understand much of what they were saying*." (S2)

That listening to podcasts significantly increased his vocabulary because repeated exposure helped him understand more words. S3 similarly noted :

> "*In terms of ability, it may not improve all aspects overall. However, what I have noticed most is an improvement in my understanding of certain vocabulary and phrases that are commonly used in English. That is the main area of improvement for me. Nevertheless, I do believe that frequently listening to podcasts can help us better understand everyday*

English conversations." (S3)

The greatest improvement was in understanding idioms, phrases, and vocabulary that appear frequently in podcasts. Participant S4 stated :

"*After listening to podcasts, my listening ability has improved significantly. For example, my speaking fluency, speech rate, and awareness of different accents have developed. In addition to expanding my vocabulary with words I had never heard before, podcasts have also exposed me to new accents and expressions*." (S4)

That vocabulary and accent recognition improved significantly, leading to better fluency in listening and speaking. S5 also felt :

"*The more frequently podcasts are listened to, the development begins with simple improvements such as understanding without subtitles, and gradually extends to increased awareness of speech rate, accents, and vocabulary*." (S5)

That listening to podcasts increased her vocabulary and made her more comfortable with understanding English without subtitles. Meanwhile, S6 mentioned :

"*If the podcast uses relatively simple language, I am still able to understand it. However, when the level is higher, I need to rely on subtitles or text. Therefore, my comprehension depends on the type of podcast I listen to. While podcasts help me expand my vocabulary, pronunciation remains somewhat difficult for me*." (S6)

The new vocabulary helped her understand simple podcasts, although she

needed subtitles for more advanced content.

Students also reported improvement in fluency, particularly in understanding fast-paced speech. S1, S2, S4, and S3 highlighted that repeated exposure to rapid speech patterns made them more accustomed to natural conversation speed.

Accent recognition emerged as another key improvement. Most students found American accent easy to understand, while British accent was frequently mentioned as the most challenging (reported by S1, S2, S4, S5, and S6).

These findings indicate that consistent listening exposure through podcasts enhances vocabulary, helps learners adapt to various accents, and improves their ability to process English speech fluently. Several informants also reported improvements in their fluency and their ability to understand conversations without subtitles. They felt more prepared to engage in spontaneous classroom dialogues, discussions, and presentations because they had become accustomed to the fast pace of speech through listening to podcasts.

c. Podcast as an Enjoyable, Flexible, and Self-Directed Learning Tool

Most respondents regarded flexibility as the main advantage of podcasts. Students were able to listen anytime and anywhere, even while engaging in other activities such as eating, resting, or traveling. The ability to listen "without having to sit in front of a screen" made the learning process feel more relaxed and less demanding. Several participants also highlighted that podcasts can be accessed anywhere and at any time. S5 listens while multitasking, such as eating or doing makeup : "*The best time for me to listen to podcasts is usually while eating or*

while doing other activities such as applying makeup or anything else, so it becomes a form of multitasking." (S5)

S3 prefers listening on weekends during free time : **"***Perhaps on the weekend when assignments are already finished or there are no tasks at all and no other activities to do that is usually the most suitable time to listen to podcasts*." (S3)

While S4 likes listening before sleep as a relaxing activity :

"*In my opinion, this medium is effective because it is suitable to be listened to during relaxed moments, such as before going to sleep, as it works well as a sleep companion. Therefore, I find it very effective. Personally, the best time for me to listen to podcasts is after Isya*." (S4)

S6 reported that nighttime is the best time for her because it is quiet and allows better concentration : **"***At the moment, there are almost no obstacles, and nighttime is when I usually listen to podcasts*." (S6)

The flexibility of podcasts makes learning feel less burdensome and more integrated into daily routines. In addition, students prefer podcasts that match their interests such as entertaining, casual, or humorous content. This was emphasized by S2, S3, S4, and S5, who all reported choosing podcasts based on their personal preference or mood. Several students also mentioned that enjoyable content increases motivation. For instance, S2 and S3 said they feel more enthusiastic when the topic is interesting.

In addition to being flexible, podcasts were considered engaging because students could choose content based on their interests, such as entertainment,

casual conversations, or specific topics related to their hobbies. When the content was appealing, students reported feeling more motivated, more focused, and less aware that they were learning in a formal context. This finding indicates that podcasts possess strong elements of self-directed learning, as students have full control over the topics, timing, and purposes of their listening activities.

d. Limitations and Barriers in Using Podcasts

Despite the many benefits identified, students also highlighted several limitations in the use of podcasts. The most frequently mentioned challenge was the absence of visual elements and subtitles, which made it difficult for some students to grasp the meaning when the speech was delivered too quickly. Misinterpretations and confusion were more likely to occur when podcasts were presented in audio-only formats. Despite the positive perceptions, students also reported several challenges when using podcasts, with the lack of visual support being a major barrier. S6 and S5 stated :

> "*When listening to podcasts, I need to watch as well, so I tend to be more of a visual learner than purely an auditory one. I prefer seeing the speaker's mouth movements and pronunciation, and when I only listen, I often have to replay the audio several times*." (S6)
>
> "*Yes, it becomes easier because it feels more familiar. However, the aspect that is still difficult is accent, since each person has a different accent and it requires new adjustment to understand it. When learning through audio only, it is often easy to get distracted, which reduces focus*." (S5)
>
> From that they struggle to focus with audio-only materials and need to see

the speaker's mouth or gestures to fully understand the message. S4 mentioned : "*In my opinion, listening to podcasts can actually reduce focus because it can be distracting, and I sometimes suddenly feel sleepy while listening*." (S4)

Podcasts can make her sleepy because they lack visual stimulation. This shows that podcasts may not suit visual learners.

Another challenge is accent difficulty, with British accent frequently mentioned as the hardest to understand. S2, S5, S4, and S6 all expressed difficulties with this accent.

> "*In my opinion, British accents are the most difficult to understand, while American accents are the easiest. To improve my understanding of different accents, I usually listen to various audio recordings more frequently*." (S2)
>
> "*The easiest accent for me to understand is American, while the most difficult is British, because they tend to speak too quickly and less clearly*." (S5)
>
> "*British accents are the most difficult to understand when listening to podcasts, while American accents are easier because they are more commonly used and more familiar*." (S4)
>
> "*British accent ore difficult than american accent*." (S6)

Fast speaking rates were also reported as problematic. S4, S3, and S6 said they often need to replay the audio multiple times due to rapid delivery.

> "*Yes, when the speech is too fast, it becomes difficult to understand the conversation. I usually slow it down and replay it several times. In*

addition, some podcasts provide transcripts, so I check the parts that I do not fully understand. If a podcast does not have a transcript, I try asking AI about the parts I find difficult to understand." (S6)

"*When this happens, it definitely becomes a problem for me, especially if the speech is extremely fast. My way of dealing with it may seem a bit unusual, but I simply reduce the playback speed using the speed control feature*." (S4)

"*It always becomes a problem. How do I deal with it? Honestly, there is no perfect solution. Replaying it several times is sometimes not enough. When someone speaks very fast in a podcast while also using unfamiliar vocabulary, I usually replay it first. If I still cannot understand after several repetitions, I then look up the unfamiliar words that I do not understand*." (S3)

Environmental noise was another issue. Some participants, such as S6, emphasized that podcasts require quiet surroundings to maintain concentration.

Students also stated that podcasts cannot replace teacher guidance. S1 argued that podcasts lack the formal structure needed in academic learning. S5 highlighted the need for teacher feedback to ensure correct pronunciation and comprehension. S6 also depended more on direct explanation from teachers.

These findings show that podcasts, while beneficial, come with limitations that affect learners depending on their learning style and environment.

In addition, certain accents particularly British accents required students to replay the recordings multiple times. Environmental conditions also played a

significant role, as podcasts were easily disrupted by surrounding noise, making a quiet setting necessary for better concentration. Some students even stated that podcasts were not the most effective method for them, especially visual learners who require support such as gestures, text, or video to fully comprehend conversational content.

e. The Role of Learning Styles in Podcast Effectiveness

The overall findings indicate that the effectiveness of podcasts is strongly influenced by students' individual learning styles. Auditory learners perceived podcasts as highly practical and beneficial, while visual learners suggested that podcasts would be more effective if combined with subtitles and visual elements.

Auditory-oriented students, such as S2 and S3, found podcasts highly effective because they naturally absorb information through listening.

> **"***Definitely. If we listen to podcasts every day for a month, after that month we will clearly notice improvements in our ability to understand English conversations. It feels quite comfortable because the atmosphere is usually calm, especially when we listen to podcasts that match our interests. For example, if we like games, listening to game- related podcasts feels very enjoyable and comfortable*." (S3)

> **"***In my opinion, the impact of listening to podcasts has been positive. I am better able to understand what people are saying, gain more new vocabulary, and experience many other positive benefits*." (S2)

In contrast, visual learners like S5 and S6 preferred video-based materials because visual cues help them understand meaning more easily. "*In my personal*

opinion, podcasts are less effective because people have different learning styles, such as visual or auditory. Therefore, podcasts may not be effective for everyone." (S5)

> "*When listening to podcasts, I need to watch at the same time, so I am more of a visual learner than a purely auditory one. I prefer seeing the speaker's mouth movements and pronunciation, and when I only listen, I often have to replay the audio several times*." (S6)

S4 also indicated that she focuses better when both audio and visual elements are combined.

> "*Because there is both audio and visual input, the use of visuals helps me stay more focused. Audio is fine, but it is more effective when it is accompanied by visuals (audio- visual). This combination is more engaging, especially since people's attention spans nowadays tend to be short, particularly within the first 5–10 minutes*." (S4)

These patterns suggest that the effectiveness of podcasts is not uniform. While some students find them highly beneficial, others require subtitles, visuals, or teacher assistance to fully comprehend the content.

For some informants, podcasts could not replace face-to- face classroom learning, as they still required teachers' feedback and explanations, particularly regarding pronunciation and the understanding of language concepts. This indicates that podcasts are more suitable as a supplementary learning medium rather than a complete substitute for classroom instruction. Overall, podcasts were perceived positively as a tool for enhancing listening comprehension; however,

their effectiveness largely depends on learners' learning styles, motivation, purposes of use, and ability to comprehend audio input without visual support.

2. Advantages and Practice of English Language Learners in Using Podcasts as an Extra Instructional Resources

Podcasts are gaining popularity in English language instruction because of their high educational value. They assist pupils acquire acclimated to the rhythm, intonation, and flow of natural conversation, increasing listening abilities that are more useful in everyday situations. Another advantage of podcasts is the variety of dialects and speaking styles available, which exposes students to variances in pronunciation and expression. This raises students' awareness of spoken language variances and allows them to interpret the meaning of words contextually rather than depending only on familiar terminology. Furthermore, podcasts can be accessible at any time and from any location, allowing self-directed learning outside of the classroom without official pressure. Students who regularly listen to podcasts enhance their listening skills and are better equipped to talk spontaneously in everyday circumstances.

a. Improving Language Abilities

1) Listening skill

According to the findings from in-depth interviews, one of the primary benefits experienced by English Education students when using podcasts as a learning resource is an improvement in listening abilities. This is consistent with S2's opinion, who stated that podcasting had a favorable impact, particularly in terms of speech comprehension and vocabulary development. S2 reported that

"My listening skills have improved, in my opinion the impact of listening

to these podcasts is positive. I can understand what people are saying better, I can learn more new vocabulary, and there are many other positive things." (S2)

In line with this, participant S4 highlighted that,

"The biggest benefit is that my listening skills have improved, as well as my speaking fluency, because in addition to listening, we also learn how to pronounce words, especially unfamiliar vocabulary that we have never heard before." (S4)

Subsequently, Participant S5 expressed a similar viewpoint, saying that, *"The more often you listen to podcasts or hear people speaking English, the more your listening skills and understanding of various accents improve." (S5)*

It was discovered that the participants had quite comparable perspectives on the overall impact of using podcasts as a learning resource. One of the most noticeable effects was an improvement in vocabulary knowledge and the ability to understand native speakers' context. Podcasts helped him gain insight the context of conversations better.

In addition to learning new vocabulary, S1 believed that the podcasts' content stimulated a thorough understanding of context because the language used was natural and relevant. These results suggest that podcasts may support students improve their capacity to interpret spoken messages. S1 revealed that :*"I can learn new vocabulary and easily understand the context of the speaker's conversation." (S1)*

In addition, S3 described a more particular effect when he used podcasts,

particularly in terms of distinguishing distinct accents, such as British English. S3 remarked that.

> *"The impact is good, especially if for example, we watch podcasts about British people. Then we watch movies or TV series or TV shows or animations from Britain, we can easily recognize the pronunciation because usually the terms or vocabulary are the same." (S3)*

These discoveries show that using podcasts not only helps students expand their vocabulary and improve their oral comprehension, but it also helps them develop sensitivity to accent variations exposure, such as the ability to recognize different English pronunciation patterns in various types of media, such as British films or television shows. This demonstrates that repeated exposure to podcasts can improve students' capacity to detect specific pronunciation patterns, facilitating the transfer of listening abilities to diverse types of English-language media, and help students develop linguistic ability in a more natural and contextualized way.

2) Speaking Skill

English education students determined that using podcasts as a learning medium improves not just listening skills, but also speaking skills, including fluency, pronunciation, speaking style, and vocabulary mastery. Students reported that listening to podcasts on a daily basis allows them to become familiarized to the way native speakers speak, indirectly enhancing their confidence and ability to speak English. one participant stated that podcasts have two benefits: both develop listening and speaking skills. Participant S4 displayed that:

"The biggest benefit is that my listening skills have improved, as well as my speaking fluency, because in addition to listening, we also learn how to pronounce words, especially unfamiliar vocabulary that we have never heard before." (S4)

This remark demonstrates that podcasts provide students with not only passive language input, but also teach them how to pronounce new words that they were previously unfamiliar with, resulting in better fluency.

Other individuals found comparable outcomes. Participant S6 stated that podcasts influence how students communicate and expand their vocabulary. This is shown in his statement : *"It has an impact on speech style and vocabulary." (S6)*

This remark implies that podcasts assist students learn differences in English speaking styles and broaden their vocabulary for oral communication.

Overall, these interview show that podcasts not only help students improve their listening abilities, but also significantly help them strengthen their speaking skills, including pronunciation, fluency, speaking style, and knowledge of vocabulary.

3) Writing and Reading skills (Note-taking)

English education students have a frequent practice while using podcasts as a learning resource, which is to take notes on relevant information while listening. This behavior originated as a method to assist individuals understand the content of the material being provided verbally. The participants said that they typically take notes when they reach difficult to comprehend sections or when key

information needs to be highlighted. These notes are quite useful to them in the subsequent learning process, particularly when they need to revisit the material they have heard.

> *"Taking notes when it's difficult to understand, maybe there's something that needs to be underlined too, and that's very useful later on"*
>
> *"For example, when listening to a podcast, I will definitely encounter phrases or vocabulary that I don't know, so I usually just write them down on my cell phone. This is really useful, because later when I need them, I can go back and open the notes on my cell phone" (S3)*

In addition, one participant pointed out that taking notes is not only important for understanding the podcast's content, but also helps to build other language skills. He added that the knowledge heard is reprocessed through writing, which is subsequently employed for reading and speaking activities, resulting in long-term language development.

> *"Yes, using notes, and it's really useful because the notes are used to make it easier to understand the content of the podcast. Then, if we look at it from a long-term perspective, when we listen, what we hear enters our brain and is then re-expressed through writing, and the result of that writing becomes material for reading and speaking." (S4)*

Taking notes while listening to podcasts helps students improve their listening abilities. This game helps students focus their attention on challenging sections and identify significant information and new language. Taking notes changes the listening process from passive to active and concentrated,

allowing for a greater understanding of the sound material. Furthermore, the notes serve as a tool for reflection and repetition of the information, allowing students to re-evaluate what they have learned. As a result, the habit of taking notes while listening to podcasts has been shown to help increase listening comprehension abilities and contribute to the ongoing development of English language skills.

b. Increasing Learner Motivation and Engagement

They all proven that students' motivation for using podcasts as a learning resource was influenced by both academic needs and personal interests. The majority of participants said they were inspired to listen to podcasts because the content was amusing, fascinating, and calming. One participant stated that he preferred podcasts that matched his hobbies since they made learning more enjoyable.*"It's more about interest, I prefer those that are entertaining, interesting, and relaxing."*

At the same time, another participant remarked that interest and mood also influence their decision to use and embrace podcasts as learning resources.*"Determined by a person's interests (mood)" (S5)*

These findings indicate that affective aspects, particularly interests, are significant in motivating students to consistently use podcasts as a learning medium. This is due to their personal interests, as well as the fact that podcasts are entertaining, interesting, and comforting.

c. Enhancement of Learner Confidence and Autonomy

It turns out that a new fact has been identified: students admit that listening to podcasts not only helps them comprehend the English lessons, but also pushes

them to venture beyond of their comfort zone, both academically and in their personal lives. One participant expressed that he felt more comfortable actively participating in learning activities in the Language Implementation Unit (UPB) classroom.*"Yes, maybe I became more active in UPB, such as being more active in discussions, answering questions, and other things." (S3)*

Meanwhile, another participant reported that he had become more self-sufficient in his learning and had begun to adapt to utilizing bilingual language in teaching and daily activities.

> *"Yes, maybe I feel more independent in learning now, then how that independence is reflected in the scope of education is that I am now more accustomed to using bilingual language when teaching or in daily activities" (S5)*

This data demonstrate that podcasts help kids develop learning independence and the bravery to practice language in an environment that's more natural.

Podcast use improves listening abilities in ways that expand beyond understanding. As students become increasingly acclimated to hearing actual English input, they gain confidence, learning independence, and an incentive to actively participate in academic and everyday communication contexts. Enhanced listening exposure allows students to receive spoken language more effectively, encouraging them to participate more actively in classroom discussions and apply bilingual language use independently in teaching and daily activities. As a result, this data suggests that using podcasts to improve listening skills can help students

develop the independence and courage to use English in more natural and relevant learning situations.

d. Flexible and Enjoyable Learning Experience

Podcast-based learning is thought to be more successful since it allows students to avoid boredom during the learning process. Students 1 stated they enjoyed listening to podcasts. *"Yes, it really helps to avoid boredom" (S1)*

Other participants encountered the identical results, stating that podcasts are more successful since they may be listened to under specific settings, particularly when the atmosphere is peaceful, making the learning process more fun and less boring. *"Because I rarely use podcasts, they are more effective and avoid boredom depending on how I listen to them, but they are more effective when I am calm" (S4)*

Audio podcast learning increases students' listening skills by providing an interesting and less repetitive learning experience. Boredom is reduced, allowing learners to maintain concentrate and actively engage with the listening content. When students are relaxed and comfortable while listening to podcasts, they process spoken language more effectively, resulting in improved understanding and continued listening practice.

As a result, the engaging and adaptable character of podcasts contributes significantly to improving students' listening abilities by encouraging motivation and providing constant exposure to authentic listening input.

B. Discussion

This discussion section aims to fully explain the research findings reported in the previous findings section. The topic of discussion focuses on interpreting English Education students' experiences and perspectives on the use of podcasts as an extra learning resource in English language instruction. Using a narrative inquiry approach, it not only describes the data but also analyzes the relevancy of the participants' reports, experiences, and personal reflections while using podcasts in their learning process.

This discussion is constructed based on two research questions that constitute the foundation of the study. The first research question concerns the perspectives of English Education students on the usage of podcasts to improve listening comprehension abilities. The discussion in this section connects the students' opinions and learning experiences with previous findings. Furthermore, the second research question examines the benefits and strategies used by English learners to supplement their learning with podcasts. This section focuses on the many rewards that students experience.

Through this interview, the research findings are not only compared to relevant previous research results, but also contextually examined in the context of the participants' real-life experiences. In other words, this discussion part is designed to provide a more comprehensive understanding of podcasts' role as an effective and relevant learning medium for English Education students in enhancing their listening comprehension abilities and overall English language skills. Several points about the theory were made to demonstrate theoretical

support for the findings, and data was gathered through in-depth interviews related to the theory to answer the study questions. The content that follows is a review and further discussion of the two research questions mentioned above.

1. **Students' Perception Toward the Use of Podcast to Improve Listening Comprehension**

    a. **Podcast as a Natural and Real-Life Listening Input**

The findings reveal that students perceive podcasts as a source of authentic listening input that closely reflects real-life English communication. According to Amalia (2021), the integration of authentic materials through podcasts offers several significant advantages in foreign language learning. Authentic materials allow learners to experience the target language as it is naturally used in real-life contexts, thereby enhancing their exposure to genuine linguistic features. Furthermore, the use of such materials reinforces the understanding that the foreign language is not merely an academic subject, but a living means of communication employed by particular speech communities. Importantly, continuous and long-term exposure to authentic input has been shown to contribute to the reduction of foreign language anxiety, as learners gradually become more familiar and comfortable with natural language use.

Most participants emphasized that podcasts expose them to natural language features such as informal expressions, idiomatic language, varied speech rates, fillers, and spontaneous conversational patterns, which are rarely found in formal classroom listening materials. As define by McDonough & Shaw in (Manurung & Yusriati, 2026) Exposure to authentic materials also equips learners

with the ability to cope with variations commonly found in real-life spoken interaction, including differences in accent, speech rate, repetition, the use of fillers (such as *"uh"* and *"you know"*), and a range of language registers. These features are integral to natural communication and are rarely represented in simplified instructional materials. Similarly, that consistent engagement with authentic input enables students to develop greater listening resilience and pragmatic awareness when encountering spontaneous spoken language.

This perception supports the concept of *authentic materials* in language learning, which suggests that exposure to real-world language use enables learners to develop communicative competence more effectively. As define by Field in (Manurung & Yusriati, 2026) The primary strength of authentic materials in listening instruction lies in the linguistic and semantic complexity they provide. Such complexity encourages learners to develop more holistic meaning-processing skills, encompassing syntactic structures, intonation patterns, and the sociocultural context in which communication occurs. Moreover, that sustained exposure to authentic listening input supports students in integrating multiple layers of language understanding rather than relying solely on surface- level comprehension.

Students' acknowledgment that podcasts resemble "real English conversations" indicates that podcasts function as a bridge between academic English and everyday spoken English. This aligns with Ramirez (2021) Podcasts give students a special chance to develop their listening and comprehension abilities by exposing them to real language use. Through repeated exposure to

authentic speech, learners become more familiar with natural pronunciation, rhythm, and discourse strategies used by native speakers. This aligns with listening theories that emphasize the importance of natural input in helping learners process spoken language in realistic contexts. According to Wulandari et al. (2026) Authentic materials introduce variations in pronunciation, accents, and vocabulary that may not be present in traditional teaching materials. This allows students to develop their ability to deal with the diversity of languages often encountered in real life. Therefore, the use of podcasts can be considered an effective medium for providing meaningful and contextualized listening input beyond textbook-based materials.

b. Improvement in Vocabulary, Accent Recognition, and Listening Fluency

Another important finding of this study is that podcasts contribute to improvements in vocabulary acquisition, accent recognition, and listening fluency. Students reported encountering new vocabulary that did not typically appear in classroom materials. As defined by Gilakjani & Tuanany, Shukurdinovna in (Nuralisa et al., 2026) The challenge in obtaining authentic listening materials arises because they need to align with school textbooks, which often lack a listening comprehension component. Authentic resources are essential for language acquisition because they mirror real-life language usage and offer meaningful learning experiences. Authentic listening materials, such as podcasts, interviews, and news broadcasts, are created for native speakers and offer more realistic language exposure. The repeated exposure to these words in meaningful contexts helped them understand usage, pronunciation, and pragmatic meaning.

This supports the notion that incidental vocabulary learning occurs effectively when learners are frequently exposed to comprehensible input.

In addition, students' increased awareness of different accents indicates that podcasts help learners adapt to variation in spoken English. While American accents were generally perceived as easier to understand due to familiarity, British accents were considered more challenging. As define by Chang, Millett & Graham in (Arini, 2026) Numerous studies have demonstrated that difficulties in listening activities often arise from learners' limited exposure to diverse accents, the natural speaking speed of native speakers, and the frequent use of idiomatic expressions. However, this difficulty also encouraged learners to replay the audio and adjust listening strategies, which may contribute to improved listening resilience. Furthermore, repeated exposure to fast-paced speech helped students become more accustomed to natural speaking rates, leading to improved listening fluency and reduced dependence on subtitles. Subtitles serve as one of the solutions that enable viewers to comprehend content by relying on a language with which they are already familiar (Rahma et al., 2024).

These findings suggest that podcasts support not only lexical development but also learners' ability to process spoken English more efficiently. As students become familiar with natural speech patterns, they feel more confident engaging in real-time communication, classroom discussions, and presentations. A descriptive study indicates that podcasts, when used as a source of authentic input, assist university students in recognizing intonation patterns, speech rate, and variations in spoken discourse. As a result, over time, students' speech processing

becomes more efficient, and they demonstrate greater confidence in participating in classroom discussions (Kamilia et al., 2024).

c. Podcast as Flexible, Enjoyable, and Self-Directed Learning

The findings also demonstrate that podcasts are perceived as flexible and convenient learning tools. In the field of education, the use of podcasts as an e-learning medium offers several notable advantages. These include the reusability and replayability of learning materials, as well as their accessibility across various technologies. Podcasts can be accessed through multiple playback devices, such as MP3 players, MP4 players, and mobile phones or smartphones, making them flexible and widely available. Consequently, learners are not required to rely solely on classroom attendance for learning, unlike in traditional face-to-face instruction. Podcast-based learning supports greater learner autonomy by allowing students to engage with instructional content independently of time and place, as claimed by Fietze in (Setyaning & Putra, 2021). Students appreciated the ability to listen to podcasts anytime and anywhere, such as while resting, traveling, or before sleeping. Mayangsari & Tiara (2019) notes that podcasts have emerged as a widely used instructional medium among university students due to their digital audio format, which is delivered through applications that allow content to be easily stored and accessed at any time. The affordance of repeated listening enables learners to revisit learning materials according to their individual needs, thereby facilitating deeper understanding and reinforcing comprehension through sustained engagement with the content.This flexibility allowed listening practice to be integrated into daily routines without creating additional academic pressure.

As a result, learning felt more relaxed and less formal.

Moreover, students' freedom to choose podcast topics based on personal interests enhanced motivation and engagement. When learners selected content aligned with their hobbies or preferences, they were more willing to listen attentively and consistently. Furthermore, podcasts are regarded as an effective and efficient instructional medium due to their ease of access and minimal technical restrictions, including the absence of age-based verification requirements. This accessibility allows a broader range of learners to engage with learning materials without encountering significant technological barriers, thereby supporting inclusive and flexible learning practices (Kurniasari, 2024). This reflects principles of self-directed learning, in which learners take control over learning content, time, and goals. Additionally, as stated by Jham in (Al Hajar et al., 2026) podcasts are utilized by students to support a more personal and independent learning style. Podcasts therefore support autonomous learning by allowing students to practice listening independently outside the classroom environment.

The finding that students feel more motivated when content is interesting confirms that learning is not solely cognitive but highly emotional and motivational. As noted by Munawir et al. (2024), interactive media can create a more engaging and enjoyable learning experience for students, while also fostering greater enthusiasm and motivation in the learning process. Thus, podcasts operate at the intersection of informal learning, digital immersion, and affective engagement.

d. Limitations and Barriers in Using Podcast

Despite the positive perceptions, the findings also highlight several challenges in using podcasts for listening development. Each learner possesses distinct characteristics in the way they receive, process, and retain information during the learning process. Consequently, variations emerge in learners' levels of comprehension and material absorption. Therefore, when instructional input is delivered solely through audio, learners with a visual learning preference tend to experience reduced focus and lower levels of understanding (Ikhsanuddien et al., 2024). The most common difficulty from students reported was the lack of visual support. Students who identified themselves as visual learners experienced reduced focus and comprehension when listening to audio-only content. This view is consistent with Rahayu et al. (2026) discussion of Mayer's Multimedia Learning Theory, which explains how multimedia influences human cognition through the use of dual channels, namely visual and auditory modalities. These dual channels involve the eyes and ears, which function most effectively when information is presented in a balanced combination of images and sound. The principle of limited capacity emphasizes that humans have inherent constraints in receiving and processing information, making it necessary to utilize both channels to prevent cognitive overload. Moreover, active processing requires learners to actively select, organize, and integrate new information with prior knowledge, thereby enhancing the overall effectiveness of learning. This suggests that podcasts may not fully accommodate all learning styles, particularly for learners who rely on visual cues such as facial expressions, gestures, or subtitles.

Accent difficulty and fast speech rate were also identified as significant barriers. Some students needed to replay recordings multiple times or adjust playback speed to understand the content. Environmental noise further affected concentration, indicating that podcasts require appropriate listening conditions. Additionally, several participants emphasized that podcasts cannot replace teachers' explanations, feedback, and structured guidance, especially for pronunciation and complex language concepts. As noted by Novianti & Kusumajati (2019), traditional or conventional classroom instruction often relies heavily on the teacher's pronunciation as the primary model for learners. Such dominance in pronunciation practice requires careful consideration, as it may include inaccuracies or non-standard forms of pronunciation. Consequently, learners' exposure to authentic English pronunciation may be limited. In conventional classroom settings, this reliance can create opportunities for pronunciation errors that potentially reduce the effectiveness of learning, particularly in relation to learners' ability to interact with native or proficient speakers. These challenges indicate that while podcasts are beneficial, they should not be viewed as a standalone instructional tool. Instead, they are more effective when combined with other learning resources, such as transcripts, visual media, or teacher support.

e. Learning Styles and Differentiated Effectiveness of Podcast

The findings further indicate that the effectiveness of podcasts is strongly influenced by students' learning styles. Auditory learners perceived podcasts as highly effective, as they could absorb information through listening alone. In

contrast, visual learners preferred audio-visual materials and suggested that podcasts would be more effective if accompanied by visuals or subtitles.

This variation confirms that learner differences play a crucial role in determining how podcasts are experienced and utilized. As a result, podcasts are best positioned as a supplementary learning medium that complements classroom instruction rather than replacing it entirely. This is in line with Susilowati & Faiziyah (2020), who argues that the presence of podcasts does not aim to replace classroom instruction or textbooks, but rather functions as a supplementary medium that enriches the learning process. When used appropriately, podcasts can enrich listening input while accommodating diverse learner needs through flexible implementation. As highlighted by Caratozzolo in Meiriza et al., (2026), podcasts as audio-based media enable university students to engage in learning in a flexible, contextual, and repetitive manner whenever needed. Previous studies have shown that the use of podcasts in educational contexts can enhance student engagement, creativity, and critical thinking skills. Similar findings were reported by Al'fi Nasikin, Untari, and Suhartono in Meiriza et al., (2026), who demonstrated that problem-based learning–oriented podcasts significantly improved learning outcomes and critical thinking abilities among Indonesian university students. Thus, the use of podcasts should be positioned strategically as an extension of classroom materials, a reinforcement tool, or a self-paced supplementary resource rather than a universal solution for all learners.

2. Advantages and practice of english language learners in using podcasts as an extra instructional resource

In English language learning, podcasts becoming more prevalent as a medium with strong pedagogical value. Podcasts teach students how to use language in real-world communication settings by presenting actual audio content. Exposure to natural speech helps learners acquire acclimated to the rhythm, intonation, and flow of English conversation, making the listening skills they develop more useful and relevant to their daily requirements. Another advantage of podcasts is the variety of accents and speaking styles they include. Students are exposed to not only one language model, but also differences in pronunciation and expression that represent the speakers' diverse backgrounds. This increases listeners' awareness to differences in spoken language and allows them to interpret the meaning of spoke words contextually rather than relying just on familiar vocabulary. In practice, English learners use podcasts as an additional learning resource that they may access at any time and from any location. This freedom promotes students to engage in autonomous learning outside of the classroom, free from formal pressure. Students who regularly listen to podcasts improve their listening abilities and become better prepared to speak more naturally in everyday situations. As described by (Kurniawan, 2026) the pedagogical value of podcasts in modern language learning. Their ability to expose students to natural speech, diverse accents, and contextual language use equips learners with practical listening skills necessary for real-life communication

a. Improving Language Abilities

1) Listening skill

The usage of podcasts as a tool for learning has been shown to benefit English Education students' listening abilities. Constant dealing with English audio via podcasts allows students to acquire acclimated to the flow of speech, speaking pace, and speaker intonation. This demonstrates that podcasts can be an effective authentic media for teaching listening skills since students listen to English not only in an academic setting, but also in more natural and situational communication circumstances. (Syahabuddin, 2021) emphasized podcasts can help improve English listening abilities. (Dimasanti & Inayati, 2026) *a*lso added that learners *m*ostly use podcasts to improve their English vocabulary and pronunciation, as well as to assist them develop speaking and listening skills. In addition, to boosting general listening abilities, the data show that podcasts assist students understand new vocabulary, accent variances, and the implications of expressions used by speakers. Students can recognize foreign language and grasp its application in real- world circumstances after being exposed to a variety of themes and speech styles. Furthermore, the variety of accents heard in podcasts broadens students' comprehension of variances in English pronunciation, boosting their ability to grasp the speaker's meaning and comprehend the message as a whole.

There is a generally positive effect on students' capacity to comprehend the context of native speakers' speech. Podcasts assist students better understand the meaning of speech since the language used is authentic and appropriate for

real-world communication settings. Students who participate in authentic conversations acquire not only new vocabulary, but also the links between words, the speaker's goals, and the social context in which the language is used. This helps students improve their oral message interpretation competencies, especially in better comprehending the context of English discussions. Following to the theory given by (Mclaughlin et al., 2020) Listeners are quickly 'tune' to unfamiliar accented speech, enhancing their ability to understand a certain speaker over time.

Podcasts have been shown to improve students' listening experiences by exposing them to a wide range of English accents. Students eventually learn to discern characteristic pronunciation and sound patterns, such as those prevalent in British English accents, by listening to podcast content featuring speakers from specific linguistic origins. This ability prepares them better for encounters with other English-language media, as comprehending accents is no longer a major barrier. Thus, podcasts are a useful technique for improving phonological sensitivity while also broadening listening abilities in a more authentic and sustainable setting. In the research of (Arteaga & Lourdes Molina, 2024)

Podcasts offer a real alternative by exposing students to the natural flow of language, a variety of accents, and idiomatic phrases. This exposure simulates a real-world atmosphere in which students can practice English in ordinary circumstances, considerably improving their comprehension abilities.

2) Speaking Skill

The podcast channel efficiently aids them by raising awareness of the need to improve their vocab. It also helps to boost their learning motivation and provide

them with an engaging educational experience. Two characteristics that generate a lot of positive feedback are academic materials and entertainment value, as mentioned by (Nguyen et al., 2026). English Education students see podcasts as a source of authentic input that exposes them to native speakers' use of English on a continual basis. This exposure not only improves their listening comprehension but also helps them build their speaking skills, particularly in terms of fluency and pronunciation. Students indirectly learn authentic word pronunciation, intonation, and speaking rhythm by listening to podcasts on a regular basis, which helps them gain confidence while using English verbally.

Podcasts play a role in expanding students' vocabulary and shaping their speaking style. The various audio content allows students to detect differences in expression and language use in different circumstances, which are then reflected in their speaking practice. Thus, podcasts serve as both a passive language acquisition tool and a learning medium that promotes the overall development of speaking skills. These findings suggest that incorporating podcasts into English language learning can be a successful technique for improving both listening and speaking skills. This is confirmed by the statetement from (Clara Claudea Oxza Bella, 2022) It was recognized that students enjoyed acquiring English speaking abilities through podcasts. It might enhance their pronunciation, vocabulary, and grammar.

3) Writing and Reading skills (Note-taking)

Due to the research findings, English Education students tended to use note-taking techniques when using podcasts as a learning resource. This was

particularly apparent when students had trouble grasping the material or discovered critical facts that needed to be highlighted. The note-taking approach was a cognitive effort to help absorb spoken information, making it easier to understand and retain. Furthermore, the notes produced are used as a source of additional learning, particularly when students need to revisit the material they have heard previously. These results show that using podcasts is not solely passive, but also promotes active student participation in the learning process through effective independent learning practices. Thus, taking notes while listening to podcasts can be viewed as a sort of self-regulation in learning that promotes comprehension and retention of listening material. (Siswahyuni et al., 2023) pointed out that note-taking are essential in learning for listening since it helps learners improve their listening abilities. Note-taking also aids learners in their learning process by developing their memory abilities and comprehension of hearing.

In addition, taking notes while listening to podcasts is not only a strategy for improving understanding of the subject, but it also helps to build other language abilities. Note-taking allows pupils to reprocess auditory information into written form, which improves their cognitive understanding of the material they hear. The notes created can then be utilized as supplemental material for reading and speaking activities. Thus, the use of notes in podcast listening activities serves as an association between language skills, encouraging ongoing learning and long-term growth of English language abilities. Based on the term by Epiasi et al., (2026) actively occupies students' minds, aids memory

retention, and can improve comprehension. Students might improve their comprehension by actively identifying and writing down essential topics. It serves as a technique for improving working memory, focusing attention, and detecting key concepts in the information provided. The act of writing down knowledge improves memory and allows students to recall important elements later. The process of taking notes encourages students to choose and prioritize the most significant aspects from the spoken content.

b. Increasing Learner Motivation and Engagement

Student motivation for using podcasts as a learning resource is influenced by both academic needs and personal interests. The results presented indicate that affective factors, including interest and emotional state, play an essential role in supporting the continuous use of podcasts in the learning process. Interest in interesting, engaging, and relaxing content makes pupils feel more at ease and enjoy the learning process, reducing the perception that learning is a burden. Furthermore, podcast subjects that are compatible with students' hobbies or personal preferences boost student engagement, which strengthens their intrinsic motivation. Therefore, podcasts serve not just as a medium for cognitive learning, but also as a tool for fulfilling students' personal needs, thereby increasing the constancy and efficacy of its use as a learning resource. Refering from (Humairoh et al., 2024) every learner agreed that podcasts improved their speaking skills. Not only that, but podcasts encourage students to enjoy and have fun with these. Students not only improved their speaking skills, but they also learned a lot of new vocabulary while listening to the podcast. Students also highlighted how vital

it is to understand English, and podcasts' flexibility makes them an excellent medium for learning English.

c. Enhancement of Learner Confidence and Autonomy

The use of podcasts as a learning resource pushes students to move outside their comfort zone, both academically and personally. Continuous involvement with English-language audio content serves as a stimulus, increasing students' confidence in actively utilizing English and making them more willing to participate in a variety of educational activities. This condition is shown in students' increased participation in class discussions, their willingness to answer questions, and their more active participation in learning activities at the Language Implementation Unit (UPB). These findings demonstrate that podcasts effective means of developing learners' affective aspects, particularly self-confidence and learning activeness, both of which are critical factors in the success of the language learning process. As explained by research from (Putri et al., 2026) from a practical sense, incorporating podcasts into classroom learning provides various benefits. Students can access content freely, review materials as needed, and learn at their own speed. It also increases enthusiasm and participation, making learning exciting and flexible.

Podcasts help students study more independently and gain confidence in using language in context. They urge students to take control of their own learning process, both in terms of understanding the material and applying the English language outside of the official academic framework. This independence is demonstrated by the students' ability to adjust the use of bilingual language in

learning activities and daily activities, indicating the transfer of knowledge to real-life settings. These findings suggest that podcasts can help students improve their language abilities while also increasing their learning autonomy and confidence in utilizing language spontaneously and meaningfully. (Budiasningrum & Rosita, 2022) describe this podcast is an effective educational tool. The device is basic and easy to discover. Podcasts are accessible to all learners at any time and from any location. Those who are accustomed to multitasking can listen while completing other tasks like homework. They give an effective program that encourages language learners to be more active and creative. Furthermore, they can enjoy a joyful learning environment. Furthermore, they gain motivation and self-confidence.

d. Flexible and Enjoyable Learning Experience

Students enjoy utilizing podcasts as a learning resource because they are more adaptable and less repetitive than traditional learning materials. This efficacy is also influenced by the situation and surroundings in which students listen to podcasts, as a peaceful and pleasant environment allows them to focus better and boosts their learning comfort. This demonstrates that podcasts are more than just a medium for conveying content; they are also a tool that enhances students' affective elements, notably in terms of motivation and engagement in learning. This means that the use of podcasts can be viewed as an effective learning approach for creating a more engaging learning experience and reducing boredom during the learning process. Revealed in the theory from (Fatika & Rahayu, 2021) it is possible to conclude that using podcasts to teach listening

increased students' interest in studying listening. Students felt excited and at ease while learning to listen.