

**PODCAST USE IN EFL LISTENING: A CASE STUDY ON
ENGLISH EDUCATION STUDENTS' PERCEPTIONS AT
UNIVERSITAS NEGERI JAKARTA**



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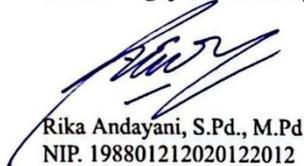
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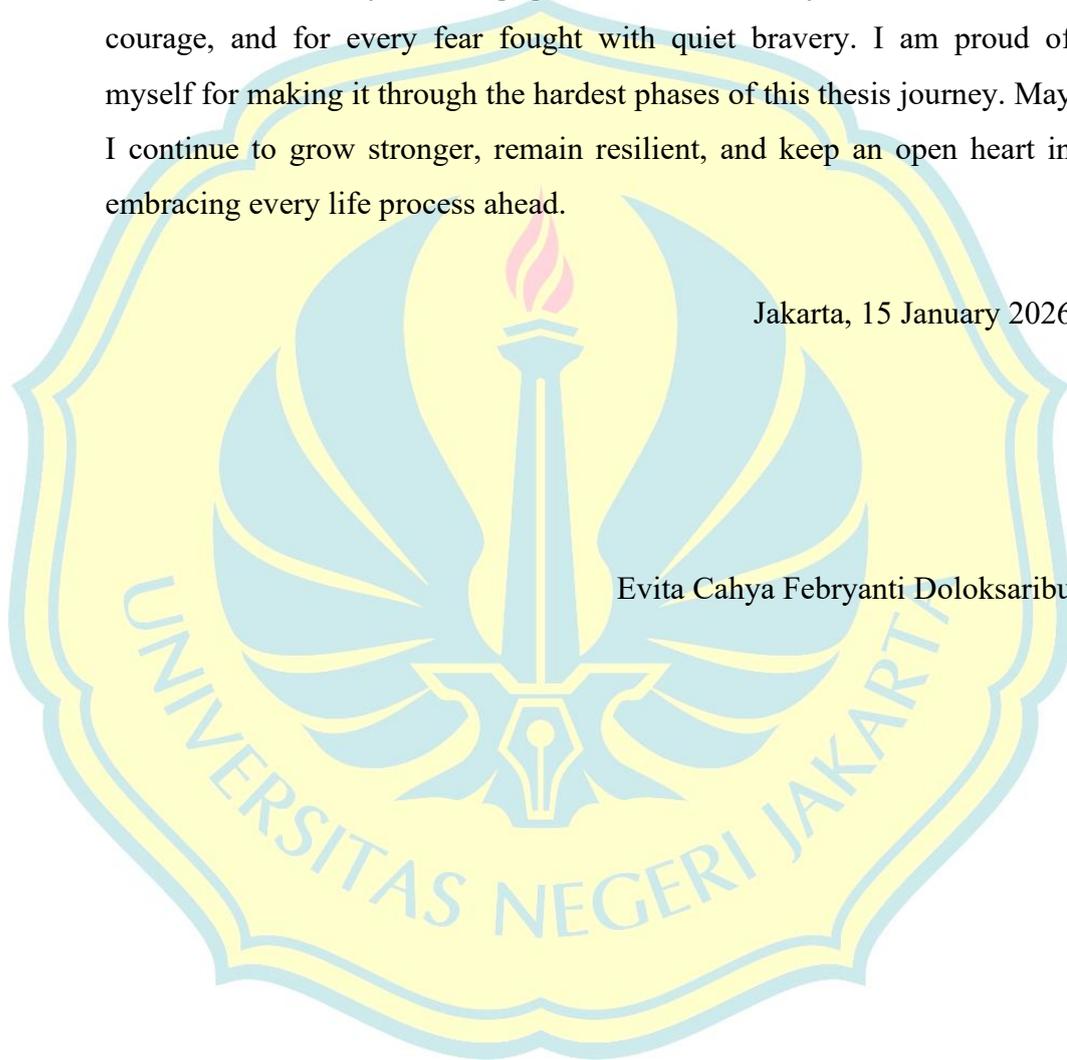


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ABSTRACT

This study examines English Education students' perceptions of podcast use as a learning medium for academic EFL listening practice in the Listening for Academic Purposes (LAP) course at Universitas Negeri Jakarta. A mixed-methods design was used to present both descriptive attitude trends and deeper qualitative perspectives. The participants were 60 ELE-SP students from the 2024 cohort at Universitas Negeri Jakarta. Quantitative data were obtained from 25 closed-ended questionnaire statements using a four-point Likert scale and reported descriptively through mean scores to show overall perception tendencies toward podcast-assisted listening learning. Qualitative insights were gathered from semi-structured interviews and used to clarify and enrich students' responses.

The findings show that students perceive podcasts positively as an accessible, easy-to-use, and engaging digital medium for learning academic listening. Students described podcasts as enjoyable to listen to due to relevant topics and natural language style, which helped them practice listening in a relaxed environment without feeling pressured. Many students also stated that listening through podcasts increased their familiarity with natural English speech, supported vocabulary exposure in real contexts, strengthened awareness of pronunciation variation, and helped them adapt to diverse English accents. Although students experienced challenges such as fast speaker delivery, unfamiliar vocabulary, and accent differences, they responded actively by replaying audio, using transcripts or scripts, and adjusting playback speed to improve comprehension. The results suggest that podcasts are not only well-received but also supportive of repeated and independent academic listening interaction. These findings highlight the potential of podcasts to be realistically used as a sustained learning input source in academic EFL listening classrooms, especially when students are given the freedom to control how they interact with the audio.

Keywords: *podcasts, listening skills, students' perceptions, EFL learning*

ABSTRAK

Penelitian ini mengkaji persepsi mahasiswa Pendidikan Bahasa Inggris terhadap penggunaan podcast sebagai media pembelajaran untuk latihan menyimak akademik EFL dalam mata kuliah Listening for Academic Purposes (LAP) di Universitas Negeri Jakarta. Penelitian menggunakan desain mixed-methods dan melibatkan 60 mahasiswa ELE-SP angkatan 2024 di Universitas Negeri Jakarta. Data kuantitatif diperoleh dari 25 pernyataan kuesioner tertutup dengan skala Likert 4 poin, lalu disajikan secara deskriptif menggunakan skor mean untuk menggambarkan kecenderungan persepsi mahasiswa terhadap pembelajaran listening berbasis podcast. Insight kualitatif dikumpulkan melalui wawancara semi-terstruktur untuk memperdalam dan memperjelas hasil kuesioner.

Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi yang positif terhadap podcast sebagai media pembelajaran listening yang mudah digunakan dan fleksibel sebagai sumber input menyimak akademik. Mahasiswa menjelaskan bahwa podcast terasa menyenangkan karena topiknya relevan dan banyak menggunakan gaya bahasa yang alami, sehingga mereka dapat berlatih listening dalam suasana yang santai tanpa merasa tertekan. Banyak mahasiswa juga menyatakan bahwa pembelajaran melalui podcast membantu mereka lebih terbiasa memproses ujaran bahasa Inggris secara natural, memperkuat paparan kosakata dalam konteks nyata, meningkatkan kesadaran terhadap variasi pengucapan, dan membantu mereka beradaptasi dengan berbagai aksen bahasa Inggris. Meskipun terdapat kendala seperti kecepatan bicara pembicara yang cepat, kosakata yang belum familiar, dan perbedaan aksen, mahasiswa merespons secara aktif dengan strategi seperti memutar ulang audio, menggunakan transkrip atau script podcast, dan mengatur kecepatan pemutaran audio untuk meningkatkan pemahaman. Temuan ini menegaskan bahwa podcast menjadi media latihan listening yang diterima dengan baik, mendukung interaksi berulang, dan berpotensi digunakan secara realistis sebagai sumber input pembelajaran menyimak akademik EFL di kelas.

Kata Kunci: *podcast, keterampilan menyimak, persepsi mahasiswa, pembelajaran EFL*