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STUDENTS' PERCEPTION TOWARD THE USE OF ENGLISH PODCASTS IN LEARNING LISTENING COMPREHENSION AT UIN SULTAN SYARIF KASIM RIAU



BY

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1447 H/ 2026 M



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COMPREHENSION AT UIN SULTAN
SYARIF KASIM RIAU**



BY
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Thesis

Submitted as partial fulfilment of the requirements
For Bachelor's Degree of English Education
(S.Pd)

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING STATE
ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Pekanbaru, 23 December 2025

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ABSTRACT

Muhammad Al Anshari (2026) : Students' Perception Toward the Use of English Podcasts in Learning Listening Comprehension at UIN Sultan Syarif Kasim Riau

This study aims to analyze the perceptions of fifth-semester students in the English Education Study Program at UIN Suska Riau regarding the use of English podcasts to improve listening skills. Using a descriptive quantitative approach, data were collected through a validated Likert questionnaire from 58 respondents (Cronbach's Alpha 0.888). The instrument was based on Walgito's (1990) perception theory with three indicators: Absorption, Understanding, and Evaluation.

The results showed an average perception score of 74.45 (positive category). The indicators Absorption "uncertain" (57.84%), Understanding 'positive' (76.52%), and Evaluation "very positive" (88.96%) were the dominant factors. These findings indicate that students' perceptions of the use of English podcasts to improve listening skills are in the Positive category and that podcasts are also effective as an authentic and motivating medium for student listening practice.

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ABSTRAK

Muhammad Al Anshari (2026) : Persepsi Mahasiswa terhadap Penggunaan Podcast Bahasa Inggris dalam Pembelajaran Kemampuan Mendengarkan di UIN Sultan Syarif Kasim Riau.

Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa semester 5 Program Studi Pendidikan Bahasa Inggris di UIN Suska Riau terhadap penggunaan podcast bahasa Inggris untuk meningkatkan keterampilan listening. Menggunakan pendekatan kuantitatif deskriptif, data dikumpulkan melalui kuesioner Likert dari 58 responden yang divalidasi (Cronbach's Alpha 0,888). Instrumen didasarkan pada teori persepsi Walgito (1990) dengan tiga indikator: Absorption, Understanding, dan Evaluation.

Hasil menunjukkan skor rata-rata persepsi 74,45 (kategori positif). Indikator Absorption "uncertain" (57,84%), Understanding "positif" (76,52%), dan Evaluati on "very positive" (88,96%) sebagai faktor dominan. Temuan ini menunjukkan bahwa persepsi mahasiswa terhadap penggunaan podcast Bahasa Inggris untuk meningkatkan keterampilan mendengarkan termasuk dalam kategori Positif dan podcast juga efektif sebagai media autentik dan memotivasi untuk latihan menden garkan mahasiswa.

ملخص

محمد الأنصاري، (٢٠٢٦) تصورات طلاب قسم تعليم اللغة الإنجليزية حول استخدام البودكاست باللغة الإنجليزية لتحسين مهارة الاستماع في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

هذا البحث يهدف إلى تحليل تصورات طلاب الفصل الدراسي الخامس في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو حول استخدام البودكاست باللغة الإنجليزية لتحسين مهارة الاستماع. استخدم البحث المنهج الكمي الوصفي، حيث جمعت البيانات من خلال استبيان مقياس ليكرت من ٥٨ مستجيباً، وقد تم التحقق من صدقها وثباتها بقيمة معامل ألفا كرونباخ ٠,٨٨٨. واستندت الأداة إلى نظرية الإدراك عند الجيتو (١٩٩٠) التي تشمل ثلاثة مؤشرات، وهي استيعاب وفهم وتقويم. وأظهرت النتائج أن متوسط درجة التصورات بلغ ٧٤,٤٥، وهو ما يندرج ضمن الفئة الإيجابية. وجاء مؤشر الاستيعاب في فئة غير متأكد بنسبة ٥٧,٨٤٪، بينما جاء مؤشر الفهم في فئة إيجابية بنسبة ٧٦,٥٢٪، في حين كان مؤشر التقويم في فئة إيجابية جداً بنسبة ٨٨,٩٦٪. بوصفه العامل الأكثر هيمنة. وتشير هذه النتائج إلى أن تصورات الطلاب حول استخدام البودكاست باللغة الإنجليزية لتحسين مهارة الاستماع تقع ضمن الفئة الإيجابية، كما أن البودكاست يعد وسيلة فعالة وأصيلة ومحفزة لتدريب الطلاب على مهارة الاستماع.

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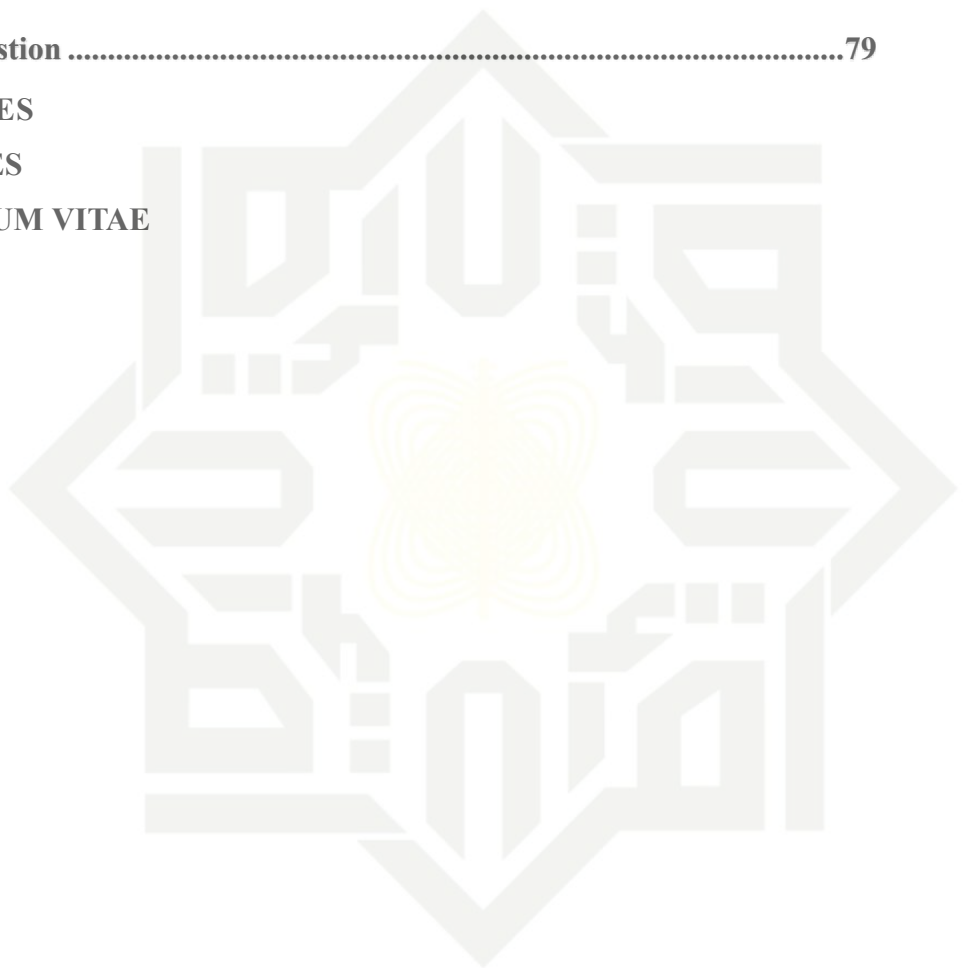
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UIN SUSKA RIAU

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Appendix III	Score of students questionnaire
Appendix IV	Recommendation Letters



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English as a foreign language has become a global necessity in many areas of life, including education, business and international communication. According to a report from the British Council (2023) more than 1.5 billion people worldwide are learning English, making it the language with the highest number of learners in the world. One of the key skills that must be mastered in learning English is the listening skill.

This skill is crucial as it is the foundation for understanding conversations, absorbing information, and improving effective listening. However, in practice, many students face challenges in understanding spoken English conversations. This is due to various factors, such as the speed of speaking, the use of idioms or informal expressions, and the different accents of native English speakers (Solís López, 2025).

This difficulty in understanding English conversation is also found among students in Indonesia. Many students experience problems in capturing information when faced with authentic listening comprehension materials, especially those from native speakers. Studies show that the main obstacle in listening comprehension is the lack of exposure to natural spoken English in everyday life (Pratiwi & Inderawati, 2024).

Most students only rely on learning materials from textbooks and recordings provided in class, which often do not adequately reflect the diversity

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of English used in real communication situations. In addition, traditional learning methods that are still widely used, such as lectures or test-based listening exercises, are often uninteresting and not interactive enough, leading to low student motivation (Rahmi *et al.*, 2025).

Along with the development of technology, digital-based learning methods began to be widely applied to improve English skills, especially in the aspect of listening. One method that is increasingly popular is the use of podcasts, especially in the context of language learning (such as English). Podcasts are digital audio recordings that are available online and can be accessed by anyone. McBride (2009) states that English podcasts are asynchronous audio-based tools that are effectively used for language learning because they can be accessed according to the learner's time and convenience. Rosell-Aguilar (2007) states that English podcasts can specifically support language learning, especially English Language Podcasts which provide varied content with various accents from native speakers to improve listening skills.

Podcasts offer various types of content, ranging from interviews, discussions, news, to fictional stories, presented in a variety of English accents and speaking styles. With the ease of access and variety of content available, podcasts become one of the effective learning media for students who want to improve their listening skills (Emiwati *et al.*, 2025).

In recent years, research regarding the use of podcasts in English language learning has grown rapidly. Firdausy *et al.* (2025) found that students who regularly listened to the American English Podcast experienced a

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significant improvement in listening skills compared to those who only relied on conventional learning methods. This happens because podcasts allow students to be directly exposed to spoken English in various real-life contexts.

In addition, research conducted by Satharatthana (2024) shows that podcasts not only help in improving listening comprehension but also encourage self-directed learning. Students have the freedom to choose content that suits their interests and needs, and can re-listen to the material as many times as necessary to better understand the information.

However, based on preliminary research conducted by researchers on several fourth-semester students in the English Education Study Program at Sultan Syarif Kasim Riau State Islamic University, it was found that the majority of them (93%) had listened to English language podcasts. Nevertheless, most students tended to use podcasts for non-academic purposes, such as entertainment or casual listening, rather than as a tool to support the development of their listening skills.

This finding indicates a gap between students' exposure to podcast media and its actual utilization as an academic learning resource to enhance listening skills. This suggests that although podcasts are already known and easily accessible to students, their potential as an effective learning medium, particularly in improving listening skills, has not been fully utilized.

Some studies show that although students have access to podcasts, they often do not know how to use them effectively to improve their listening skills (Karimova, 2024). In addition, factors such as limited understanding of foreign

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accents, differences in speaking speed, and lack of clear learning strategies are the main obstacles in using podcasts for English language learning. Various studies have proven that podcasts can be an effective learning tool in improving students' listening skills.

In the context of higher education in Indonesia, students often rely on traditional materials such as textbook recordings and classroom lectures, which may not provide enough variety, engagement, or real life language input to support effective listening development. In response to these challenges, podcasts have emerged as a flexible and engaging medium that offers students access to real-life English usage through native and fluent speakers. Podcasts are typically rich in authentic content, varied topics, and natural speech patterns, which make them suitable for developing listening skills.

Molina and Arteaga (2024) revealed that students who participated in podcast-based learning demonstrated better listening comprehension compared to those who relied solely on traditional learning methods. This shows that podcasts can provide more contextual and meaningful language input that enhances understanding in listening skills. Furthermore, Rosidah (2025) found that students felt more motivated to engage in learning when podcasts were used as a medium. Although her study focused on motivation, increased learner motivation is strongly linked to improved listening engagement and sustained effort, both of which are important for successful listening skill development. Podcasts' flexibility, portability, and relevance to learners' interests contribute to this motivation.

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While Winata (2024) emphasized that podcasts also contribute to speaking skills through imitation of intonation and pronunciation, her findings suggest that effective listening is a necessary prerequisite for such speaking improvements. This further underscores the importance of enhancing listening abilities through meaningful exposure, such as through english podcast content. In addition, AbdAlgane (2024) showed that students who discussed podcast content after listening demonstrated a higher level of understanding than those who listened without follow-up activities. This indicates that combining podcast listening with post-listening reflection or discussion can enhance comprehension, making the podcast experience more effective.

Despite these promising findings, most existing research focuses on the effectiveness or outcomes of podcast usage, with less attention given to students' perceptions how they view, experience, and respond to podcast-based learning, particularly for listening improvement. In the context of English education in Indonesia, especially at UIN SUSKA Riau, there is still limited empirical evidence exploring students' perceptions of using English podcasts to improve listening skills. Understanding students' perceptions is crucial, as it can provide insights into the actual user experience, challenges, preferences, and the perceived usefulness of podcasts in supporting listening practice. Therefore, this study aims to investigated English education students' perceptions of the use of English podcasts to improve their listening skills, contributing to the growing body of literature on podcast-based learning and offering recommendations for more effective listening instruction.

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To address this gap, this study aims to explore the perceptions of fifth-semester students in the English Education Study Program at UIN Suska Riau regarding the use of podcasts as a tool to improve listening skills. The selection of fourth-semester students is based on preliminary research, which indicates that at this stage, students have been exposed to basic listening comprehension strategies and have accumulated sufficient experience in academic listening activities. As such, they are at a stage where they are sufficiently prepared to evaluate the use of English-language podcasts as an alternative learning resource for improving listening skills, based on their own experiences and understanding as self directed learners.

In addition, students at this level are transitioning from structured classroom instruction to more independent learning habits. This transition period is crucial, as it encourages students to explore various media and methods that support their language development outside the classroom environment. Investigating how they perceive the use of podcasts for listening practice can provide valuable insights into their readiness for independent learning and the practical role of podcasts in their language learning journey, particularly in terms of improving listening skills.

By understanding student perceptions, this study is expected to provide insight into the extent to which students' perceptions of the use of English podcasts help them improve their listening skills, both in the form of effectiveness and the challenges they face in their use.

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B. Problem of the Research

1. Identification of the Problem

- a. Based on the background of the problem, the researcher identifies the problems as follows :
- b. Students face difficulties in understanding authentic spoken English, particularly regarding fast speech, foreign accents, and different expressions in understanding spoken English conversations with their listening skills.
- c. Many students struggle to grasp information when faced with authentic listening materials, especially those from native speakers.
- d. There is a need to explore innovative and easily accessible media, such as English podcasts, to support and enhance students' independent listening practice outside of class hours.
- e. Students' perceptions of the use of English podcasts to improve listening skills have not been studied, especially for English Education students at UIN Suska Riau.

2. Limitation of the Problem

This study does not discuss other aspects of language skills such as speaking, reading, or writing, and does not examine the effectiveness of podcasts in skills other than listening. In addition, this study focuses on English podcasts that are used as independent listening learning resources by students, both those used in academic and non-academic contexts.

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This study only focuses on student perceptions of the use of podcasts in improving listening skills in English learning Especially in 4th semester students majoring in English education at uin suska riau.

3. Research Question

Based on the background of the problem and the research limitations that have been described, the main research question for this study is :

- a. How is the 5th semester students perceptions of the English Education Study Program at UIN Suska Riau about the use of English podcasts in improving their English listening Comprehension?

C. Objective of the Research

Based on the research question, the purpose of this study is to analyze the perceptions of 5th semester students in the English Education Study Program at UIN Suska Riau toward the use of podcasts in improving their English listening skills.

D. Significance of the Research

The findings of this research are expected to provide significant contributions :

For the Students : This research can raise students' awareness regarding the potential benefits of utilizing English podcasts as an effective and accessible tool for independent listening practice, thus empowering them to take more control over their language learning process.

For the Lecturers : The findings can offer valuable insights for English lecturers at UIN Suska Riau regarding students' perspectives on podcast

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integration. This information can assist lecturers in designing more engaging and effective listening comprehension activities, selecting appropriate supplementary materials, and encouraging autonomous learning through digital media.

For other Researchers : This study can serve as a foundation and reference for future research on the use of digital media in language learning, particularly concerning the role of podcasts. It may inspire further investigations into specific aspects of podcast use, different language skills, or diverse educational contexts.

E. Definition of Terms

1. Students Perceptions

Perception refers to how individuals interpret and understand a certain phenomenon based on their experiences and cognitive processes (Khotimah *et al.*, 2021). In this study, student perceptions refer to the opinions, attitudes, and experiences of fifth semester students regarding the use of English podcasts to improve their listening skills. This perception includes their views on the ease of use of podcasts, effectiveness in improving listening skills, accuracy, advantages, content relevance, challenges faced and the motivation arising from the use of these English podcasts.

According to Walgito (1990), perception is a complex process of recognizing and interpreting sensory stimuli and information, resulting in

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meaningful experiences. It involves three key stages : Absorption, Understanding and Evaluation.

2. English Podcast

According to (Hasan & Hoon, 2013), podcasts are digital audio recordings that can be accessed via the internet, which are usually presented in serial or episode form and used as a flexible and authentic learning medium. English podcasts provide a variety of English-language content that can help learners improve listening skills through exposure to native language in various contexts. So in this study English podcasts are audio-based learning media used to improve students' listening skills in English. English podcasts provide repeated exposure to authentic English that allows students to understand sentence structure, intonation, pronunciation, and vocabulary in a real context. Podcasts also provide a flexible and engaging learning experience as they can be accessed anytime and anywhere.

3. Listening Comprehension

(Vandergrift & Goh, 2012) state that listening skills are the ability to understand, interpret, and respond effectively to spoken language. This ability is often considered the most frequently used language skill in everyday communication and a fundamental prerequisite for successful second language acquisition (Ur, 2000). In the context of English language learning, this skill includes the ability to understand the main information, main ideas, and details of conversations or spoken discourse delivered with various accents and speaking speeds. In this study, listening is defined as

the ability to hear or understand spoken English, which involves recognizing sounds, intonation, word stress, and meaning conveyed implicitly or explicitly. This ability is considered a key receptive skill in the process of learning a foreign language, especially in understanding information from audio media such as podcasts. Learners of English as a foreign language can benefit from extensive listening practice, where they interact with authentic material for global comprehension, as well as intensive listening practice, which focuses on understanding specific linguistic features in detail. Podcasts, with their diverse content and authentic language, can meet the needs of both extensive and intensive listening practice.

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CHAPTER II

LITERATURE REVIEW

Theoretical Framework

1. Definition of Listening

Listening is one of the basic skills that is very important in the process of learning a second or foreign language because it is the foundation for mastering other language skills.

Vandergrift and Goh (2012) state that listening is an active process of receiving, constructing meaning, and responding to messages conveyed, both verbally and non-verbally. This emphasizes that listening skills are not just hearing sounds, but involve the process of understanding and interpreting the information received so that the meaning of the message can be understood properly.

In line with this view, Rost, M (2013) defines listening as the process of capturing the speaker's speech, constructing meaning, negotiating meaning with the interlocutor, responding, and creating understanding through emotional involvement and imagination. This definition shows that listening is an interactive and dynamic activity, which requires the involvement of thoughts, feelings, and social interactions to fully understand the message.

Meanwhile, according to Gilakjani and Ahmadi (2011), listening comprehension ability is the skill to recognize and understand other people's

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speech, including understanding accents, grammar, vocabulary, and capturing the overall meaning of the conversation.

Based on these three views, it can be concluded that listening skill is a complex process that involves not only linguistic aspects but also higher-level thinking skills, so it is important for learners of English as a foreign language (EFL) to develop this ability continuously. Therefore, listening should be viewed as an active process that requires specific strategies to achieve optimal comprehension.

2. Listening Process

Listening process is a complex activity that involves a series of stages in capturing and understanding oral information. According to Anderson (2009), the listening process is an active process that includes identifying sounds, interpreting the meaning of words or sentences, to understanding the speaker's intent. In his view, Anderson classifies the listening process into two main categories, namely bottom-up process and top-down process. Bottom-up process is a listening process that starts from recognizing the smallest elements such as sounds, words, and grammatical structures to then build understanding, while top-down process relies on the listener's background knowledge, context, and experience to interpret the meaning of the message as a whole (Anderson, 2009).

In line with Anderson, Rost (2011) also suggests that the listening process is a mental activity that includes a series of perception, decoding, and interpretation processes. Rost added that in the listening process, there

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are three important interrelated categories, namely perceptual processing, parsing, and utilization. Perceptual processing relates to the recognition of sound input, parsing involves analyzing language structure, and utilization is the process of using information to understand messages or make decisions.

Both experts agree that the listening process is not just a matter of capturing sounds, but also involves cognitive activities and complex interactions of meaning. Therefore, to be able to understand messages effectively, listeners need to integrate linguistic information with their existing knowledge.

According to Collins (2009), the listening process involves five main categories that are interconnected to form a comprehensive understanding of the message heard. The five categories are:

a. Receiving

Receiving is the initial stage in the listening process, which is when the listener captures or receives incoming sound stimuli. At this stage, the

listener's attention is needed in order to be able to capture information completely without interference from the surrounding environment.

b. Understanding

Understanding is the process when the listener begins to give meaning to the message received. At this stage, the listener tries to

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connect the words or sentences heard with the knowledge or information he already has to gain understanding.

c. Evaluating

Evaluating is the stage of assessing or considering the content of the message that has been understood. Here, the listener carries out an analysis process of the information, whether the information is correct, relevant, or useful for him.

d. Remembering

Remembering is the stage where the listener stores the information that has been received and understood into memory for future use. This process is important so that information is not only heard for a moment, but also remembered.

e. Responding

Responding is the last stage in the listening process which is characterized by a response or reaction to the message received, both verbally (answering, responding) and non-verbally (nod, facial expression). This stage shows that the listener is actively involved in two-way communication.

Thus based on these opinions, the listening process is a series of systematic processes that involve receiving, understanding, evaluating, storing, and responding to spoken information, and is influenced by the linguistic abilities and experiences of the listener. A deep understanding of

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this listening process is very important to improve effective listening skills in the context of English language learning.

3. The Difficulties of Listening

Listening comprehension is widely recognized as one of the most challenging skills for learners of English as a foreign language (EFL). This difficulty arises from a variety of factors, including linguistic, psychological, and contextual barriers. Several scholars have analyzed this issue in depth, providing insights into why listening is often considered a difficult skill to master.

According to Graham (2006) emphasizes that one of the significant difficulties faced by learners is the inability to recognize words when spoken naturally. Unlike written language, spoken English often contains subtraction, splicing of sounds and assimilation, which makes it difficult for learners to identify individual words. For example, phrases like “going to” can be pronounced as “gonna”, and “want to” as “wanna”, which can confuse learners who expect to hear words in their full form. Graham also notes that when speakers speak quickly or use informal expressions, learners struggle to keep up, especially when they focus on decoding each word rather than understanding the overall meaning. This suggests that a lack of exposure to spoken English in real life and an over-reliance on textbook language create major barriers to effective listening comprehension (Graham, 2006). Vandergrift and Goh (2012) offer a broader perspective by explaining that listening difficulties are caused by both linguistic and

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psychological factors. From a linguistic perspective, students often lack sufficient vocabulary and are unfamiliar with complex grammatical structures, which prevents them from understanding the meaning of the texts they are listening to. Psychologically, students' anxiety and low confidence in their listening skills also have a negative impact on their performance. When students feel nervous or fear failure, their focus is distracted, and they may miss important parts of the conversation. Furthermore, Vandergrift and Goh argue that listening requires simultaneous processing of several language components - such as phonology, syntax, and semantics - which can be overwhelming for students, especially if they have weak foundational knowledge in any of these areas. Thus, listening is not just a matter of hearing but also processing and interpreting linguistic input under time pressure (Vandergrift & Goh, 2012).

Field (2008) points out that one important barrier in listening is the diversity of accents and pronunciation styles of English. She explains that learners are often taught Standard English, usually spoken with a neutral accent, but in real communication, they encounter a wide variety of accents, including British, American, Australian and other accents, each with its own pronunciation pattern. others, each with different pronunciation patterns. According to Field, this variation in accents can be confusing for students, as they may not be familiar with certain ways of pronouncing words, intonation patterns, or speech rhythms. In addition to accents, background noise, poor audio quality, and overlapping speech in real-life conversations

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further complicate the listening process. complicate the listening process. As a result, Field emphasizes that learners need extensive exposure to a variety of listening materials that reflect real-life language use, to better prepare them for authentic communication situations (Field, 2008).

Gilakjani and Ahmadi (2011) highlight that limited access to authentic listening materials and inadequate practice are major contributors to listening difficulties. They argue that in many EFL contexts, learners are mainly exposed to artificial listening tasks that do not resemble actual conversations. The scripted and oversimplified dialogs found in many English textbooks fail to capture the spontaneity, speed, and complexity of natural conversations.

As a result, when students encounter real-world situations such as conversations with native speakers, podcasts, or movies, they struggle to follow the conversation and often give up. Moreover, Gilakjani and Ahmadi emphasize that the lack of appropriate listening strategies, such as predicting content, using context clues, or inferring meaning, exacerbates these difficulties. Without training in such strategies, learners tend to focus only on individual words, leading to a fragmented understanding of the message (Gilakjani & Ahmadi, 2011). In addition to some previous expert opinions, Ur (2000) also explains in depth about the factors that cause difficulties in English listening skills.

According to Ur, there are several main causes why listening skills are a challenge for foreign language learners. The following is his statement:

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- a. The ability to catch sounds of the foreign language.

One of the main difficulties in listening to a foreign language is catching and recognizing the sounds or pronunciation of the language. Many students are unable to distinguish between words or phrases that sound similar when spoken quickly or naturally by native speakers. When speaking, native speakers often use connected speech, elision, and word reduction, making it difficult for novice listeners to understand the speech. For example, pronunciations like “gonna” (going to) or “wanna” (want to) often go unnoticed by novice learners.

- b. Having to understand every word

Many students feel that in order to understand a conversation or a recording, they must understand every word that is spoken. Whereas, in reality, global understanding or the gist of the information is much more important than capturing every word literally. This tendency makes students tend to stop listening when there is one word they don't understand, so they miss out on other pieces of important information.

- c. Not being able to understand fast, natural native speech

Students often struggle to understand the speed at which native speakers speak naturally. In real conversations, native speakers usually speak at a normal or even fast pace, without slowing down the tempo for learners. This makes it difficult for students to process the information immediately as they are not used to that speed of speech. In

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addition, the use of idioms, slang, and colloquial expressions is also an obstacle.

- d. The inability to get things repeated

In real situations, such as live conversations or when listening to authentic media (e.g. podcasts, videos, or news), there is no opportunity to ask the speaker to repeat or clarify what was said. This is in contrast to classroom listening exercises that can be repeated. Therefore, students need to be able to process information in one sitting, which is a big challenge, especially for beginners.

- e. Limited vocabulary

Lack of vocabulary makes it difficult for students to understand the content of conversations, especially if new words or terms appear that they have never learned. When encountering new words, many students are unable to guess the meaning based on context, resulting in incomplete or incomprehensible information. Limited vocabulary also hinders the process of meaning reasoning during listening.

- f. Inability to understand different accents

English is a global language spoken by a variety of speakers with an assortment of accents (e.g. British, American, Australian, Indian, etc.). This variety of accents is often a big barrier for students because they are only used to hearing one type of accent from a particular teacher or learning material. When they hear other accents, they can feel confused or unable to follow the conversation well.

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Thus, UR (2002) opinion reinforces the views of Graham (2006), Field (2008), Vandergrift & Goh (2012), and Gilakjani & Ahmadi (2011) who state that listening difficulties are not only related to language ability, but also psychological, technical, and contextual conditions. The core similarity of all these opinions highlights that listening skills require a combination of language mastery, strategy, and mental readiness. Therefore, in the listening learning process, it is important for teachers to provide realistic exercises, introduce various accents and speaking rates, and train effective coping strategies so that students can face these challenges.

4. Students Perceptions

Student perception is the way students interpret, assess and respond to their learning experiences including teaching, course materials, academic environment, and interactions with lecturers and fellow students. Students' perceptions of a learning phenomenon are very important in assessing the effectiveness of learning methods, materials and environments. According to Ajzen (2020), student perceptions can be understood as part of the theory of planned behavior, where perceptions influence students' intentions and actual actions in response to the learning process. In an academic context, perceptions shape how students interpret the relevance of the material, the clarity of the lecturer's delivery, and the usefulness of learning activities. Ajzen emphasizes that perception is not only the result of experience, but also a reflection of expectations and initial beliefs. This research is relevant to understanding how perceptions can influence academic engagement.

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Furthermore, Biggs and Tang (2022) explain that students' perceptions result from the interaction between learning approaches and expected learning outcomes. They highlight the importance of perception in constructivism-based learning, where students construct understanding through their personal experiences. Perceptions of the task, lecturer, and learning environment strongly influence the selection of learning strategies. This suggests that perception is not a passive entity, but actively shapes the way students learn, which means that students' perceptions do not simply accept or reflect the learning experience as it is. Students do not simply receive information from outside without processing it, which means that perception actively influences how students shape their way of learning which ultimately affects their learning outcomes.

Bandura (2018), through the theory of self-efficacy, asserts that students' perceptions of their abilities also play an important role in determining academic participation and success. Self-perception is closely related to self-confidence, internal motivation, and resilience in the face of adversity. Students who have a positive perception of their abilities will be more able to face academic challenges and complete them well. This is an important foundation in building a curriculum that promotes positive perceptions through increased achievement.

Meanwhile, Entwistle and Peterson (2019) examined students' perceptions of the learning environment and found that positive perceptions of the classroom atmosphere correlated with better learning outcomes. They

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suggested that lecturers need to pay attention to the emotional and psychological aspects of teaching because students' perceptions of social support, fairness of evaluation, and open communication will affect the level of comfort and engagement. This research strengthens the argument that perception is not only cognitive, but also affective.

In a recent empirical study, Kahu and Nelson (2018) developed a student engagement framework that places perception as a key component in academic engagement. They state that students' perceptions of the clarity of academic expectations, the personal value of learning, and the sense of belonging to the institution are indicators that largely determine their emotional and cognitive engagement. They combine psychological and sociological approaches to understand how perceptions are constructed in the context of higher education. This perception includes their views on the ease of use of podcasts, effectiveness in improving listening skills, accuracy, advantages, content relevance, challenges faced and the motivation arising from the use of these English podcasts.

According to Walgito (1990), perception is a complex process of recognizing and interpreting sensory stimuli and information, resulting in meaningful experiences. It involves three key stages :

- a. Absorption : The initial stage where individuals receive stimuli through their senses. In this study, it refers to how students receive and notice the presence and content of English podcasts.

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- b. Understanding : The process of interpreting the absorbed stimuli and assigning meaning to them. Here, it pertains to how students comprehend the features, functions, and relevance of English podcasts for their listening improvement.
- c. Evaluation : The stage where individuals form judgments, attitudes, or opinions about the perceived stimuli. In this research, it concerns students' assessments of the effectiveness, benefits, and challenges of using English podcasts to enhance their listening skills. These three dimensions of perception (absorption, comprehension, and evaluation) will be the main indicators in developing questionnaire items in this study to comprehensively capture students' perceptions in this study.

The questionnaire consists of 15 questions.

5. Podcast

According to Hasan and Hoon (2013), podcasts are digital audio recordings accessible via the internet, usually presented in a serial or episodic format, which serve as a flexible and authentic learning medium. The platform offers a wide array of English-language content, which allows students to improve their listening skills by exposing them to original speech in a variety of contexts. The authenticity of the podcasts lies in the real-life use of language, which gives learners exposure to natural speech patterns, colloquialisms and diverse accents, which are often absent in traditional textbook materials. This exposure is crucial to developing listening proficiency, as it mirrors real-world communication scenarios. The

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flexibility of podcasts allows learners to access content at their own pace, facilitating independent learning and accommodating individual schedules. This aspect is particularly beneficial for language learners, as it allows for repeated listening and practice, which is crucial for improving comprehension and retention. In addition, the episodic nature of podcasts encourages continued engagement, so learners can build their listening skills progressively over time. In addition to listening skills, podcasts can aid the development of other language competencies, such as pronunciation, vocabulary acquisition and cultural understanding. By listening to native speakers discuss diverse topics, learners can internalize correct pronunciation, learn new expressions, and gain insight into cultural nuances, all of which contribute to overall language proficiency. In summary, Hasan and Hoon (2013) highlight that podcasts serve as a valuable tool in language learning, offering authentic, flexible and diverse content that supports the improvement of listening skills and other language competencies.

According to Constantine (2007), podcast is a combination of two words, namely: iPod and broadcast. Podcasts are modern digital technology in the form of audio and video files that are available on the web and can be easily downloaded for free on any device connected to the internet. From the above understanding, it can be concluded that podcasts are flexible digital media files that are available on the web and can be downloaded anytime and anywhere via electronic devices. anytime and anywhere via electronic devices.

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6. Theoretical Support for Using Podcast as Additional Media

The integration of podcasts as a complementary medium in English language learning is supported by several leading theories of language learning and acquisition. According to Krashen's Input Hypothesis (2021), second language acquisition occurs when learners receive input that is slightly above their current proficiency level ($i + 1$). Podcasts provide this type of input through authentic spoken English in natural contexts, facilitating listening and linguistic development.

From a sociocultural perspective, Vygotsky's theory (2020) highlights the importance of learning through social interaction in the Zone of Proximal Development (ZPD). English podcasts, especially those featuring authentic conversations or interviews, expose learners to real communicative contexts that encourage meaning-making and self-regulated learning.

In terms of cognitive processing, Mayer's Cognitive Multimedia Learning Theory (2021) states that learning is more effective when learners process information through two channels—verbal and auditory. Although podcasts primarily use the auditory channel, when combined with transcripts or follow-up discussions, they reinforce understanding and retention.

Furthermore, according to Ryan and Deci's (2020) Self-Determination Theory explains that learning through podcasts encourages autonomy and

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intrinsic motivation, as students can choose topics that suit their personal interests and learning pace.

Recent studies further validate these theories. Pourhosein Gilakjani and Sabouri (2022) conducted a meta-analysis showing that podcast integration significantly improves EFL learners' listening comprehension and engagement. Similarly, Alahmadi and Alraddadi (2023) found that students exposed to English podcasts demonstrated higher levels of understanding of main ideas, idiomatic expressions, and accent variations.

Moreover, podcasts provide multi-modal exposure that aligns with 21st-century learning principles emphasizing learner autonomy and technology integration. According to Alqahtani (2023), the incorporation of podcasts in EFL classrooms enhances learners' engagement and digital literacy, while fostering independent learning beyond the classroom.

Therefore, the inclusion of podcasts as additional learning media is theoretically justified and empirically supported for enhancing students' listening comprehension and motivation in EFL contexts.

7. Types of Podcast

The use of podcasts in learning activities includes various types that have been classified by a number of experts. According to Carvalho, Aguiar and Maciel (2008), podcasts can be divided into several categories, including informative podcasts, commentary or feedback podcasts, guidance podcasts and authentic material podcasts. Informative podcasts aim to convey knowledge and insights to their listeners. This type usually

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covers educational themes such as history science, and technology, or even topics related to personal development, such as mental health or financial literacy. These podcasts can also include explanations of concepts, analysis, synthesis, description of how a tool works, to the reading of literary excerpts or poetry.

Meanwhile, commentary or feedback podcasts are often utilized by educators, both teachers and lecturers, as a medium to deliver assignment instructions or group work to learners.

Guidance podcasts are more widely used in the context of practical or field activities. This type usually contains learning guidelines, directions for group dynamics, and reflections on learning. While authentic material podcasts contain content that is basically aimed at the general public, such as broadcast interviews, news, radio recordings, or other audio programs that have educational value.

In addition, another classification was proposed by Heilsen (2010), who divided educational podcasts into four categories: administrative podcasts, special lecture series podcasts, classroom podcasts, and supplemental podcasts.

Administrative podcasts are concerned with the delivery of general information such as academic guidance or other important announcements. Special lecture series podcasts contain content sourced from guest lectures, seminars, or inaugural lectures.

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Class podcasts contain material directly related to curriculum content and learning activities in the classroom. Additional podcasts are complementary material, such as content from the internet that is relevant and supports the learning process in class. In terms of form, Toyib, Humaisyi, and Muzakki (2013) identified three types of podcasts, namely: audio podcasts, picture podcasts (which combine visuals and sound), and video podcasts (in movie format with sound, generally in MP4 format).

According to Santo (2021), there are eight main types of podcasts, which include:

a. Interview Podcasts

The interview podcast format usually involves one or two hosts who talk to one or more guests in each episode. In this format, guests provide unique expertise or insights on a particular topic, industry, or theme. You can further divide this format into two podcast styles:

- 1) Expert interviews: In podcasts like Reid Hoffman's Masters of Scale, the interviewer focuses on a particular topic where the interviewee is considered a leader. Many listeners tune into this type of podcast to learn more about a particular industry or gain insights that will help them in their own careers.
- 2) Entertainment interviews: Entertainment-style podcasts invite guests to share interesting stories about their lives. These shows are often hosted by comedians or entertainment journalists

b. Conversational Podcasts

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Conversational podcasts resemble traditional radio shows, where two hosts or one host and a guest engage in a casual discussion on a particular theme or topic. They often discuss trending news or provide informative and entertaining commentary.

c. Monologue Podcast

A monologue podcast involves one host speaking throughout the episode. The host is usually an expert in a particular field, who offers valuable information to listeners interested in the topic.

d. Storytelling/Investigative Podcast

In this format, one or more hosts narrate an entire story or a chapter of an ongoing narrative. Each episode focuses on a specific case or event in varying detail.

e. Roundtable Podcast

Roundtable or panel podcasts feature a consistent group of hosts who take turns providing commentary and engaging in discussion around a specific topic.

f. Theatrical Podcasts

Fiction podcasts have grown in popularity over the years. Theatrical podcasts are similar to audiobooks, with a single host or cast telling compelling stories to entertain the audience.

g. Reused Podcasts

Reused podcasts are existing content that has been altered and reused to create new podcast episodes.

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h. Hybrid Podcasts

Podcasts are very versatile, and hybrid podcasts combine two or more formats into one. For example, a podcaster with expertise in a particular field may host a monologue-style podcast, but occasionally interview guests.

Based on these various views, it can be concluded that podcasts are not new in the world of education. Its function has developed not only as a complement, but also as the main medium for delivering material by educators. Various podcasts available online, with very varied topics, fall into the category of authentic material podcasts and can also be utilized as additional podcasts in learning.

From the explanation above, it can be concluded that there are various types of podcasts available. Listeners can choose a format that suits their interests or that they find enjoyable and easy to understand.

8. The advantages of Podcast

Podcasts offer great flexibility in terms of time and place, allowing listeners to access content anytime and anywhere. According to Berry (2016), podcasts provide a “flexible listening experience” that can fit into daily routines, such as while traveling, exercising, or doing housework. This makes podcasts a very accessible medium and suitable for modern fast-paced lifestyles.

This ease of access is also supported by technology that allows podcasts to be listened to through various devices, such as smartphones,

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tablets and computers. Listeners can download episodes for offline listening, which is especially useful in areas with limited internet connection.

Podcasts have proven to be an effective learning tool, especially for education and self-development. Hew (2009) emphasizes that podcasts can enhance learning by providing an engaging and flexible way to absorb information, particularly for auditory learners. Educational podcasts, for example, can be used to teach languages, science, or even technical skills.

In addition, podcasts often present information in a more relaxed and digestible format, making them suitable for people who may find traditional learning methods difficult. Some educational institutions have even integrated podcasts into their curriculum as teaching aids. Podcasts cover a wide range of topics, from education, business, health, to entertainment and pop culture.

According to Markman (2012), the diversity of podcast content allows listeners to explore niche topics that may not be covered by traditional media. For example, podcasts about history, science, or even specific hobbies such as gardening or photography, can appeal to a specific audience.

Indriastuti and Saksono (2014) in their research found several advantages of podcasts, including:

- a. Podcasts can be used as a learning resource for students.

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- b. Efficient, which includes practicality in storing and carrying them. Due to the small file size, podcasts can be downloaded via a computer or mobile phone connected to the internet network and stored on a computer or mobile phone/smartphone. This allows learning to be done anywhere and anytime.
- c. Ease of listening. We can choose whether to listen only or download it to be saved and listened to at any time without having to go through the internet
- d. Ease of distribution through certain portals, thus saving time and costs for conventional distribution
- e. Bandwidth-friendly because the file size to be uploaded and downloaded is compressed in a digital format with a small size, so that only a small bandwidth is needed for data transfer.

9. The Disadvantages of Podcast

Podcasts are audio and video media files that are popular with almost everyone. Podcasts have many advantages, especially for improving language skills. Of these many advantages, of course, podcasts also have some disadvantages, Podcasts are completely audio-based media, which means they cannot utilize visual elements such as images, graphics, videos, or text.

According to Hew (2009), this is a significant drawback, especially for topics that require visual explanations, such as science, math, or technical tutorials. For example, in a podcast about astronomy, it is difficult

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to explain concepts such as the solar system or eclipses without the help of diagrams or pictures.

Audiences who prefer to learn through visuals (visual learners) may find it difficult to understand content delivered only through audio. In addition, podcasts are also less effective for delivering information that requires demonstration, such as cooking tutorials or appliance repairs.

Podcasts are a one-way medium, which means listeners cannot interact directly with the host or guests. Bottomley (2015) explains that while some podcasts include features such as comments or social media for interaction, this is not the same as live interaction as in a live radio show or webinar.

For example, listeners can't ask questions in real-time or provide direct feedback to the host. This can reduce listener engagement and make them feel less connected to the content. From some of the disadvantages above, it can be said that podcasts not only have advantages that help students, but podcasts also have disadvantages for some students.

10. Relationship between English Podcasts, Listening Comprehension, and Students Perceptions.

The present study explores the intricate relationship between English podcasts, listening skills, and students' perceptions. This relationship is critical in understanding how a pedagogical tool (podcasts) is perceived to contribute to a specific language skill (listening) by the learners themselves.

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Firstly, the use of English podcasts (as an independent variable or the object of perception) serves as a significant input source for English language learners. As Richards and Renandya (2002) emphasize, exposure to authentic and varied input is paramount for second language acquisition, and podcasts inherently provide this. They offer a rich tapestry of spoken English content, exposing learners to diverse accents, intonations, and speeds, which are crucial for developing comprehensive listening abilities (Al-Ansi & Al-Balawi, 2023)

Furthermore, the flexible and accessible nature of podcasts supports extensive listening, allowing students to engage with a wide range of topics that align with their interests, fostering greater motivation and sustained practice beyond the classroom (Vandergrift & Goh, 2012). This continuous exposure is vital for the development of both bottom-up (e.g., phoneme recognition, word segmentation) and top-down listening processes. In the process of learning languages, especially listening, teachers can use podcasts to listen because according to Abdulrahman, Basalama, and Widodo (2018) in teaching listening, the language material used is required to practice listening comprehension. Therefore, podcasts as one of the audio listening tools are great tools to achieve this goal.

Secondly, the impact of podcasts on listening skills is not solely a matter of objective improvement but also of the learners' subjective understanding and evaluation. Students' perceptions (Variable Y) of using podcasts are crucial because these perceptions influence their engagement,

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motivation, and ultimately, the efficacy of the learning tool. As Walgito (1990) elaborates, perception involves a process of absorption, understanding, and evaluation. In this context, students first absorb the idea and experience of using podcasts for listening practice. Subsequently, they understand how podcasts function, their features, and their potential benefits or drawbacks in developing their listening skills.

Finally, they evaluate their experiences, forming opinions and attitudes about the effectiveness, enjoyment, and relevance of podcasts as a tool for improving their listening ability. Therefore, the relationship is reciprocal and dynamic. The inherent qualities and benefits of English podcasts (X) are hypothesized to offer a valuable avenue for improving listening skills. However, whether students fully capitalize on this potential greatly depends on their perceptions (Y). Positive perceptions (resulting from effective absorption, clear understanding, and favorable evaluation) are likely to lead to increased engagement, sustained use, and a more proactive approach to listening practice, thereby maximizing the benefits derived from podcasts. Conversely, negative perceptions could hinder adoption and limit the perceived contribution of podcasts to their listening development. This study aims to systematically analyzed these perceptions to understand how students at UIN Suska Riau view and evaluate the role of English podcasts in their journey to enhance listening proficiency.

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B. Relevant of The Research

The use of podcasts as an English language learning tool has been the subject of significant research, particularly in the context of improving listening skills. There are several studies which are related to this research.

The first study is conducted by Prastyo, Dianingsih, and Farhana (2023) with research title Students' Perception of Using Podcasts to Improve Listening Skills at the 3rd Semester Students of English Department at Universitas Bandar Lampung. Listening skill is a process of catching what the speaker says, getting the speaker's idea, and listening also consists of a speaker, listener, and sound. The objective of this research is to explore students' perceptions of using podcasts to improve listening skills in the 3rd semester English Department of Universitas Bandar Lampung. This research was qualitative research. The research was done at the English Department of Universitas Bandar Lampung and consisted of 34 students. Data gathering was done by doing a questionnaire and interviews with 5 students. The data was analyzed by combining the results from the questionnaire and interview. The results indicated that there are improvements after using podcasts as media to improve their listening skills. As the result, the student's perception of the use of podcasts in listening skills had an improvement in their effectiveness and uniqueness. The students believed that this media was interesting and informative in learning listening skills.

The second study is conducted by Amalia (2023) with research title Students' perception Of The Use Of English Podcast In Listening Skills. This



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study aims to see how students use podcasts, as well as to describe their perceptions about using podcasts, the strengths and weaknesses of podcasts, their obstacles in using podcasts and how to deal with them in listening skills.

This study used a qualitative method and a case study design with open-ended questionnaires and interviews as instruments. This study involved 30 students as a sample in IPA 6 Cambridge students. The data obtained were analysed using thematic analysis in which the researcher identified or found themes through the data collected by the researcher regarding student perceptions. The findings of this study indicate that podcasts help students learn in class that use two languages and from the results of interviews the material in class is quite related to the podcasts heard which are useful for them in terms of capturing the main idea in an audio. Most students give positive perceptions about using podcasts. But podcasts have many advantages and disadvantages. The advantages are that podcasts have broad and interesting themes, flexible and can be played back. While the weaknesses are the absence of transcripts, long duration, and visuals. This finding also found several obstacles faced by students when listening to podcasts, such as they felt bored and inconsistent, so they could not focus on listening and understanding the main points of the conversation.

The third relevant study is conducted by Mutmainah & Parmawati (2023)

With title Students' Perceptions Towards The Use Of Audio Podcast. This study was to find out student's perceptions of the use of audio podcast in teaching listening. Podcast is a part of technology-based learning that can help learning activities to achieve teaching goals. This research is due to the problems found,

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some students are not interested in listening, and it is difficult to capture the content of the lesson. A descriptive qualitative method was used in this research. The study focus was on seventh-grade students at one of junior high school in Bandung, with a total sample was 22 students. The results show that the the students have positive perceptions about the use of the audio podcast in teaching listening. The results and discussion of this study, show that the used of audio podcasts can motivate students and help difficulties in learning English for some students. And the use of this audio podcast provides a positive perception in the learning process of listening to class VII students. This proves that the use of audio podcasts is successful in the education of junior high school students. Although there are still some students who still have difficulty using the podcast audio.

And the last relevant study is conducted by Gunawan *et al.* (2023) with title Exploring Efl Students' Perceptions Of The Use Of Podcast/Ted Talk In Extensive Listening Class. Podcasts and TED Talks are currently the most widely used resources to facilitate extensive listening activities. Students can benefit greatly from the scaffolding provided by podcasts/TED Talks as they practise extensive listening. In light of the demographics of Indonesian EFL students, this article aims to perform a qualitative analysis of EFL students' perceptions on the usage of podcasts/TED Talks as resources for their extensive listening activities. The primary information of the analysis comes from a post-course reflection questionnaire that was given out. The experiences that the students had during the course are the main focus of this reflective

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questionnaire. Five of the 23 students were picked for an interview to further discuss their questionnaire responses. The findings of the study revealed that students have largely positive views of using podcasts/TED Talks inside and outside the classroom. The students perceived that listening to podcasts/TED Talks gives them freedom of choosing the topics, flexibility in strengthening their listening skills, and motivation to learn more about listening.

Based on these various findings, it can be concluded that podcasts are effective, interesting, flexible, and able to increase EFL students' learning motivation. In addition, podcasts also contribute to the development of other skills such as speaking, critical thinking, and collaboration. However, to achieve optimal results, it is necessary to have the right implementation strategy, teacher guidance, and the provision of additional support such as transcripts or visual media. Thus, podcasts have the potential to be a learning media innovation that is relevant to technological developments and the needs of today's students.

Operational Concept

To avoid misunderstandings in this study, researchers need to clarify operational concepts. According to Heryana (2016), operational concepts are a description of theoretical concepts related to all variables that must be operated practically and empirically in academic writing. In this study, researchers used one variable, namely the perception of English education students towards the use of English podcasts to improve listening skills.

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1. Definition of Students Perceptions

Perception refers to an individual's process of receiving, organizing, and interpreting information from their environment to form meaningful understanding. According to Walgito (2010), perception involves three essential stages: absorption, understanding, and evaluation, which together determine how a person interprets a stimulus. Similarly, Robbins and Judge (2017) state that perception is the process by which individuals organize and interpret sensory impressions to give meaning to their surroundings.

In the context of education, students' perception can be defined as learners' cognitive, emotional, and behavioral responses toward a particular learning experience, activity, or instructional medium (Altun, 2015). In this research, students' perception refers to how students view, feel about, and respond to the use of English podcasts as a medium for learning listening comprehension.

2. Definition of English Podcast

An English podcast is an audio-based digital medium distributed through the internet that allows listeners to access authentic spoken content anytime and anywhere. According to Rosell-Aguilar (2007), podcasts are a form of mobile-assisted language learning (MALL) tool that provides learners with authentic language input in an engaging and flexible format. Rahimi and Katal (2012) further explain that podcasts support language learning by exposing students to natural pronunciation, vocabulary, and cultural expressions. In the context of English language teaching, podcasts serve as

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an authentic listening resource that helps students develop their comprehension skills through real-life communication, not scripted classroom dialogues. They also promote learner autonomy, motivation, and self-paced learning (Alahmadi & Alraddadi, 2023).

Therefore, in this study, an English podcast refers to an audio learning medium used by students to enhance their understanding of spoken English and improve listening comprehension both inside and outside the classroom.

3. CPL of listening Comprehension

Based on the Outcome-Based Education (OBE) curriculum framework of the English Education Department at UIN Sultan Syarif Kasim Riau (2024), which refers to the National Standard of Higher Education (Permendikbud No. 3 of 2020) and the Indonesian Qualification Framework (KKNI) Level 6, the learning outcomes for listening comprehension are formulated as follows :

Domain : Learning Outcome Description

Cognitive (knowledge) :

Students are able to understand and interpret a wide range of spoken English texts—academic and non-academic—accurately and contextually.

Psychomotor (Skills) :

Students are able to apply effective listening strategies to identify main ideas, supporting details, and implied meanings in authentic spoken materials such as English podcasts.

Affective (attitude) :

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Students demonstrate motivation, curiosity, and autonomy in developing listening comprehension through exposure to authentic English audio materials.

These learning outcomes ensure that the listening comprehension aspects studied in this research align with the expected graduate competencies of the English Education Program under the OBE curriculum.

4. Indicators of Students' Perception toward the Use of English Podcasts

Students' perception in this research is analyzed based on three main aspects—cognitive, affective, and conative—adapted from Allport (1935), Walgito (2010), and Robbins & Judge (2017).

Questions 1-4 are absorption indicators, which discuss Awareness and Initial Use of Podcasts: These cover the extent to which students are aware that podcasts can be used to improve listening skills, as well as their initial steps in searching for and starting to use podcasts for learning purposes, including their initial sources of information.

Questions 5-9 are understanding indicators that discuss Understanding Components of Listening Skills (This refers to how podcasts help students understand specific elements of listening skills, such as speaking speed, accent variations, main ideas, details, idiomatic expressions, and implicit meanings) as well as Understanding Podcast Usage Strategies (This measures students' knowledge of effective ways (strategies) to use podcasts to optimize their listening skill improvement).

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Questions 10-15 are evaluation indicators that discuss Assessment of Benefits and Motivation (This includes students' views on how beneficial podcasts are in listening learning and how podcasts affect their motivation and ease of learning). as well as Assessment of Challenges (This measures students' perceptions of the difficulties or obstacles they experience when using podcasts for listening, such as problems with speaking speed or accent variations). So in conclusion, student perception is the glasses that students use to see and assess the academic world around them, which then shapes their learning attitudes and behaviors.

No	Aspect	Indicator	Statements (item)
1.	Cognitive	Perceived usefulness & accessibility of podcasts	Podcasts are easy to access anytime and anywhere, which supports my independent learning.
2.	Cognitive	Perceived improvement in vocabulary & comprehension	Listening to English podcasts helps me learn new vocabulary and improve word comprehension.
3.	Cognitive	Perceived improvement in listening ability	I feel that my English listening ability has improved after listening to English podcasts.
4.	Cognitive	Perceived difficulty due to	I often find it difficult to catch what the speakers say in

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		speech rate	podcasts when they speak too fast. <i>(Negative)</i>
5.	Cognitive	Perception of authenticity & exposure to natural English	English podcasts provide authentic and real-life listening materials that help me get used to natural English.
6.	Cognitive	Perception of exposure to pronunciation variety	Listening to English podcasts helps me recognize various accents and speaking styles more easily.
7.	Affective	Interest in learning through podcast content	The wide variety of podcast topics increases my interest in learning listening.
8.	Cognitive	Ease of comprehension & clarity	I find it easier to follow the discussion and flow of ideas in podcasts compared to other listening materials.
9.	Affective	Comfort and concentration level	The duration of English podcasts is suitable for maintaining my listening concentration.
10.	Affective	Motivation toward learning	English podcasts motivate me to improve my English listening skills.

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11.	Cognitive	Comprehension of main ideas and details	I can understand the main ideas and details in the podcast content.
12.	Affective	Perceived limitation or frustration	I feel that listening to podcasts is not always time-efficient for learning purposes. <i>(Negative)</i>
13.	Cognitive	Perception of linguistic enrichment	English podcasts help me understand idiomatic expressions and informal language.
14.	Conative	Learning autonomy & strategy use	I have found effective strategies (e.g., using transcripts or replaying episodes) to learn listening through podcasts.
15.	Conative	Behavioral intention & recommendation	I believe English podcasts should be integrated into classroom listening activities

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CHAPTER III

RESEARCH METHOD

A. Research Design

The research method refers to a systematic approach for collecting data with specific objectives and applications within a scientific framework (Sugiyono, 2016). In this study, the researcher adopted a quantitative research approach. According to Creswell (2014), quantitative is a type of educational research in which the researcher determines the focus of the study, asks specific and narrow questions, and collects numerical data from participants.

This research was employed a Quantitative Descriptive design. This approach is suitable for this study as it aims to systematically describe and analyze the current state of a phenomenon – specifically, the perceptions of English Education students regarding the use of English podcasts. As Creswell (2014) posits, quantitative descriptive research involves collecting numerical data to describe characteristics of a population or phenomenon, answering 'what is' questions without manipulating variables or seeking causal relationships. In this study, numerical data gathered through questionnaires was used to describe the frequency, central tendency, and distribution of students' perceptions, providing a comprehensive overview of their views on the investigated topic.

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B. Time and Location of the Research

This research was conducted in 2025. The research location is at Sultan Syarif Kasim Riau State Islamic University, Jl. H.R. Soebrantas No.Km.15, Simpang Baru, Pekanbaru City, Riau 28293.

C. Subject and Object of the Research

The subjects of this research are 5th semester English education students class of 2023 UIN Suska Riau.

The Object of this research is students' perceptions of the use of english podcasts to improve listening.

D. Population and Sample of the Reseach

1. Population of the Research

According to Cresswell (2012), a population is a group of individuals who share the same characteristics. The target population for this study is fifth-semester students in the English Education program at UIN Suska Riau in the 2024/2025 academic year. The accessible population specifically refers to fifth-semester students comprising five pre-determined classes, namely A, B, D, C, and E, with a total population of 132 students.

Table III. 1
The total population of 4th semester students majoring in English education at Uin Suska Riau

No	Class	Students
1	A	28
2	B	26
3	C	28
4	D	26

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5	E	24
Total		132

2. Sample of the Research

According to Creswell (2012) a sample is a subgroup of the target population that will be studied by researchers to make generalizations about the target population. The sampling technique used in this study was carried out using purposive sampling. According to Creswell (2012), purposive sampling is a technique in which researchers deliberately select individuals who have certain characteristics relevant to the research objectives. This means that researchers deliberately select participants who can specifically help to understand the research problem and main phenomena.

In this study, fifth semester students were selected based on the following inclusion criteria :

- a. Fifth-semester students were selected because they had completed basic listening courses in previous semesters and had sufficient basic knowledge to form an understanding of advanced listening practices.
- b. The students who were sampled were those who : Voluntarily answered the questionnaire and answered “YES” to the screening questions: “Do you know what a podcast is?” and “Have you ever listened to an English podcast before?” This was done to ensure that the data collected reflected students who had real experience using English podcasts to improve their listening skills.

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- c. They were selected based on how often they listened to English podcasts per week. Researchers selected a minimum of three times per week, and all of these criteria were obtained during preliminary research.

The total number of students in the fifth class is 132 students. From a population of 132 fifth semester students, a sample of 58 students (44%) of the total population was selected through purposive sampling based on the criteria described above. Data collection for this study was conducted among English Education students who have completed their fourth semester and are about to enter their fifth semester. Given that the data collection period coincides with the end of the semester and a long holiday, the questionnaire was distributed to respondents at the beginning of the fifth semester, with their perceptions still referring to their experiences in the fourth semester.

E. Technique of Collecting Data

The data collection technique used in this research is a questionnaire (closed questionnaire) which is compiled based on indicators from the variables podcast use, and listening skills. According to Sugiyono (2017: 142): Questionnaire is a data collection technique by giving statements to respondents to respond according to their attitudes or opinions. To collect data, researchers distributed questionnaires in the form of Google Forms, and provided respondents with links to the Google Forms containing the questionnaires, asking them to fill them out.

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This questionnaire was consists of 15 items developed based on Walgito's (1990) perception theory, which includes three indicators: absorption, understanding, and evaluation. Questions number 1-4 discuss the absorption indicator, Questions number 5-9 discuss the understanding indicator and Questions 10-15 discuss the evaluation indicator.

The questionnaire in this instrument used Likert Scale. The Likert scale is one method for analyzing data presented in quantitative form using scales and categories. Arikunto (2006) states that the Likert scale is a measure used in conjunction with an answer threshold. Based on this, the Likert scale can be used to measure the perceptions, knowledge, and attitudes of a person or group about educational phenomena. It was adopted from (Louis Cohen, 2017). Likert scale values represent 5 responses, such as Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The responses are measure using a Likert scale ranging from “Strongly Agree” to “Strongly Disagree”.

Table III. 2
Likert Scale

Option	Positive Score	Negative Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

(Lois cohen 2017)

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Table III. 3
The Blueprint of Students Perceptions Questionnaire

No	Indicator	Item Number
1	Absorption	1,2,3,4
2	Understanding	5,6,7,8,9,
3	Evaluation	10,11,12,13,14,15

In addition, the research data was collected through a closed questionnaire using a five-point Likert scale. The researchers used Google Forms to distribute the online questionnaire to respondents. The questionnaire was developed based on Walgito's (1990) perception theory, which consists of three components: absorption, understanding, and evaluation. The purpose of this questionnaire was to investigate students' perceptions of the use of English podcasts in improving listening skills at the Department of English Education, UIN Suska Riau.

1. Validity of the questionnaire

Validity refers to the extent to which an instrument measures what it is intended to measure. In this study, the researcher conducted a construct validity test using SPSS 20. According to Sugiyono (2017), an item is considered valid if the correlation between the item score and the total score is higher than the critical value of r-table at a certain level of significance.

To determine whether the questionnaire items were valid, the researcher conducted a Pearson Product Moment correlation test using SPSS version 20. The correlation between each item and the total score was

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calculated. The results were then compared with the r -table value (r_{table}) for $N = 30$ and a significance level of $\alpha = 0.05$, which is 0.361.

The results of the test showed that 15 items had a correlation coefficient (r_{count}) greater than 0.361, indicating that they were valid. The following table presents the result of the validity test:

Table III.4
Test Validity of Questionnaire

Item	r_Observed	r_Table	P (Sig.)	Validity
Q1	0.622	0.361	0.000	Valid
Q2	0.477	0.361	0.008	Valid
Q3	0.641	0.361	0.000	Valid
Q4	0.598	0.361	0.000	Valid
Q5	0.754	0.361	0.000	Valid
Q6	0.417	0.361	0.022	Valid
Q7	0.684	0.361	0.000	Valid
Q8	0.704	0.361	0.000	Valid
Q9	0.737	0.361	0.000	Valid
Q10	0.515	0.361	0.004	Valid
Q11	0.654	0.361	0.000	Valid
Q12	0.558	0.361	0.001	Valid
Q13	0.706	0.361	0.000	Valid
Q14	0.712	0.361	0.000	Valid
Q15	0.573	0.361	0.001	Valid

Based on the result, the questionnaire was declared to be valid, with 15 items used in further data analysis.

2. Reability of the Questionnaire

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Reliability refers to the consistency of a measurement instrument. A questionnaire is said to be reliable if it can give consistent results when used multiple times under the same conditions. In this study, the researcher used Cronbach's Alpha to measure the internal consistency of the questionnaire items.

According to Cohen, Manion, and Morrison (2007), the interpretation of Cronbach's Alpha values is as follows:

**Table III. 5
Level of Reability**

No	Reliability Coefficient	Level of Reliability
1	>0.90	Very High Reliability
2	0.80 – 0.90	High Reliability
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally Reliable
5	<0.60	Unacceptsble/Low Reliability

Adopted (Nurhazanna.S: 2023)

The reliability test in this study was calculated by using SPSS version 20. The result is shown in the table below:

**Table III. 6
Reabiliy of the Questionnaire**

Reliabilitay Statistics	
Cronbach's Alpha	N of Item
0.888	15

Adopted (Nurhazanna.S: 2023)

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Technique Of Analyzing Data

In analyzing students' perceptions of English podcast usage, three main indicators were identified as influential factors: absorption, understanding, and evaluation. These indicators were analyzed through the application of descriptive statistical methods. As mentioned in the literature on social research methodology, descriptive statistics serve to summarize and describe the essential features of the data collected in a study.

In this study, the researcher used a questionnaire. The data obtained from the questionnaire was used to answer the research questions. The data was used to determine students' perceptions of the use of English podcasts in improving listening skills. This study used a questionnaire, in which the researcher provided a Google form link to students and asked respondents to fill it out.

After that, data analysis was carried out through several stages. First, the researcher organized the respondents' data according to the order in which the questionnaires are collected. Second, the gathered data were entered inputed into a research table. Third, within this table, the researcher was calculated the percentage of respondents across five response categories: strongly agree, agree, neutral, disagree, and strongly disagree. The classification scale was employed to measure the extent of agreement or disagreement among respondents toward the items presented in the questionnaire. Each statement in the questionnaire was designed to elicit evaluative responses from participants. Consequently, the data generate in this study are ordinal in nature, meaning it reflects a ranked order without assigned numerical values. The numbers use

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merely serve as a reference to facilitate the analysis process. Thus, the data were analyzed in terms of frequencies (counts) and proportions (percentages). These percentages were used to interpret students' perceptions as reflect in the questionnaire results.

The Likert scale is utilized to determine the classification of interval frequencies in the data analysis process.

Table III. 7
Students Perception Interpretation

No	Score	Categories
1	81%-100%	Very Positive
2	61%-80%	Positif
3	41%-60%	Uncertaine
4	21%-40%	Negative
5	0%-20%	Very Negative

(Riduwan, 2009)

According to Gray *et al*, (2007, p. 399) measurement central tendency provide to describe the average and typical respondent. Sigh (2006) stated mean score can be calculated by using a following formula: $\sum x$

$$M = \frac{\sum x}{N}$$

Where:

M = Mean of students' score

$\sum x$ = The sum of the students' score

N = Total number of all students

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To know the percentage of students' perception in answering the questionnaires, the researcher used the following formula (Arikunto, 2006, p.43):

$$P = \frac{f}{n} \times 100\%$$

Where:

P = Number of percentage

f = Frequency

n = Total number of all frequencies

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CHAPTER V

CONCLUSION AND SUGGESTION

A Conclusion

Based on the findings and discussion in the previous chapter, this study investigates the perceptions of fifth-semester students in the English Education Study Program at UIN Suska Riau regarding the use of English podcasts to improve their listening skills. The overall average perception score of students was 74.45, indicating that students' perceptions of English podcasts were positive. This means that, in general, students view English podcasts as a useful medium that supports the development of their listening skills.

In accordance with Walgito's (1990) perception theory, the analysis focused on three indicators: Absorption, Understanding, and Evaluation. The Absorption indicator was in the “uncertain” category, which shows that some students are still uncertain in absorbing listening input from podcasts, especially when encountering fast speech and different accents. The Understanding indicator falls into the “positive” category, meaning that students feel that English podcasts help them understand various aspects of listening, such as accents, main ideas, details, and natural language usage. The Evaluation indicator falls into the “very positive” category and is the most dominant factor influencing student perceptions. These results show that students greatly appreciate the benefits of English podcasts in increasing motivation, supporting learning strategies, and helping them understand authentic English in real contexts.

Overall, the findings indicate that English podcasts are perceived positively by students as a flexible, authentic, and motivating learning resource. Podcasts are not only viewed as listening material, but also as a tool that supports independent learning and makes listening practice more interesting and meaningful for EFL learners.

B. Suggestion

Based on the above conclusions, the researchers suggest further research.

For Future Researchers; Future researchers are encouraged to conduct further research on the use of English podcasts in various aspects of language learning. For example, future research could focus on the effectiveness of podcasts in improving specific listening skills such as understanding idiomatic expressions or different accents, or explore their impact on other language skills such as speaking or vocabulary development. Researchers could also use different research designs, such as experimental or mixed methods, to gain a deeper understanding of the influence of podcasts on student learning outcomes.

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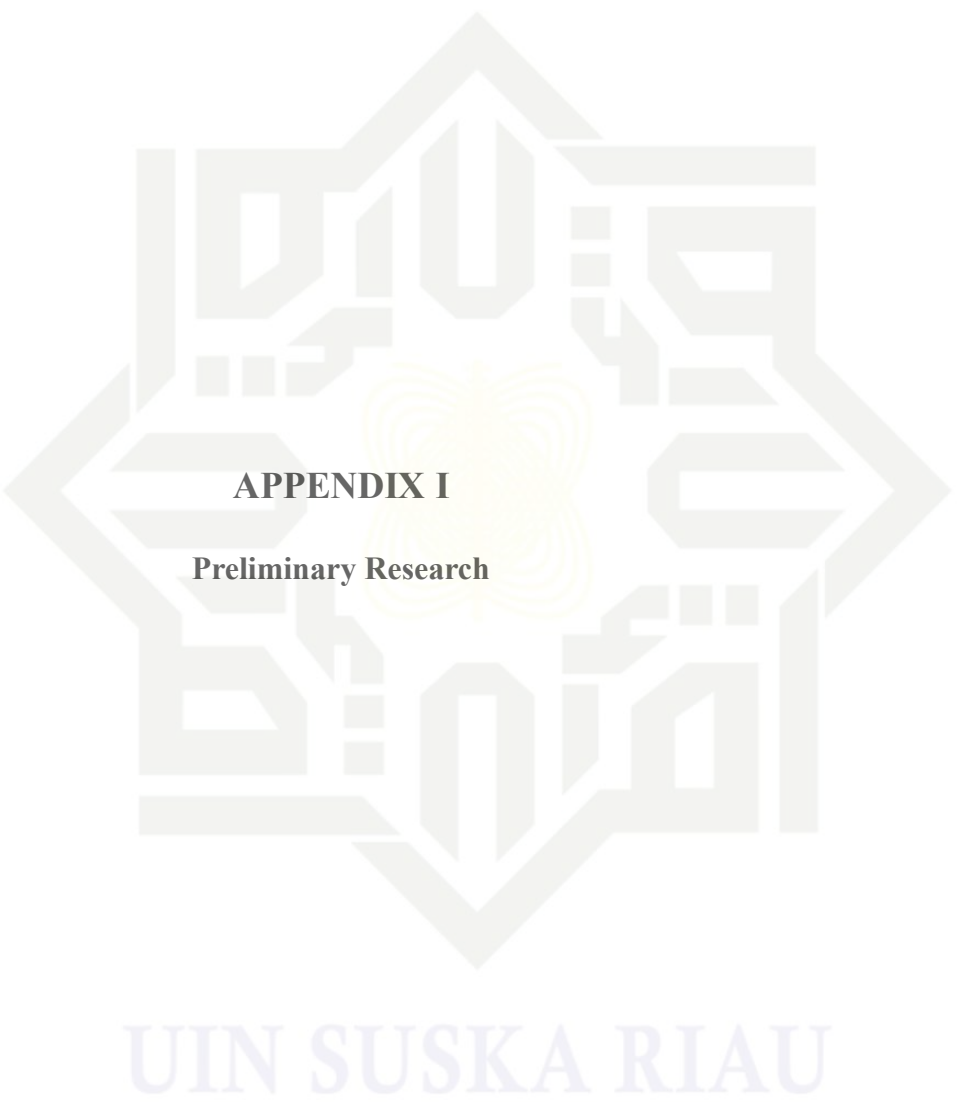


APPENDICES

UIN SUSKA RIAU

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APPENDIX I

Preliminary Research

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QUESTIONNAIRE

PRELIMINARY RESEARCH:

ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Assalamualaikum

Hello Friends!

Thank you for taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts in improving listening skills, especially 4th semester students majoring in English Education at UIN SUSKA. Your participation is invaluable in providing deeper insight into this topic).

(Terima kasih telah meluangkan waktu untuk berpartisipasi dalam riset pendahuluan ini. Kuesioner ini bertujuan untuk mengumpulkan informasi awal tentang persepsi anda mengenai penggunaan Podcast bahasa inggris dalam meningkatkan kemampuan listening khususnya mahasiswa semester 4 jurusan Pendidikan Bahasa Inggris di UIN SUSKA. Partisipasi anda sangat berharga dalam memberikan wawasan yang lebih dalam mengenai topik ini.)

***Menunjukkan pertanyaan yang wajib diisi**

A. Name *

B. SIN *

C. No. HP *

D. Class *

UIN SUSKA RIAU



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- ☐ 4A
- ☐ 4B
- ☐ 4C
- ☐ 4D
- ☐ 4E

1. Do you know what a podcast is? *(Apakah anda mengetahui apa itu podcast?)*

- ☐ YES (YA)
- ☐ NO (TIDAK)

2. Have you ever listened to a English podcast before? *(Apakah anda pernah mendengarkan podcast bahasa inggris sebelumnya?)*

- ☐ Yes, often (ya, sering)
- ☐ Sometimes (kadang-kadang)
- ☐ Ever, but rarely (pernah, tapi jarang)
- ☐ Never at all (tidak pernah sama sekali)

3. In what language do you usually listen to podcasts? *(Dalam bahasa apa anda biasanya mendengarkan podcast?)*

- ☐ Indonesian (Bahasa Indonesia)
- ☐ England (Bahasa Inggris)
- ☐ Mixed (campuran)
- ☐ Never heard of (tidak pernah mendengarkan)

4. For what purpose do you listen to podcasts? (can choose more than one) *(Untuk tujuan apa anda mendengarkan podcast? (bisa pilih lebih dari satu)*



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- ☐ Entertainment (Hiburan)
- ☐ Learn English (Belajar bahasa inggris)
- ☐ Improve listening skills (Meningkatkan kemampuan listening)
- ☐ Get information/news (Mendapatkan informasi/berita)
- ☐ Never listen to podcasts (Tidak pernah mendengarkan podcast)

5. What platform do you usually use to listen to podcasts? (Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

- ☐ Spotify
- ☐ YouTube
- ☐ Apple Podcasts
- ☐ Google Podcasts
- ☐ Lainnya
- ☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English? (Do you think podcasts can help improve your listening skills in English?)

- ☐ Very helpful (Sangat membantu)
- ☐ Helpful (Membantu)
- ☐ Less helpful (Kurang membantu)
- ☐ Not helpful (Tidak membantu)

7. Do you feel comfortable learning listening using podcast media * compared to audio from a textbook?

(Apakah Anda merasa nyaman belajar listening menggunakan media podcast dibandingkan dengan audio dari buku teks?)

- ☐ Yes, more comfortable (Ya, lebih nyaman)
- ☐ Same (sama saja)
- ☐ No idea (tidak setuju)



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8. Would you be willing if podcasts were used as the main media in learning listening in class or independently?

(Apakah Anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran listening di kelas atau secara mandiri?)

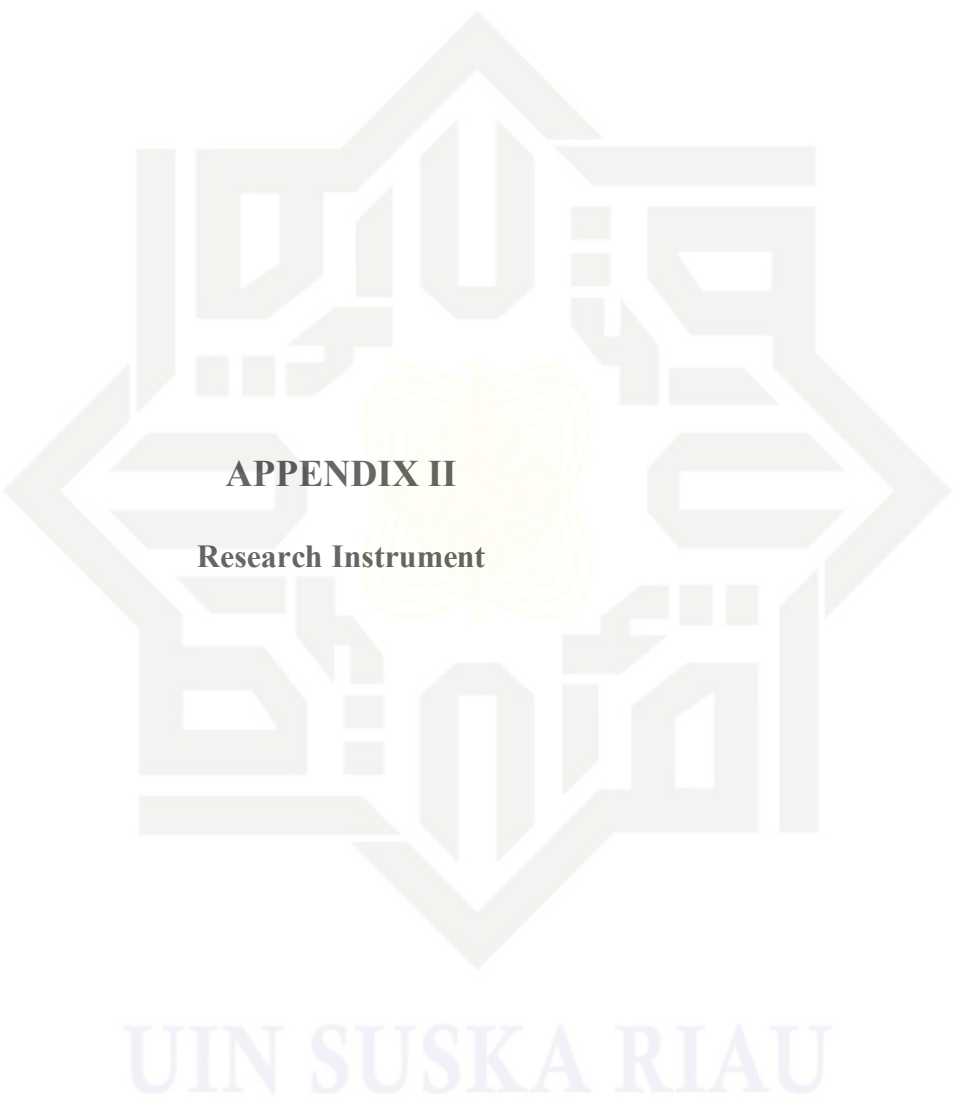
- ☐ Yes, very willing (Ya, sangat bersedia)
- ☐ Undecided (ragu-ragu)
- ☐ Not willing (tidak bersedia)

9. How often do you listen to podcasts in a week? (Seberapa sering Anda mendengarkan podcast dalam seminggu?)

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Never | | | | | Every days |

10. What English podcast topics do you enjoy the most? (Topik podcast berbahasa Inggris apa yang paling Anda sukai?)

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APPENDIX II

Research Instrument

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QUESTIONNAIRE

Assalamualaikum Wr.Wb

Hello Friends!!

(Thank you for taking the time to participate in this study. Im Muhammad Al Anshari, a student of English Education, class of 2021. I am currently conducting research for my final project. This questionnaire aims to gather information about your perceptions regarding the use of English podcasts in improving listening skills, particularly among fifth-semester English Education students at UIN SUSKA. Your participation is highly valued in providing deeper insights into this topic.

Thank you for your time and cooperation!

Sincerely,

Researcher.

Name :

NIM :

Information

SA : Strongly Agree (Sangat setuju)

A : Agree (setuju)

N : Neutral (Netral)

D : Disagree (Tidak Setuju)

SD : Strongly Disagree (Sangat Tidak Setuju)

NO	Statement	Respons				
		SA	A	N	D	SD
1.	Podcasts are easy to access anytime and anywhere, which supports my independent learning. (Podcast mudah diakses kapan saja dan di mana saja, yang mendukung pembelajaran					



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	<i>mandiri saya.)</i>					
2.	Listening to English podcasts helps me learn new vocabulary and improve word comprehension. <i>(Mendengarkan podcast berbahasa Inggris membantu saya mempelajari kosakata baru dan meningkatkan pemahaman kata.)</i>					
3.	I feel that my English listening ability has improved after listening to English podcasts. <i>(Saya merasa kemampuan mendengarkan bahasa Inggris saya telah meningkat setelah mendengarkan podcast bahasa Inggris.)</i>					
4.	I often find it difficult to catch what the speakers say in podcasts when they speak too fast. (negative) <i>(Saya sering kesulitan menangkap apa yang dikatakan pembicara dalam podcast ketika mereka berbicara terlalu cepat.)</i>					
5.	English podcasts provide authentic and real-life listening materials that help me get used to natural English. <i>(Podcast berbahasa Inggris menyediakan materi mendengarkan yang autentik dan sesuai dengan kehidupan nyata, yang membantu saya terbiasa dengan bahasa Inggris yang alami.)</i>					
6.	Listening to English podcasts helps me recognize various accents and speaking styles more easily.					



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	(Mendengarkan podcast berbahasa Inggris membantu saya mengenali berbagai aksen dan gaya bicara dengan lebih mudah.)					
7.	The wide variety of podcast topics increases my interest in learning listening. (Keragaman topik podcast yang luas meningkatkan minat saya dalam belajar mendengarkan.)					
8.	I find it easier to follow the discussion and flow of ideas in podcasts compared to other listening materials. (Saya merasa lebih mudah mengikuti diskusi dan alur ide dalam podcast dibandingkan dengan materi pendengaran lainnya.)					
9.	The duration of English podcasts is suitable for maintaining my listening concentration. (Durasi podcast bahasa Inggris ini cocok untuk menjaga konsentrasi mendengarkan saya.)					
10.	English podcasts motivate me to improve my English listening skills. (Podcast berbahasa Inggris memotivasi saya untuk meningkatkan kemampuan mendengarkan bahasa Inggris saya.)					
11.	I can understand the main ideas and details in the podcast content. (Saya dapat memahami ide-ide utama dan detail dalam konten podcast.)					



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12.	<p>I feel that listening to podcasts is not always time-efficient for learning purposes. (negative)</p> <p><i>(Saya merasa bahwa mendengarkan podcast tidak selalu efisien dalam hal waktu untuk tujuan belajar.)</i></p>					
13.	<p>English podcasts help me understand idiomatic expressions and informal language.</p> <p><i>(Podcast berbahasa Inggris membantu saya memahami ungkapan-ungkapan idiomatik dan bahasa informal.)</i></p>					
14.	<p>I have found effective strategies (e.g., using transcripts or replaying episodes) to learn listening through podcasts.</p> <p><i>(Saya telah menemukan strategi yang efektif (misalnya, menggunakan transkrip atau mendengarkan ulang episode) untuk belajar mendengarkan melalui podcast.)</i></p>					
15.	<p>I believe English podcasts should be integrated into classroom listening activities.</p> <p><i>(Saya percaya podcast berbahasa Inggris seharusnya diintegrasikan ke dalam kegiatan mendengarkan di kelas.)</i></p>					



APPENDIX III

Score of Students Questionnaire

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No	No. Items															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	3	5	4	1	5	5	5	3	4	5	5	1	5	5	5	61
2	5	5	4	2	5	4	5	4	4	5	4	3	5	5	4	64
3	5	5	3	3	4	5	5	5	5	4	5	3	4	5	5	66
4	5	5	5	2	4	5	4	3	4	5	4	3	4	4	5	62
5	4	5	4	2	4	4	4	3	4	4	4	2	4	4	4	56
6	5	5	4	3	3	4	4	3	3	4	3	3	4	5	5	58
7	5	5	4	2	3	4	4	4	3	4	4	3	4	4	3	56
8	5	4	3	2	4	4	3	3	3	5	3	4	4	4	3	54
9	4	4	3	5	4	4	4	3	3	4	3	3	4	3	2	53
10	5	5	4	3	5	5	5	3	4	5	4	3	5	5	4	65
11	4	4	3	3	4	5	5	4	4	4	3	3	3	3	3	55
12	5	5	4	1	5	5	5	4	4	5	4	5	4	5	5	66
13	4	4	4	2	3	4	4	3	3	4	3	3	4	4	4	53
14	4	3	4	1	3	4	3	4	3	5	2	3	4	3	4	50
15	5	4	4	2	4	4	5	4	4	4	4	2	4	4	5	59
16	4	4	5	3	4	4	4	3	4	5	3	3	4	4	4	58
17	5	4	4	3	4	3	5	5	4	5	4	3	4	4	4	61

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18	4	3	4	1	4	5	5	5	5	4	5	2	4	3	4	58
19	4	4	3	3	4	4	5	4	4	4	4	2	4	4	4	57
20	4	5	4	1	4	3	4	3	2	4	4	2	4	3	4	51
21	4	5	5	1	4	5	4	5	4	4	4	3	4	4	4	60
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32	4	4	4	1	3	4	3	3	3	5	4	3	3	3	3	50
33	4	4	4	2	4	4	4	4	4	4	4	2	4	4	4	56
34	5	5	4	3	3	5	5	4	3	4	4	3	4	4	4	60
35	4	4	3	3	3	3	3	3	3	4	3	4	3	3	3	49
36	3	4	4	2	3	5	4	4	4	5	4	3	4	5	4	58

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37	3	4	4	2	3	4	3	3	3	4	3	3	3	3	3	48
38	4	5	4	1	3	2	4	2	4	4	2	2	2	5	2	46
39	2	2	2	4	2	2	3	3	3	3	3	4	3	4	2	42
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46	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
47	3	4	4	2	4	4	4	3	3	4	3	3	3	3	3	50
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53	5	5	4	3	4	4	4	4	4	4	5	4	4	4	2	60
54	4	3	3	2	3	3	3	3	3	3	3	2	3	3	4	45
55	5	4	3	3	3	4	4	3	3	4	4	3	3	4	3	53

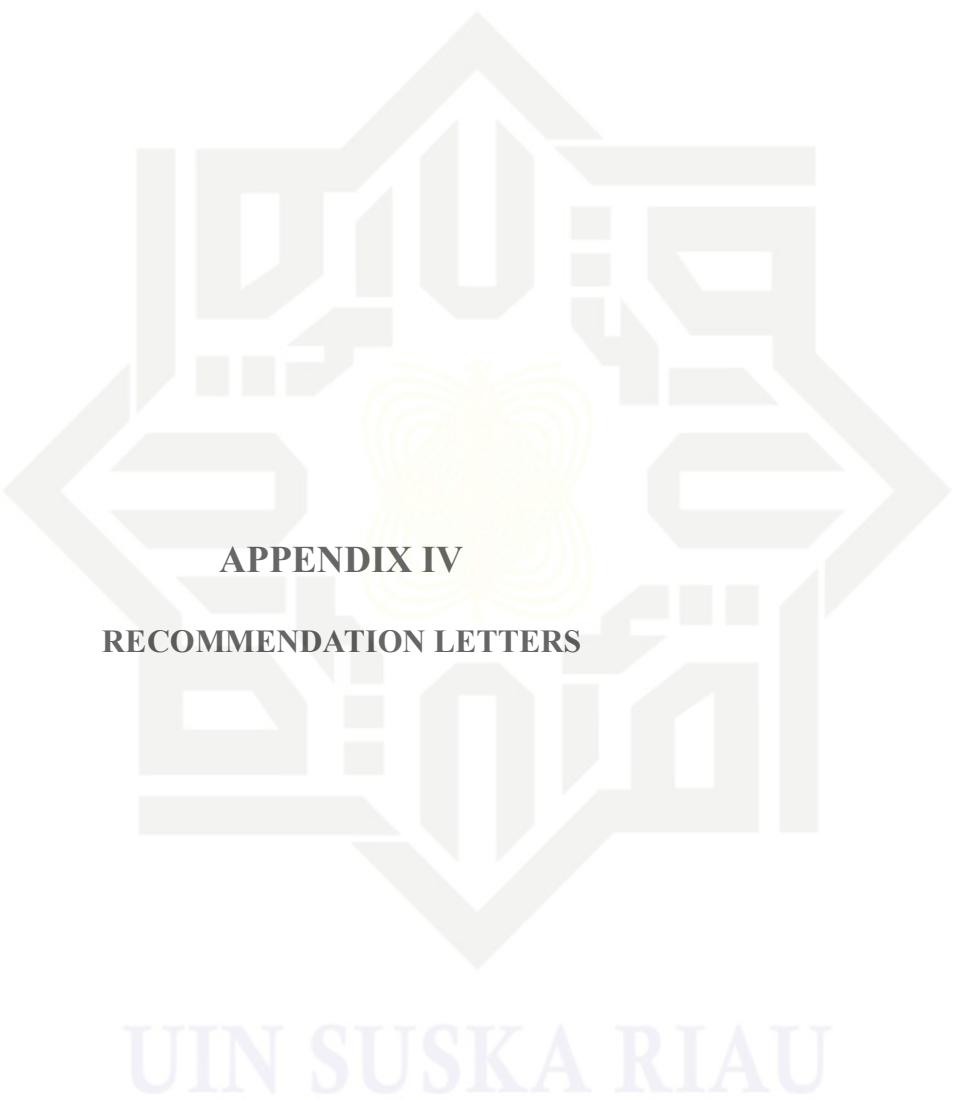
56	4	5	5	3	3	3	4	3	3	4	4	3	4	3	3	54
57	4	4	4	2	4	4	4	4	4	4	4	2	4	4	4	56
58	3	1	3	4	3	2	3	2	2	3	2	4	2	3	2	39



UIN SUSKA RIAU

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APPENDIX IV

RECOMMENDATION LETTERS

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Nomor : B-27442/Un.04/F.II.1/PP.00.9/2025 Pekanbaru, 31 Desember
2025
Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*


Kepada Yth. Riri Fauzana, S.Pd., M.Sc
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warahmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MUHAMMAD AL ANSHARI
NIM : 12110412566
Jurusan : Pendidikan Bahasa Inggris
Judul : ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihatorkan terima kasih.

Wassalam
Dekan
Wakil Dekan I

Dr. Sukma Erni, M.Pd.
NIP. 19680515 199403 2 004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau



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Fax. (0751) 561647 Web www.ri.uinsuska.ac.id E-mail: effah_uinsuska@yahoo.co.id

Nomor : B-23349/Un.04/F.II.3/PP.00.9/2025
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 20 Oktober 2025

Yth : Kepala
Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Tempat

Assalamu 'alaikum Warahmatullahi Wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Muhammad Al Anshari
NIM : 12110412566
Semester/Tahun : IX (Sembilan)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III

Jon Pamil, S.Ag., MA.
19710627 199903 1 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

UIN SUSKA RIAU



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SURAT KETERANGAN

Pekanbaru, 21 Oktober 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Muhammad Al Anshari
NIM	: 12110412566
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: English Education Students Perception of The Use of English Podcast To Improve Listening Skill at UIN Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Roswati, S.Pd.I, M.Pd
NIP. 19760122 200710 2 001

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Nomor : B-24223/Un.04/F.II/PP.00.9/10/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 29 Oktober 2025

Yth : Ketua
Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru *

Assalamu 'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Muhammad Al Anshari
NIM : 12110412566
Semester/Tahun : IX (Sembilan)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCAST TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU
Lokasi Penelitian : Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (29 Oktober 2025 s.d 29 Januari 2026)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP 19751115 200312 2 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau

UIN SUSKA RIAU



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Fax. 0761-561646 Web: www.uin-suska.info tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

Muhammad Al - ardroni

P.11.04.12.566

Selasa, 19 Juni 2012

English Education students' perceptions of
the use of English products in learning
listening skills at UIN Suska Riau

NO	URAIAN PERBAIKAN
1.	Review your background
2.	Review your theory in literature review
3.	Review your instrument
4.	Review your sample of research

Penguji I

Dr. Dedi Soekirman, M. Pd

Pekanbaru, Selasa, 19 Juni 2012
Penguji II

Muhammad Puspita Dam, M. Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

Original dengan CamScanner



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Muhammad Al Anshari
Nomor Induk Mahasiswa : 12110412566
Hari/Tanggal Ujian : 17 Juni 2025
Judul Proposal Ujian : ENGLISH EDUCATION STUDENT'S PERCEPTIONS OF THE USE OF ENGLISH PODCAST TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU.
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Dodi Setiawan, M.Pd	PENGUJI I		
2.	Muhammad Taufik Ikhsan, M. Pd	PENGUJI II		

a.n. Mengetahui
Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 23 Juni 2025
Peserta Ujian Proposal

Muhammad Al Anshari
NIM. 12110412566



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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Riri Fauzana, S.Pd., M.Sc
- a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Muhammad Al Anstari
4. Nomor Induk Mahasiswa : 12110412566
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	15 Mei 2024	check the referencat of title.		
2.	30 April 2025	check chapter 1-3		
3.	14 Mei 2025	check indicators		
4.	22 Mei 2025	check background		
5.	4 June 2025	check theory		
6.	5 June 2025	Acc proposal		

Pekanbaru,20
Pembimbing,

NIP.

UIN SUSKA RIAU

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





UIN SUSKA RIAU

KEMENTERIAN AGAMA
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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Riri Fauzana, S.Pd., M.Sc.
 - a. Nomor Identitas Kependidikan (NIK) : 130117075
3. Nama Mahasiswa : Muhammad Al Anshari
4. Nomor Induk Mahasiswa : 12110412566
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	4/11/2025	Bimbingan Instrumen		
2.	6/11/2025	Bimbingan BAB 4 & 5		
3.	22/11/2025	Revisi BAB 4 & 5		
4.	27/11/2025	Check all chapters		
5.	30/11/2025	ACC final Examination		

Pekanbaru, 30 Desember 2025
Pembimbing,



Riri Fauzana, S.Pd., M.Sc.

NIR. 130117075

1984 07172023 212043



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NOTA PERBAIKAN SKRIPSI

Hari/ Tanggal : Rabu / 7 Januari 2026
 Pukul : 08.00 sd Selesai
 Dewan Penguji :
 Penguji I : Dr. H. Kalayo Hasibuan, M.Ed. TESOL
 Penguji II : Nurdiana, S.Pd., M.Pd.
 Penguji III : Dr. Riza Amelia, S.S., M.Pd.
 Penguji IV : Idham Syahputra, S.S., M.Ed.
 Nama Kandidat : Muhammad Al Anshari
 Nim : 12110412566
 Perbaikan :

1. Add the theory support the usage of additional media (English Podcast)
2. Add the CPL of Listening lesson
3. Revise the Title
4. Specify the Listening Skills

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
 Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Penguji I : (Dr. H. Kalayo Hasibuan, M.Ed. TESOL)

Telah diperiksa dan disetujui Penguji II : (Nurdiana, S.Pd., M.Pd.)

Telah diperiksa dan disetujui Penguji III : (Dr. Riza Amelia, S.S., M.Pd.)

Telah diperiksa dan disetujui Penguji IV : (Idham Syahputra, S.S., M.Ed.)

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, 7 Januari 2026

Penguji II/ Panitia

Nurdiana, S.Pd., M.Pd.



Data of Documentations

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State Islamic University of Sultan Syarif Kasim Riau

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UIN SUSKA RIAU

Students Answer of Preliminary Research

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UIN SUSKA RIAN

PRELIMINARY RESEARCH: ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Indriana Diaharti Wi. Wi.

Info Email:
Email you can taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts in improving listening skills, especially for university students in English Education at UIN SUSKA RIAU. Your participation is voluntary, and your input is highly appreciated.

(Silahkan kirim email mengenai minat Anda untuk berpartisipasi dalam penelitian pendahuluan ini. Email ini bertujuan untuk mengumpulkan informasi awal tentang persepsi Anda mengenai penggunaan Podcasts bahasa Inggris dalam meningkatkan keterampilan mendengarkan khususnya untuk mahasiswa pendidikan Bahasa Inggris di UIN SUSKA RIAU. Partisipasi Anda sangat diharapkan dalam mendukung penelitian yang telah kami rencanakan.)

Isi dengan benar dan jujur

A. **Name ***

B. **IKN ***

C. **No. HP ***

D. **Class ***

☐ IIR
☐ IIC
☐ IIS
☐ IIR

3. Do you know what a podcast is?
(Apakah anda mengetahui apa itu podcast?)

☒ YES (YA)

☐ NO (TIDAK)

4. Have you ever listened to a English podcast before?
(Apakah anda pernah mendengarkan podcast bahasa Inggris sebelumnya?)

☐ Yes, often (sering)

☐ Sometimes (kadang-kadang)

☐ Yes, but rarely (terkadang, tapi jarang)

☐ Never or I don't think (tidak pernah atau tidak)

5. In what language do you usually listen to podcasts?
(Dalam bahasa apa anda biasanya mendengarkan podcast?)

☐ Indonesian (Bahasa Indonesia)

☐ English (Bahasa Inggris)

☒ Mixed (campuran)

☐ Never heard of (tidak pernah mendengarkannya)

6. For what purpose do you listen to podcasts? (can choose more than one)
(Untuk apa anda mendengarkan podcast? (bisa pilih lebih dari satu))

☐ Entertainment (hiburan)

☐ Learn English (belajar bahasa Inggris)

☐ Improve listening skills (Meningkatkan kemampuan listening)

☒ Get information news (Mendapatkan informasi terbaru)

☐ Never listen to podcasts (Tidak pernah mendengarkan podcast)

7. What platform do you usually use to listen to podcasts?
(Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

☐ Spotify

☒ YouTube

☐ Apple Podcasts

☐ Google Podcasts

☐ Others

☐ (Tidak pernah mendengarkan podcast)

8. Do you think podcasts can help improve your listening skills in English?
(Apa pendapatmu apakah podcast dapat membantu meningkatkan keterampilan mendengarkanmu dalam bahasa Inggris?)

☒ Very helpful (Sangat bermanfaat)
☐ Helpful (Bermanfaat)
☐ Not helpful (Tidak bermanfaat)

9. Do you find comfortable learning listening using podcast media compared to media from a textbook?
(Apakah Anda merasa nyaman belajar mendengarkan menggunakan media podcast dibandingkan dengan media dari buku teks?)

☐ Yes, more comfortable (Ya, lebih nyaman)
☒ Same (Sama saja)
☐ No, less (Tidak setuju)

10. Would you be willing if podcasts were used as the main media in long using listening class or independently?
(Apakah Anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran mendengarkan di kelas atau secara mandiri?)

☒ Yes, very willing (Ya, sangat bersedia)
☐ Undecided (ragu-ragu)
☐ Not willing (tidak bersedia)

11. How often do you listen to podcasts in a week?
(Berapa sering Anda mendengarkan podcast dalam seminggu?)

0	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never			Once	Twice	Every day

12. What English podcast topics do you enjoy the most?
(Apa topik podcast bahasa Inggris yang Anda sukai paling banyak?)

short
 Grammar / Grammar / Grammar / Grammar / Grammar

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2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PRELIMINARY RESEARCH: ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Arifahmahdiana W. W.

Dear Friends!

Thank you for taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts to improve listening skills, especially for computer students studying in English Education at UIN SUSKA. Your participation is invaluable in providing deeper insight into this topic.

(Terima kasih telah meluangkan waktu untuk berpartisipasi dalam riset pendahuluan ini. Kami berharap informasi yang Anda berikan dapat membantu kami memahami persepsi Anda mengenai penggunaan Podcast bahasa Inggris dalam meningkatkan kemampuan listening khususnya mahasiswa komputer di jurusan Pendidikan Bahasa Inggris di UIN SUSKA. Partisipasi Anda sangat berharga dalam memberikan wawasan yang lebih dalam mengenai topik ini.)

Memastikan pertanyaan yang wajib diisi:

A. Name :
☒ P1193

B. SEX :
☒ Male / Perempuan

C. No. BP :
☒ 0822441010356

D. Class :
☒ 2023A
☐ 4B
☐ 4C
☐ 4D
☐ 4E

State Islamic University of Sultan Syarif Kasim Riau

1. Do you know what a podcast is?
 (Apakah anda mengetahui apa itu podcast?)

☒ YES (YA)
☐ NO (TIDAK)

2. Have you ever listened to a English podcast before?
 (Apakah anda pernah mendengar dari podcast bahasa Inggris sebelumnya?)

☒ Yes, often (Ya, sering)
☐ Sometimes (kadang-kadang)
☐ Once, but rarely (sekali, tapi jarang)
☐ Never or at all (tidak pernah sama sekali)

3. In what language do you usually listen to podcasts?
 (Dalam bahasa apa anda biasanya mendengarkan podcast?)

☐ Indonesian (Bahasa Indonesia)
☒ English (Bahasa Inggris)
☐ Mixed language

4. For what purpose do you listen to podcasts? (you choose more than one)
 (Untuk tujuan apa anda mendengarkan podcast? Anda pilih lebih dari satu)

☐ Entertainment (Hiburan)
☒ Learn English (Belajar bahasa Inggris)
☒ Improve listening skills (Meningkatkan kemampuan listening)
☐ Get information/news (Mendapatkan informasi berita)
☐ Never listen to podcasts (Tidak pernah mendengarkan podcast)

5. What platform do you usually use to listen to podcasts?
 (Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

☒ Spotify
☒ YouTube
☐ Apple Podcasts
☐ Google Podcasts
☐ Lainnya
☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English?
 (Apakah anda percaya podcast dapat membantu meningkatkan kemampuan listening anda dalam bahasa Inggris?)

☒ Very helpful (sangat bermanfaat)
☐ Helpful (Manfaatnya)
☐ Less helpful (kurang bermanfaat)
☐ Not helpful (tidak bermanfaat)

7. Do you feel comfortable listening to English podcast media compared to audio from a textbook?
 (Apakah anda merasa nyaman belajar listening menggunakan media podcast dibandingkan dengan media dari buku teks?)

☒ Yes, more comfortable (Ya, lebih nyaman)
☐ Both same ease
☐ No idea (tidak tahu)

8. Would you be willing if podcast were used as the main media in learning listening in class or independently?
 (Apakah anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran listening di kelas atau secara mandiri?)

☒ Yes, very willing (Ya, sangat bersedia)
☐ Undecided (ragu-ragu)
☐ Not willing (tidak bersedia)

9. How often do you listen to podcasts in a week?
 (Seberapa sering anda mendengarkan podcast dalam seminggu?)

1 2 3 4 5
☐ Never ☐ Every day

10. What English podcast topic do you enjoy the most?
 (Tema podcast bahasa Inggris apa yang paling anda sukai?)

Music / Lagu / Musik
 News / Berita / Berita
 Sport / Olahraga

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PRELIMINARY RESEARCH: ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Assalamualaikum Wa, Wa,

Halo Bapak!

Thank you for taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts to improve listening skills, especially for semester students studying in English Education at UIN SUSKA. Your participation is invaluable in providing deeper insight into the topic.

(Terima kasih telah meluangkan waktu untuk berpartisipasi dalam riset pendahuluan ini. Kuiz ini bertujuan untuk mengumpulkan informasi awal tentang persepsi Anda mengenai penggunaan Podcast bahasa Inggris dalam meningkatkan kemampuan mendengar Mahasiswa semester pertama Pendidikan Bahasa Inggris di UIN SUSKA. Partisipasi Anda sangat berharga dalam memberikan wawasan yang lebih dalam mengenai topik ini.)

*Mohon isi jawaban dengan jujur ya, terima kasih

A. Name *

B. SIN *

C. No. HP *

D. Class *
☒ BA
☐ A1
☐ A2
☐ A3
☐ A4

1. Do you know what a podcast is?
 (Apakah anda mengetahui apa itu podcast?)

☒ Yes (Ya)
☐ No (Tidak)

2. Have you ever listened to a English podcast before?
 (Apakah anda pernah mendengarkan podcast bahasa Inggris sebelumnya?)

☒ Yes, often (Ya, sering)
☐ Sometimes (kadang-kadang)
☐ Rare, but rarely (jarang, tapi jarang)
☐ Never at all (tidak pernah sama sekali)

3. In what language do you usually listen to podcasts?
 (Dalam bahasa apa anda biasanya mendengarkan podcast?)

☐ Indonesian (Bahasa Indonesia)
☐ English (Bahasa Inggris)
☐ Mixed language
☐ Never heard of (tidak pernah mendengarkan)

4. For what purpose do you listen to podcasts? (you choose more than one)
 (Untuk tujuan apa anda mendengarkan podcast? (Anda pilih lebih dari satu))

☒ Entertainment (Hiburan)
☒ Learn English (Belajar bahasa Inggris)
☐ Improve listening skills (Meningkatkan kemampuan mendengar)
☐ Get information news (Mendapatkan informasi berita)
☐ Never listen to podcasts (Tidak pernah mendengarkan podcast)

5. What platform do you usually use to listen to podcasts?
 (Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

☒ Spotify
☒ YouTube
☐ Apple Podcasts
☐ Google Podcasts
☐ Others
☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English?
 (Do you think podcasts can help improve your listening skills in English?)

☒ Very helpful (sangat membantu)
☐ Helpful (membantu)
☐ Not helpful (kurang membantu)
☐ Not helpful (Tidak membantu)

7. Do you feel comfortable learning listening using podcast media compared to other media is textbook?
 (Apakah anda merasa nyaman belajar dengan menggunakan media podcast dibandingkan dengan media lain atau buku?)

☐ Yes, more comfortable (Ya, lebih nyaman)
☐ Same (sama saja)
☐ No (tidak nyaman)

8. Would you be willing if podcasts were used as the main media in learning listening in class or independently?
 (Apakah anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran bahasa Inggris di kelas atau secara mandiri?)

☒ Yes, very willing (Ya, sangat bersedia)
☐ Slightly willing (agak bersedia)
☐ Not willing (tidak bersedia)

9. How often do you listen to podcasts in a week?
 (Berapa kali anda mendengarkan podcast dalam seminggu?)

0 1 2 3 4 5
☐ ☐ ☐ ☐ ☐ ☐

Never Once Two Three Four Five times a week

10. What English podcast topics do you enjoy the most?
 (Topik podcast bahasa Inggris apa yang paling anda sukai?)

I like to listen a more podcast and some remembrance experience from some people.

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PRELIMINARY RESEARCH: ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Arifinudinatah W. W.

Title Form
 Thank you for taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts in improving listening skills, especially for students studying in English Education at UIN SUSKA. Your participation is invaluable in providing deeper insight into this topic.

(Terima kasih telah meluangkan waktu untuk berpartisipasi dalam riset pendahuluan ini. Kuatir ini bertujuan untuk mengumpulkan informasi awal tentang persepsi anda mengenai penggunaan Podcast bahasa Inggris dalam meningkatkan kemampuan listening Mahasiswa. Partisipasi anda sangat berharga dalam memberikan wawasan yang lebih dalam mengenai topik ini.)

* Silakan isi data diri anda yang tertera di bawah ini

A. Name : Arifinudinatah W. W.
 B. Sex : Female
 C. No. BP : 200203001
 D. Class : English Education

☐ A1
☐ A2
☐ A3
☐ A4

1. Do you know what a podcast is?
 (Apakah anda mengetahui apa itu podcast?)

☒ YES (YA)
☐ NO (TIDAK)

2. Have you ever listened to a English podcast before?
 (Apakah anda pernah mendengarkan podcast bahasa Inggris sebelumnya?)

☒ Yes, often (Ya, sering)
☐ Sometimes (kadang-kadang)
☐ Even, but rarely (terkadang, tapi jarang)
☐ Never at all (Tidak pernah sama sekali)

3. In what language do you usually listen to podcasts?
 (Dalam bahasa apa anda biasanya mendengarkan podcast?)

☒ Indonesian (Bahasa Indonesia)
☐ English (Bahasa Inggris)
☐ Mixed (campuran)
☐ Never heard of (tidak pernah mendengarkan)

4. For what purpose do you listen to podcasts? (you choose more than one)
 (Untuk tujuan apa anda mendengarkan podcast? (anda pilih lebih dari satu))

☐ Entertainment (hiburan)
☐ Learn English (Belajar bahasa Inggris)
☐ Improve listening skills (Meningkatkan kemampuan listening)
☒ Get information/news (Mendapatkan informasi/bertita)
☐ Never listen to podcasts (Tidak pernah mendengarkan podcast)

5. What platform do you usually use to listen to podcasts?
 (Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

☐ Spotify
☐ YouTube
☐ Apple Podcasts
☐ Google Podcasts
☐ Others
☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English?
 (Apakah anda percaya podcast bisa membantu meningkatkan skill listening anda?)

☐ Very helpful (Sangat membantu)
☐ Helpful (membantu)
☐ Less helpful (Kurang membantu)
☐ Not helpful (Tidak membantu)

7. Do you feel comfortable learning listening using podcast media compared to media from a textbook?
 (Apakah anda merasa nyaman belajar listening menggunakan media podcast dibandingkan dengan media dari buku teks?)

☒ Yes, more comfortable (Ya, lebih nyaman)
☐ Same (sama saja)
☐ No (tidak sama)

8. Would you be willing if podcasts were used as the main media in learning listening in class or independently?
 (Apakah anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran listening di kelas atau secara mandiri?)

☒ Yes, very willing (Ya, sangat bersedia)
☐ Willing (bersedia)
☐ Not willing (tidak bersedia)

9. How often do you listen to podcasts in a week?
 (Seberapa sering anda mendengarkan podcast dalam seminggu?)

0 1 2 3 4 5
☐ ☐ ☐ ☒ ☐ ☐
 Never Every day

10. What English podcast topic do you enjoy the most?
 (Topik podcast bahasa Inggris apa yang paling anda sukai?)

Podcast (A1), (A2)

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PRELIMINARY RESEARCH: ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Assalamualaikum Wa. Wa.

(Hello Friends!)

Thank you for taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts in improving listening skills, especially for someone studying in English Education at UIN SUSKA. Your participation is invaluable in providing deeper insight into this topic.

(Terima kasih telah meluangkan waktu untuk berpartisipasi dalam riset pendahuluan ini. Penelitian ini bertujuan untuk mengumpulkan informasi awal tentang persepsi Anda mengenai penggunaan Podcast bahasa Inggris dalam meningkatkan kemampuan mendengar (listening) mahasiswa pendidikan bahasa Inggris di UIN Suska. Partisipasi Anda sangat berharga dalam memberikan wawasan yang lebih dalam mengenai topik ini.)

* Melengkapi pertanyaan yang tertera di bawah ini :

A. Name :
Anjeli Nur Yemita

B. SEN :
1212021000

C. No. HP :
0812-3338-70

D. Class :
☐ A
☒ B
☐ C
☐ D
☐ E

1. Do you know what a podcast is?
(Apakah anda mengetahui apa itu podcast?)

☒ YES (YA)
☐ NO (TIDAK)

2. Have you ever listened to an English podcast before?
(Apakah anda pernah mendengarkan podcast bahasa Inggris sebelumnya?)

☐ Yes, often (Ya, sering)
☒ Sometimes (kadang-kadang)
☐ Even, but rarely (tapi, jarang)
☐ Never at all (tidak pernah sama sekali)

3. In what language do you usually listen to podcasts?
(Dalam bahasa apa anda biasanya mendengarkan podcast?)

☐ Indonesian (Bahasa Indonesia)
☐ English (Bahasa Inggris)
☒ Mixed (campuran)
☐ Never heard of (tidak pernah mendengarkannya)

4. For what purpose do you listen to podcasts? (You can choose more than one)
(Untuk apa anda ingin mendengarkan podcast? Bisa pilih lebih dari satu)

☐ Entertainment (hiburan)
☐ Learn English (Belajar bahasa Inggris)
☐ Interest (minat)
☒ Get information/news (mendapatkan informasi/bertita)
☐ Never listen to podcast (Tidak pernah mendengarkan podcast)

5. What platform do you usually use to listen to podcasts?
(Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

☐ Spotify
☐ YouTube
☐ Apple Podcasts
☐ Google Podcasts
☒ Others
☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English?
(Do you think podcasts can help improve your listening skills in English?)

☐ Very helpful (Sangat membantu)
☒ Helpful (membantu)
☒ Not helpful (Tidak membantu)
☐ Not helpful (Tidak membantu)

7. Do you feel comfortable listening to English podcast media compared to media from a textbook?
(Apakah Anda merasa nyaman belajar (learning) menggunakan media podcast dibandingkan dengan media dari buku teks?)

☒ Yes, more comfortable (Ya, lebih nyaman)
☐ Same (sama saja)
☐ No (tidak nyaman)

8. Would you be willing if podcasts were used as the main media in learning listening in class or independently?
(Apakah anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran listening di kelas atau secara mandiri?)

☒ Yes, very willing (Ya, sangat bersedia)
☐ Uncertain (ragu-ragu)
☐ Not willing (tidak bersedia)

9. How often do you listen to podcasts in a week?
(Berapa sering anda mendengarkan podcast dalam seminggu?)

0 1 2 3 4 5
☐ ☐ ☐ ☐ ☐ ☐

Never Every days

10. What English podcast topics do you enjoy the most?
(Topik podcast bahasa Inggris apa yang paling anda sukai?)

News, sport, the history, music, literature, pop, etc.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PRELIMINARY RESEARCH: ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Assalamualaikum Wa, Wa!

Halo Friend!

I'm glad you're taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts as a listening learning tool, especially for senior students majoring in English Education at UIN Suska Riau. Your participation is greatly appreciated in providing better insight for this study.

Demikian kami tidak mengharapkan nilai atau keuntungan dalam penelitian ini. Kami hanya ingin mengetahui persepsi dan tanggapan Anda mengenai penggunaan Podcast sebagai alat untuk meningkatkan kemampuan listening dan memahami bahasa Inggris di UIN SUSKA RIAU. Partisipasi Anda sangat berharga dalam memberikan informasi yang lebih dalam mengenai topik ini.

* Identifikasi penelitian yang dilakukan:

A. Name : Ny. Lita Anggrita

B. SIN : 17102100038

C. No. HP : 8121-3941-9188

D. Class : 4A

1. Do you know what a podcast is?
(Apakah anda mengetahui apa itu podcast?)

☒ YES (YA)

☐ NO (TIDAK)

2. Have you ever listened to a English podcast before?
(Apakah anda pernah mendengarkan podcast bahasa Inggris sebelumnya?)

☒ Yes, when (ya, ketika)

☐ Sometimes (kadang-kadang)

☐ Every day (setiap hari)

☐ Never at all (tidak pernah sama sekali)

3. In what language do you usually listen to podcasts?
(Dalam bahasa apa anda biasanya mendengarkan podcast?)

☐ Indonesian (Bahasa Indonesia)

☒ English (Bahasa Inggris)

☐ Mixed (campuran)

☐ None (tidak pernah mendengarkan)

4. For what purpose do you listen to podcasts? (can choose more than one)
(Untuk apa anda mendengarkan podcast? (dapat pilih lebih dari satu))

☐ Entertainment (hiburan)

☒ Learn English (Belajar bahasa Inggris)

☒ Improve listening skill (Meningkatkan kemampuan listening)

☐ Get information/news (Mendapatkan informasi/berita)

☐ None (tidak pernah mendengarkan podcast)

5. What platform do you usually use to listen to podcasts?
(Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

☐ Spotify

☒ YouTube

☐ Apple Podcasts

☐ Google Podcasts

☐ Lainnya

☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English?
(Do you think podcasts can help improve your listening skills in English?)

☒ Very helpful (Sangat membantu)

☐ Helpful (Membantu)

☐ Less helpful (Kurang membantu)

☐ Not helpful (Tidak membantu)

7. Do you feel comfortable listening listening using podcast media compared to audio book, a textbook?
(Apakah anda merasa nyaman belajar dengan menggunakan media podcast dibandingkan dengan audio book atau buku?)

☒ Yes, more comfortable (Ya, lebih nyaman)

☐ Same (sama saja)

☐ No (tidak nyaman)

8. Would you be willing if podcasts were used as the main media in learning listening in class or independently?
(Apakah anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran listening di kelas atau secara mandiri?)

☐ Yes, very willing (Ya, sangat bersedia)

☒ Interested (agak-agak)

☐ Not at all (tidak bersedia)

9. How often do you listen to podcasts in a week?
(Seberapa sering anda mendengarkan podcast dalam seminggu?)

0 1 2 3 4 5 6 7 8 9

None Every day

10. What English podcast topic is you enjoy the most?
(Topik podcast bahasa Inggris apa yang paling anda sukai?)

Topic: English news, English history, English culture

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PRELIMINARY RESEARCH: ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH PODCASTS TO IMPROVE LISTENING SKILLS AT UIN SUSKA RIAU

Andreas Nur Hafidha W. Nis

Dear Friends,
Thank you for taking the time to participate in this preliminary research. This questionnaire aims to gather preliminary information about your perceptions regarding the use of English Podcasts in improving listening skills, especially for university students studying in English Education at UIN SUSKA. Your participation is invaluable in providing insight into this topic.

(Terima kasih telah meluangkan waktu untuk berpartisipasi dalam riset pendahuluan ini. Penelitian ini bertujuan untuk mengumpulkan informasi awal tentang persepsi Anda mengenai penggunaan Podcast dalam meningkatkan keterampilan mendengarkan bahasa Inggris Mahasiswa Pendidikan Bahasa Inggris di UIN SUSKA. Partisipasi Anda sangat berharga dalam memberikan wawasan yang lebih dalam mengenai topik ini.)

*Maximum of 10 minutes (10 minutes - 10 minutes)

A. Name :
B. Sex :
C. No. HP :
D. Class :

1. Do you know what a podcast is?
(Apakah anda mengetahui apa itu podcast?)

☐ YES (Ya)
☐ NO (Tidak)

2. Have you ever listened to a English podcast before?
(Apakah anda pernah mendengarkan podcast bahasa Inggris sebelumnya?)

☐ Yes, often (Ya, sering)
☐ Sometimes (kadang-kadang)
☐ Yes, but rarely (Ya, tapi jarang)
☐ Never (Tidak pernah sama sekali)

3. In what language do you usually listen to podcasts?
(Dalam bahasa apa anda biasanya mendengarkan podcast?)

☐ Indonesian (Bahasa Indonesia)
☐ English (Bahasa Inggris)
☐ Mixed (Campuran)
☐ Hard to tell (Tidak pasti mendengarkan)

4. For what purpose do you listen to podcasts? (can choose more than one)
(Untuk tujuan apa anda mendengarkan podcast? (bisa pilih lebih dari satu))

☐ Entertainment (Hiburan)
☐ Learn English (Belajar bahasa Inggris)
☐ Improve listening skills (Meningkatkan keterampilan listening)
☐ Get information easily (Mendapatkan informasi dengan mudah)
☐ More time to practice (Untuk praktik mendengarkan podcast)

5. What platform do you usually use to listen to podcasts?
(Platform apa yang biasa anda gunakan untuk mendengarkan podcast?)

☐ Spotify
☐ YouTube
☐ Apple Podcasts
☐ Google Podcasts
☐ Others
☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English?
(Do you think podcasts can help improve your listening skills in English?)

☐ Very helpful (Sangat membantu)
☐ Helpful (Bermanfaat)
☐ Less helpful (Kurang membantu)
☐ Not helpful (Tidak membantu)

7. Do you feel comfortable learning listening using podcast media compared to audio from a textbook?
(Apakah anda merasa nyaman belajar listening menggunakan media podcast dibandingkan dengan media dari buku teks?)

☐ Yes, more comfortable (Ya, lebih nyaman)
☐ Same (Sama saja)
☐ No, not comfortable (Tidak nyaman)

8. Would you be willing if podcasts were used as the main media in learning listening in class or self-practice?
(Apakah anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran listening di kelas atau secara mandiri?)

☐ Yes, very willing (Ya, sangat bersedia)
☐ Undecided (Tidak pasti)
☐ Not willing (Tidak bersedia)

9. How often do you listen to podcasts in a week?
(Seberapa sering anda mendengarkan podcast dalam seminggu?)

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Never Every day

10. What English podcast topics do you enjoy the most?
(Topik podcast bahasa Inggris apa yang paling anda sukai?)

Black Panther, The Avengers, Iron Man, etc.

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1. Do you know what a podcast is?
(Apakah anda mengetahui apa itu podcast?)

☐ YES (YA)
☐ NO (TIDAK)

2. Have you ever listened to a English podcast before?
(Apakah anda pernah mendengarkan podcast bahasa Inggris sebelumnya?)

☐ Yes, often (Ya, sering)
☐ Sometimes (kadang-kadang)
☐ Rare, but rarely (Jarang, tapi jarang)
☐ Never at all (Tidak pernah sama sekali)

3. In what language do you usually listen to podcasts?
(Bahasa bahasa apa anda biasanya mendengarkan podcast?)

☐ Indonesian (Bahasa Indonesia)
☐ Foreign (Bahasa Asing)
☐ Mixed (campuran)
☐ None/least of (Tidak pernah mendengarkan)

4. For what purpose do you listen to podcasts? (Can choose more than one)
(Untuk apa anda mendengarkan podcast? (Bisa pilih lebih dari satu))

☐ Entertainment (hiburan)
☐ Learn English (Belajar bahasa Inggris)
☐ Improve listening skills (Meningkatkan kemampuan mendengar)
☐ Get reliable news source (Mendapatkan informasi terpercaya)
☐ Never listen to podcasts (Tidak pernah mendengarkan podcast)

5. What platform do you usually use to listen to podcasts?
(Platform apa yang anda gunakan untuk mendengarkan podcast?)

☐ Spotify
☐ YouTube
☐ Apple Podcasts
☐ Google Podcasts
☐ iHeart
☐ (Tidak pernah mendengarkan podcast)

6. Do you think podcasts can help improve your listening skills in English?
(How can think podcasts can help improve your listening skills in English?)

☐ Very helpful (Sangat membantu)

☒ Helpful (Membantu)

☐ Less helpful (Kurang membantu)

☐ Not helpful (Tidak membantu)

7. Do you feel comfortable learning listening using podcast media?
compared to media such as a textbook?
(Apakah Anda merasa nyaman belajar listening menggunakan media podcast dibandingkan dengan media lain (buku teks)?)

☐ Yes, more comfortable (Ya, lebih nyaman)

☒ Same (sama saja)

☐ No (tidak sama)

8. Would you be willing if podcasts were used as the main media in learning listening in class or in podcasts?
(Apakah Anda bersedia jika podcast digunakan sebagai media utama dalam pembelajaran listening di kelas atau secara mandiri?)

☐ Yes, very willing (Ya, sangat bersedia)

☒ Willing (saja-saja)

☐ Not willing (Tidak bersedia)

9. How often do you listen to podcasts in a week?
(Berapa sering Anda mendengarkan podcast dalam seminggu?)

0	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None				5x	Every day

10. What English podcast topics do you enjoy the most?
(Materi podcast bahasa Inggris apa yang paling Anda sukai?)
(Jawab: grammar, vocab, dan listening)

A. Grammar - grammar

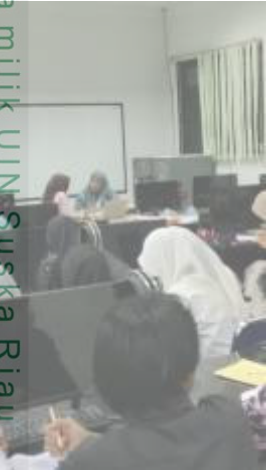
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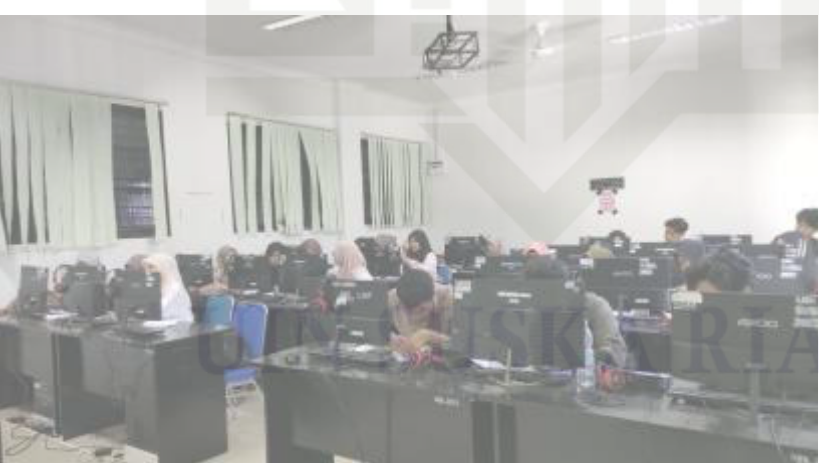


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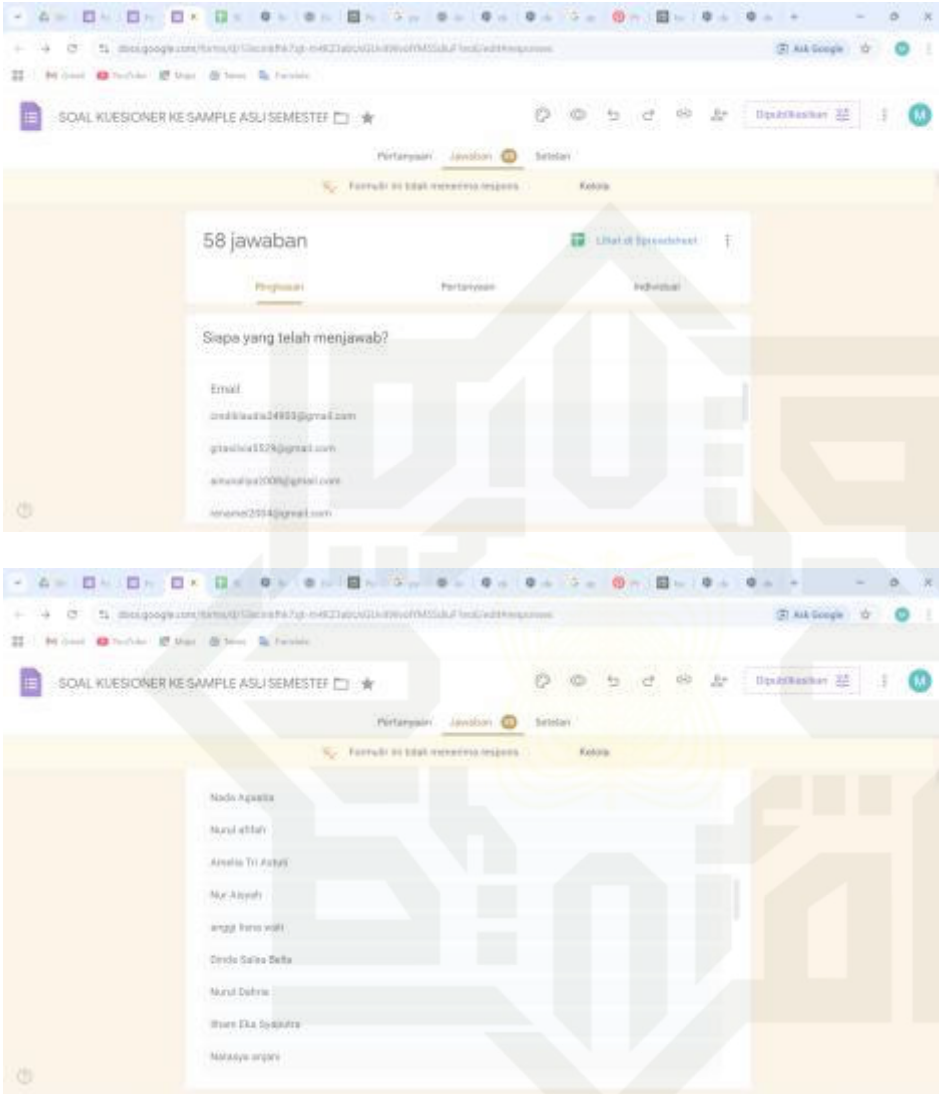
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Student Questionnaire Results

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The image displays two screenshots of a Google Forms questionnaire titled "SOAL KUESIONER KE-SAMPLE ASU SEMESTER".

The top screenshot shows the "Jawaban" (Answers) tab, indicating 58 responses. It lists the email addresses of the respondents:

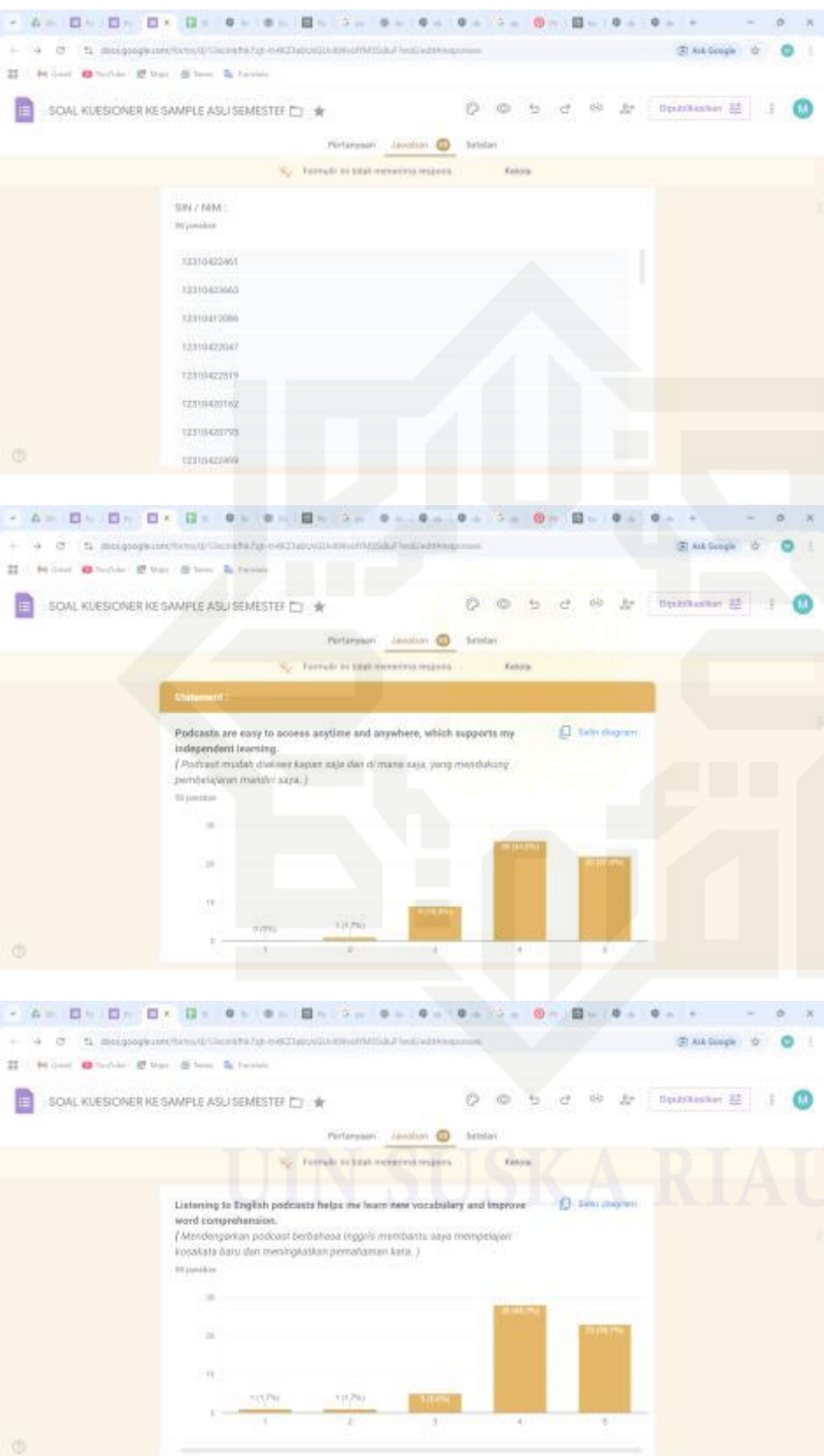
- ondilisa24883@gmail.com
- gtaelica1127@gmail.com
- simulaga100@gmail.com
- senenex2554@gmail.com

The bottom screenshot shows the "Jawaban" tab with a list of names:

- Nada Agatha
- Nurul Azzah
- Azzah Titi Patis
- Nur Azzah
- Angga Hero Wati
- Dinda Salwa Delta
- Nurul Dahrin
- Wahid Eka Syakutra
- Muhammad Angga

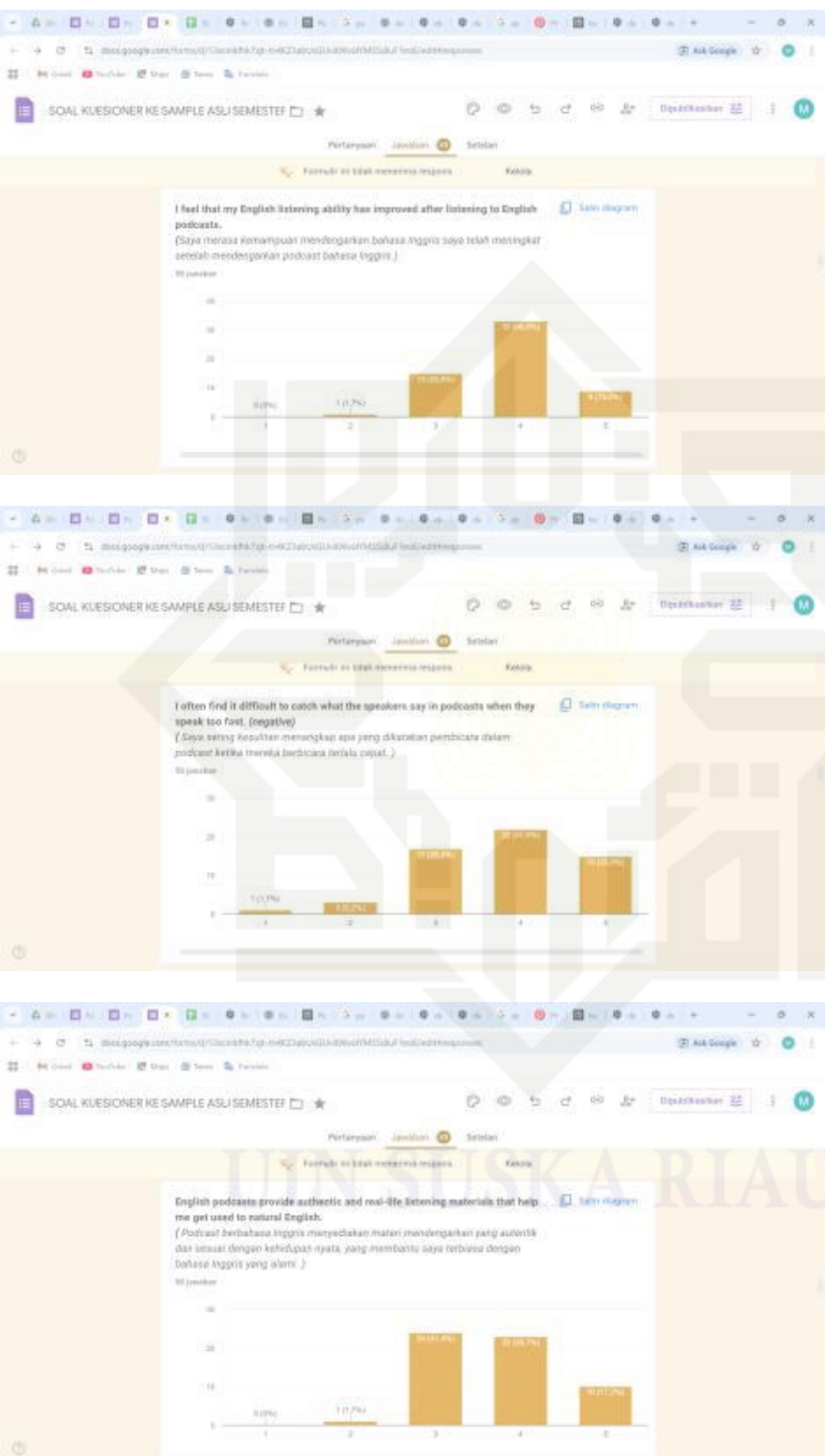
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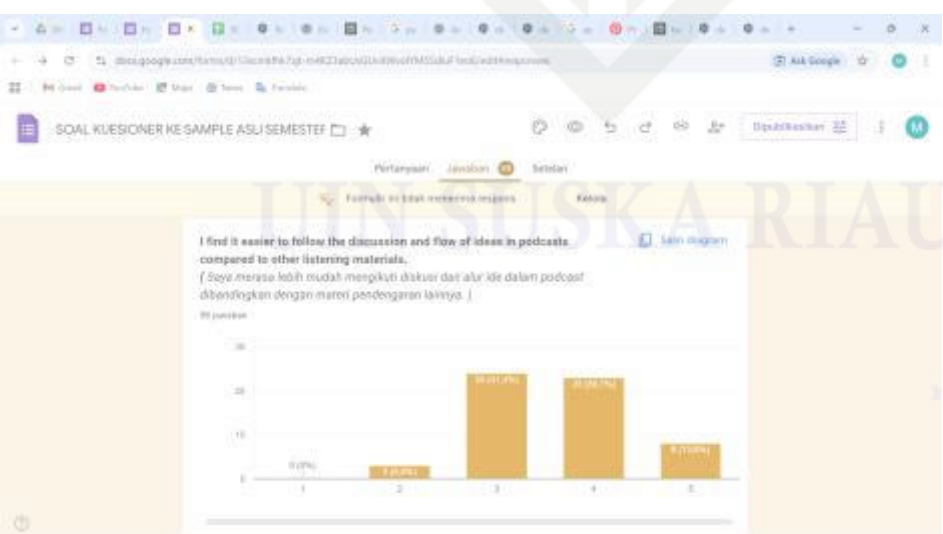
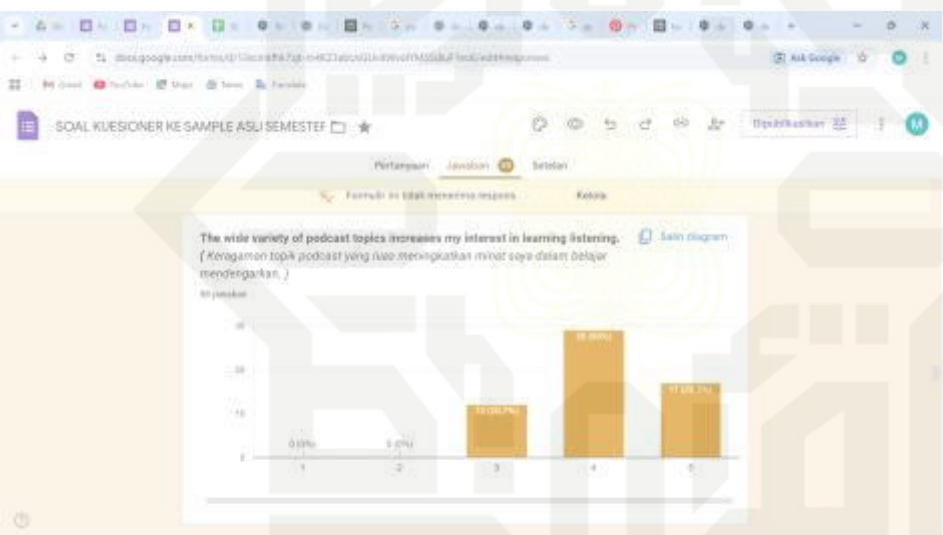
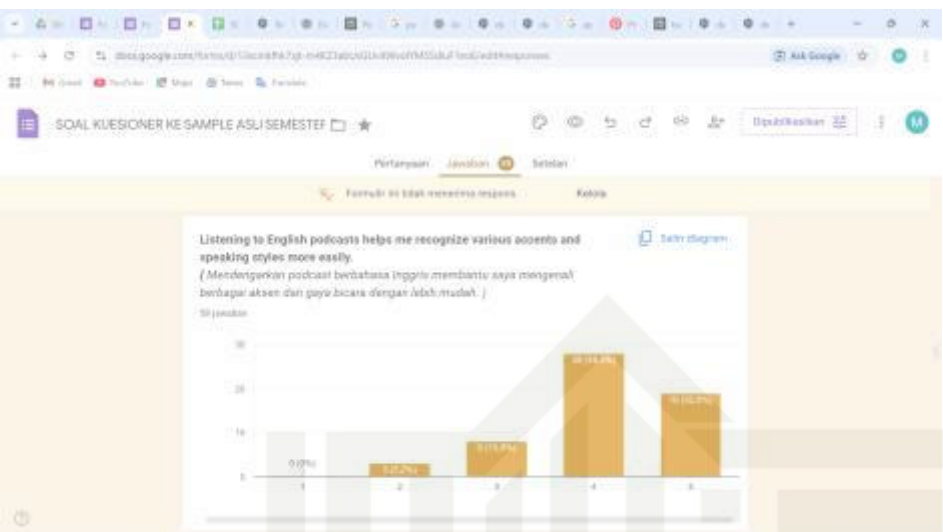
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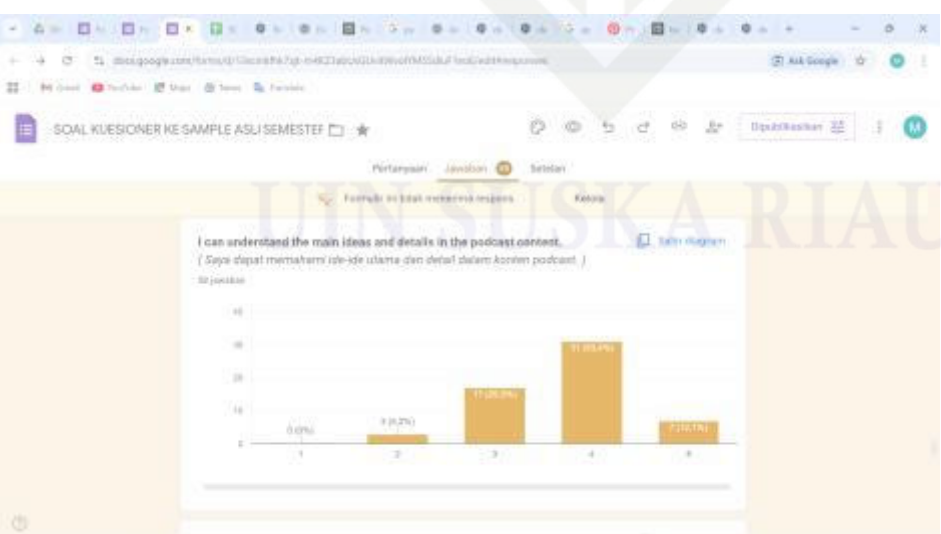
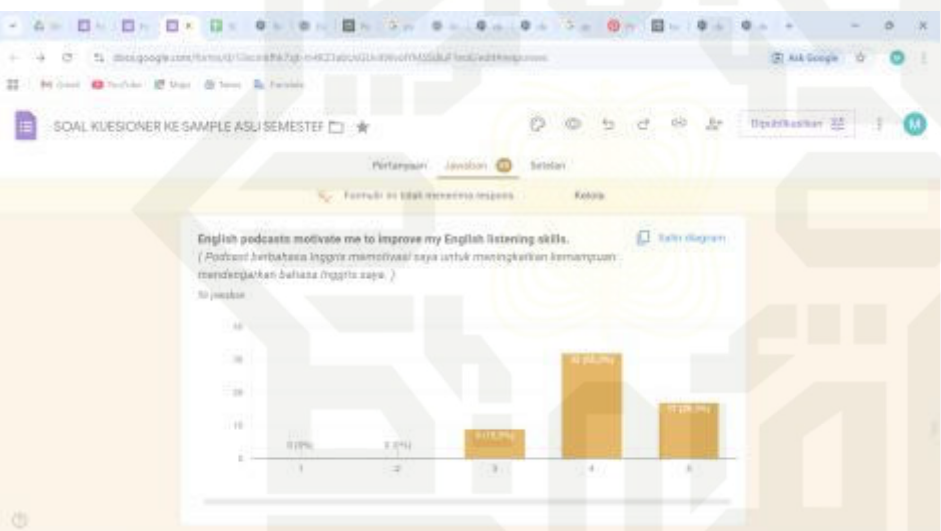
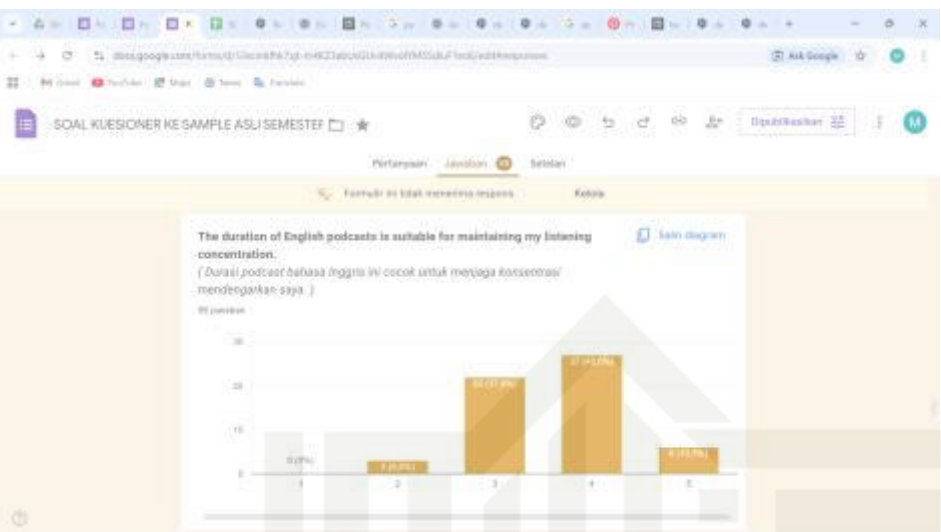
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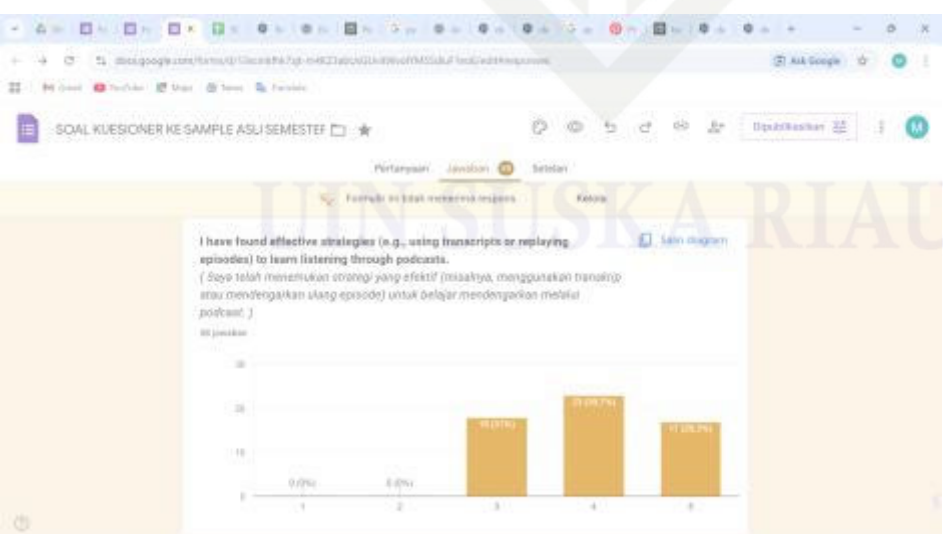
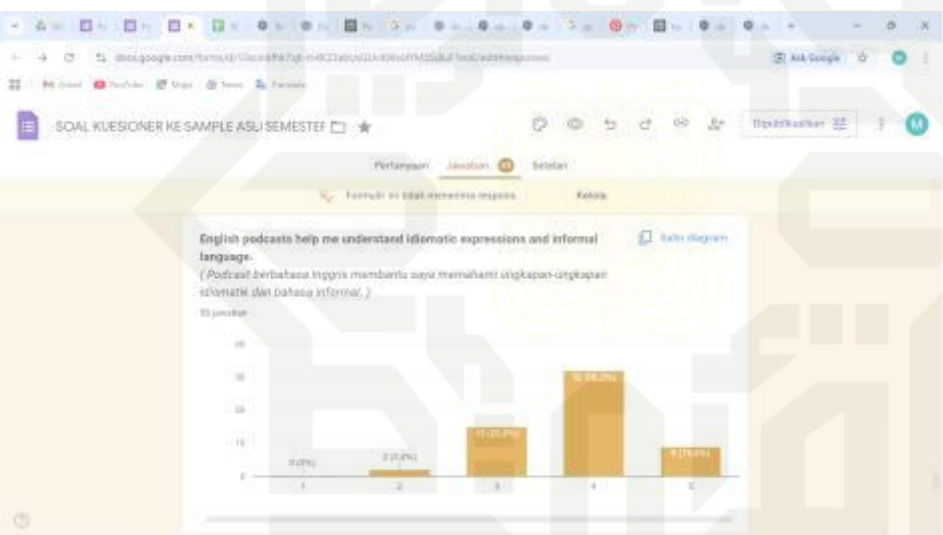
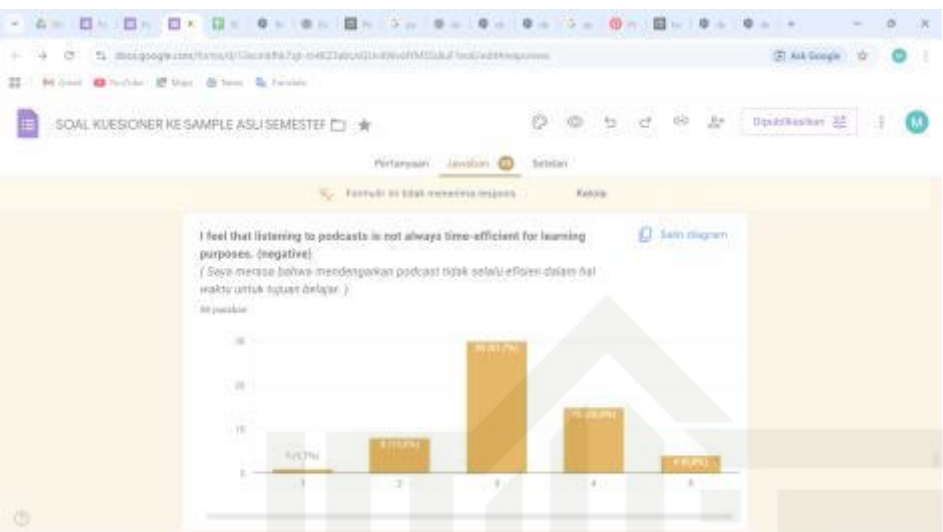
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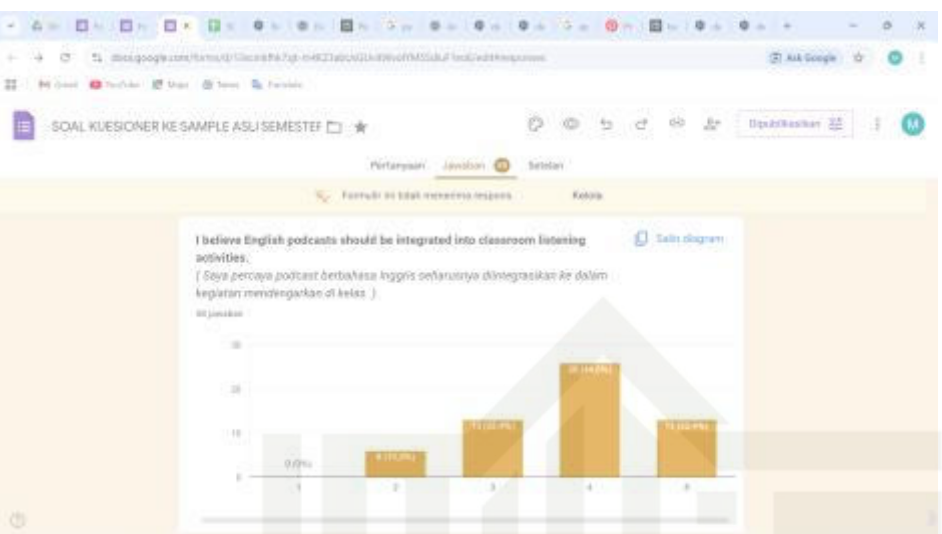
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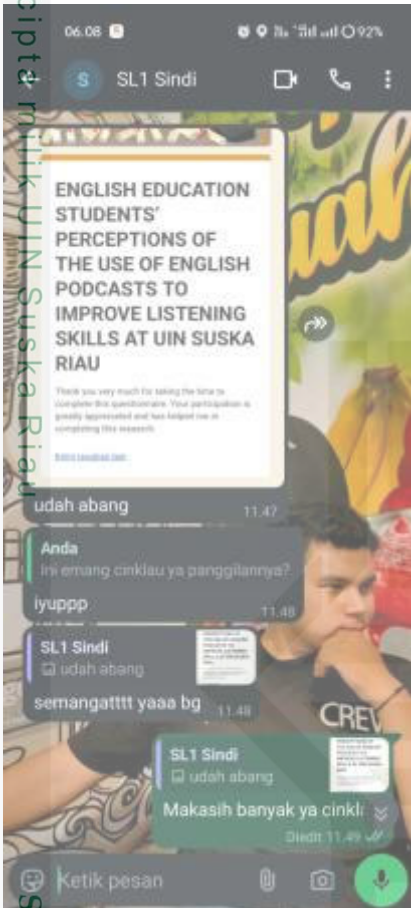
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Documentation of Questionnaire delivery to the Sample

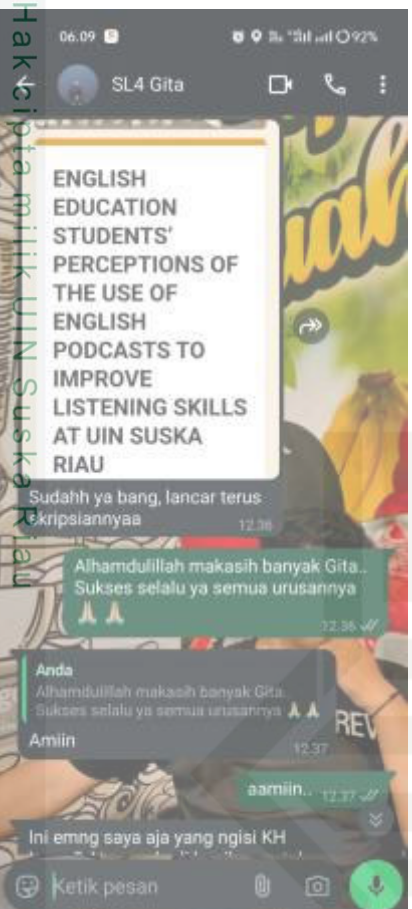
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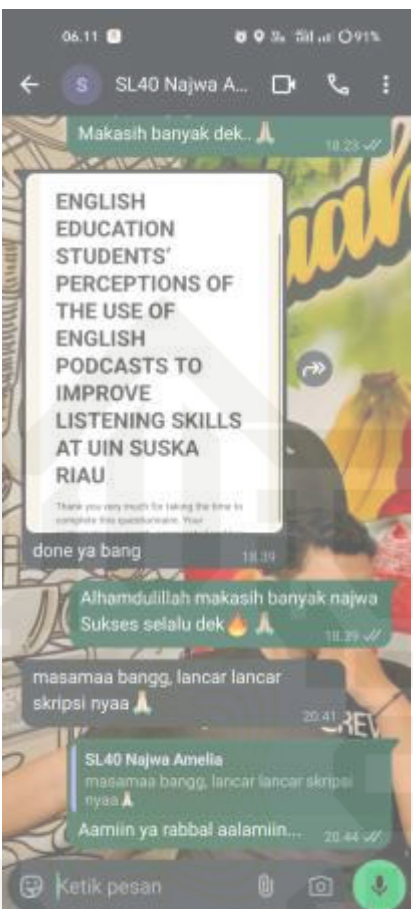
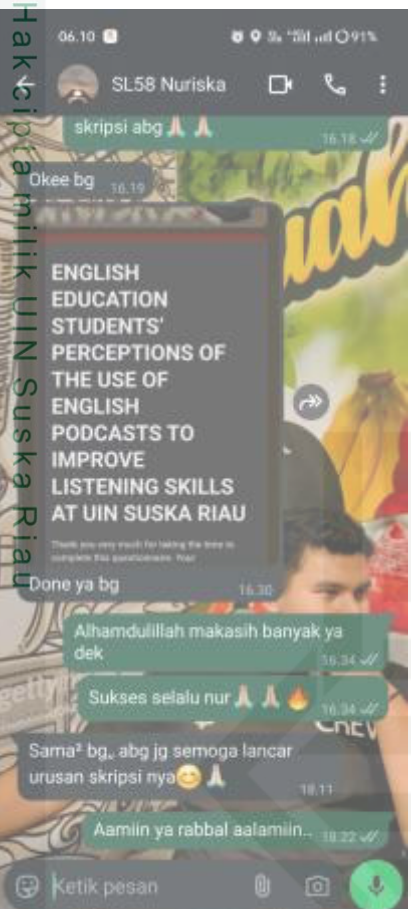


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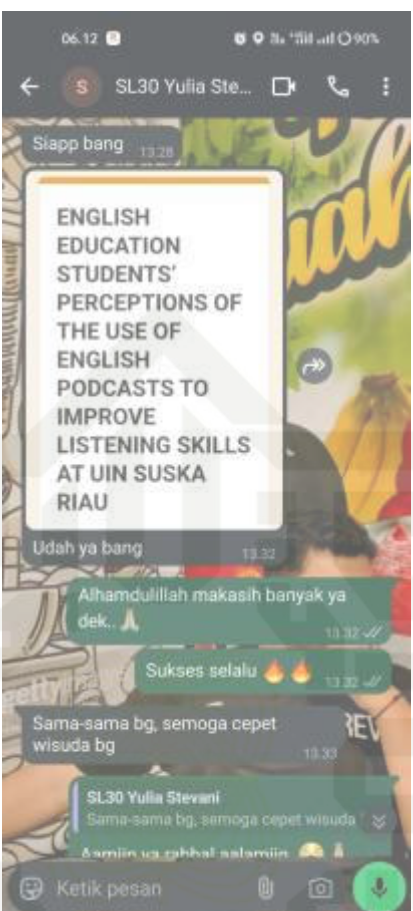
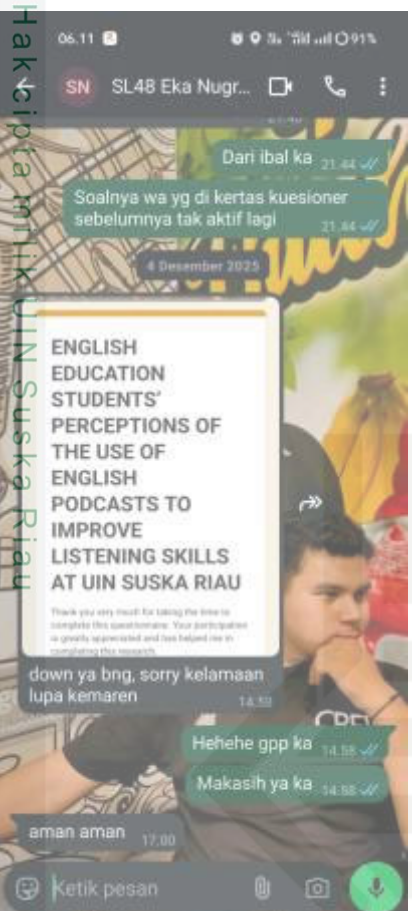
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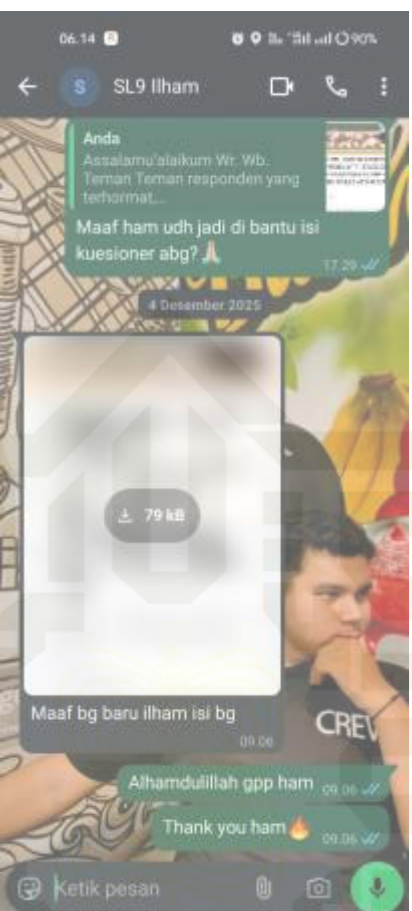
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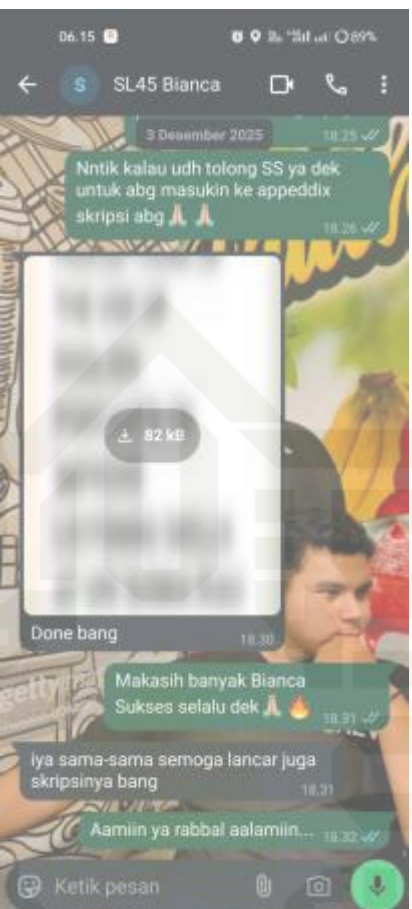
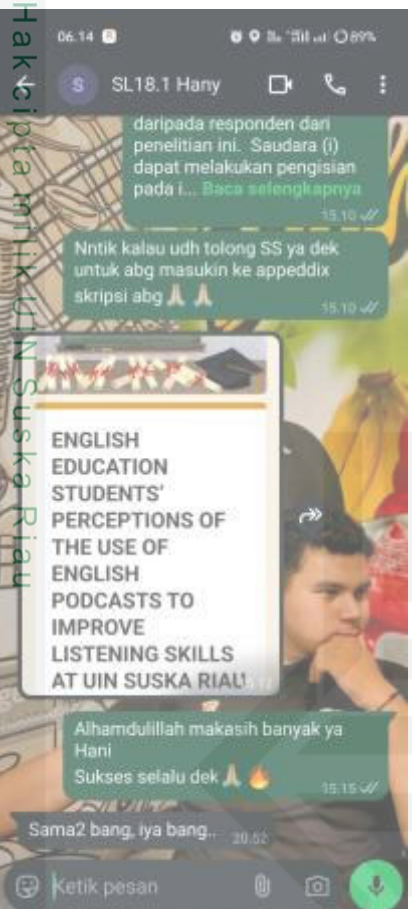
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CURRICULUM VITAE



Muhammad Al Anshari is the youngest son of Mr. Muhammad Darmadi and Mrs. Erni Yusnita. He was born in Batam on November 2, 2002. In 2015, he graduated from SDN 09 Sungai Cubadak, Baso District. He also completed his studies at MTs Darul Makmur in 2018 and MAS Darul Makmur in 2021. In 2021, he was accepted as a student in the English study program at the Faculty of Teacher Education and Training, Suska Riau State Islamic University (UIN). In July 2024, he carried out a Community Service Program (KKN) in Simalinyang, Kampar Kiri Tengah District, Kampar Regency, Riau Province. She then participated in the Teacher Training Program (PPL) at the Muhammadiyah Tsanawiyah Madrasah (Mts M) in Pulau Rambai from September to November 2024. To fulfill the requirements for her Bachelor of English Education degree, she conducted research from August to November 2025 on a thesis titled “Students’ Perception toward the Use of English Podcasts in Learning Listening Comprehension at UIN Sultan Syarif Kasim Riau.”

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