



## EFL Students' Perceptions of Utilizing Podcasts towards Learning-Teaching Performance

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### Abstract

The development of technology contributes to the world of education, such as podcasts. It can be an alternative media for EFL students' learning-teaching. This research aims to discover the EFL students' learning-teaching performance through the podcast and explore their perceptions about the use of podcasts in learning-teaching performance. This research design is qualitative descriptive, and the respondents are the International Relations Department in semester three EFL students at the University of Technology Yogyakarta. The questionnaire was used in this study to collect the data. This research has two different questionnaires; the first contains the podcast material, and the second questionnaire contains questions about the perception of learning-teaching performance using podcasts. This research shows that EFL students' learning-teaching performance using podcasts is good. It is proven by half of the respondents getting scores above the average, 63.82. Besides, EFL students agree that podcasts help their learning-teaching performance and give them new insight, such as new vocabulary. This research is limited to small-scale research, International Relations Department students in semester three. Thus, it is expected to conduct further wide-scale research related to the podcast.

**Keywords:** EFL students, technology, podcast, perceptions, learning-teaching, performance.

### Abstrak

Perkembangan teknologi berkontribusi pada dunia pendidikan, seperti podcast. Ini dapat menjadi media alternatif untuk pembelajaran siswa EFL. Penelitian ini bertujuan untuk mengetahui kinerja pembelajaran siswa EFL melalui podcast dan menggali persepsi mereka tentang penggunaan podcast dalam kinerja pembelajaran. Desain penelitian ini adalah deskriptif kualitatif, dan respondennya adalah mahasiswa Jurusan Hubungan Internasional semester tiga Universitas Teknologi Yogyakarta. Kuesioner digunakan dalam penelitian ini untuk mengumpulkan data. Penelitian ini memiliki dua kuesioner yang berbeda; yang pertama berisi materi podcast, dan angket kedua berisi pertanyaan tentang persepsi kinerja pembelajaran menggunakan podcast. Penelitian ini menunjukkan bahwa kinerja

*pembelajaran siswa EFL menggunakan podcast adalah baik. Terbukti dengan setengah dari responden mendapatkan skor di atas rata-rata, 63,82. Selain itu, siswa EFL setuju bahwa podcast membantu kinerja pembelajaran mereka dan memberi mereka wawasan baru, seperti kosa kata baru. Penelitian ini dibatasi pada penelitian skala kecil, mahasiswa Jurusan Hubungan Internasional semester tiga. Dengan demikian, diharapkan dapat dilakukan penelitian lebih lanjut yang lebih luas terkait podcast.*

**Kata Kunci:** *EFL, teknologi, podcast, persepsi, pembelajaran, performa.*

## Introduction

Technology development has changed human life in every aspect, including education. We are accustomed to chalk and blackboard, but now learning-teaching is just one click away (Abdulrahman et al., 2018). Technology is extremely used for educational goals at all levels in this modern era. Learning-teaching is everywhere (Hubers et al., 2020; Niiranen, 2021; Pienimäki et al., 2021). Since the arrival of the digital era, audio media utilization in learning-teaching has become easier to use (Khoiriyah et al., 2019). It goes online through websites, online learning-teaching environments, learning-teaching management systems, and podcasts. The use of technology in learning-teaching may vary, for instance, as a learning-teaching medium. Nowadays, being able to speak English is essential for people to communicate with a global community (Samad et al., 2017).

A podcast is a product that comes with technological advances (Rachmaniputri et al., 2021). Podcasts are an effective media that accommodates language-learning-teaching (Anteby et al., 2021; Barnes et al., 2020; Celaya et al., 2020; Indahsari, 2020; Milligan et al., 2021). Podcasts help EFL students learn about other cultures by learning-teaching spoken material content, which helps EFL students learn a foreign language. The word podcast is taken from two words: iPod and broadcast (Rosell-Aguilar, 2007). Podcasts are audio, and video files on the internet usually uploaded at regular intervals (Hasan & Hoon, 2012). It has many types, such as

television, podcasts, radio podcast, classroom podcasts, and individual or group podcasts. Moreover, podcast content covers a wide range of topics such as songs, jokes, stories, poems, or specific language features such as pronunciation, vocabulary, and grammar that can be applied as materials for learning-teaching (Sze, 2006).

Learning-teaching is one of the most important activities in a human's life, and it is meaning-based (Eliza et al., 2019). Learning-teaching is a complex interactive process in which the learners interpret what they know and what they hear and then apply linguistic knowledge to understand the message. The role of learning-teaching performance is to connect with the learning-teaching process. Learning-teaching is a language skill that is hard to master for most EFL students in every school stage. Several things might block EFL students only by learning-teaching materials when learning-teaching a new language.

EFL students tend to feel difficulty learning-teaching the audio without visuals in many cases. Instead, their focus will be distracted by what they see when the teacher gives the material with audiovisual media, such as a podcast. Learning-teaching English with podcasts can be an innovation in the world of education; podcast not only allows EFL students to listen to each other's opinions but also find out the idea with the visual shown in the podcast video, and from this learning-teaching media, EFL students can convey their views about several topics, podcast provided topics and activities which make both teachers and

EFL students enrich their knowledge and develop their English skills in educational purposes.

The limited knowledge of vocabulary is the problem of most EFL students. They only know several words that make them cannot understand the whole of spoken sentences. Learning-teaching is a complex skill. EFL students have anxiety about understanding the message and interpreting it correctly. Many EFL students complaining about hearing difficulties in FL may also depend on feeling inadequate or lacking confidence (Krämer et al., 2021; Wijaya et al., 2019). Especially during online classes, many assume that learning-teaching. In contrast, online classes will reduce anxiety, but the reality is not that there are still many things that need to be addressed. The next problem is cultural differences that make it hard to understand the context of what is discussed in the audio. Also, the materials delivered with an accent are sometimes hard to understand. The last is that the student cannot see how the speaker's gesture.

A gesture is a non-verbal way to communicate, which can help people understand things easily. Teachers can use one of several media in the learning-teaching class called a podcast to overcome that case. This research is concerned with investigating EFL students' learning-teaching ability by using podcasts as their learning-teaching media in learning-teaching class because, as we know, recent technologies are booming, and EFL students are familiar with their daily lives. EFL students find it easier to access learning-teaching practice by using podcasts, and podcasts helped them improve their oral presentation skills too. Yoestara & Putri (2019) also prove that podcasts could bring many interesting topics that pose a lot of language input to EFL students. The second purpose of this research is to know what EFL students perceive using podcasts toward their learning-teaching skills. Their point of view

matters because it is essential to view their experience in learning-teaching, how they engage in this learning-teaching method and how it affects their skills.

This research benefits the education sector by identifying appropriate learning-teaching approaches to improve learning-teaching performance in podcasts. Podcast has a positive effect on English teachers' learning-teaching-learning-teaching. Podcasts enhance learning-teaching performance, especially when EFL students listen extensively outside the classroom (Abdulrahman et al., 2018; Nwosu et al., 2017). Teachers can choose designs and use information technology to improve the quality of their learning-teaching and learning-teaching processes. Finally, this survey provides EFL students with a new experience using podcasts while learning-teaching. In addition, they enjoy the learning-teaching process to overcome some learning-teaching problems and improve their learning-teaching performance with the help of podcasts.

## Method

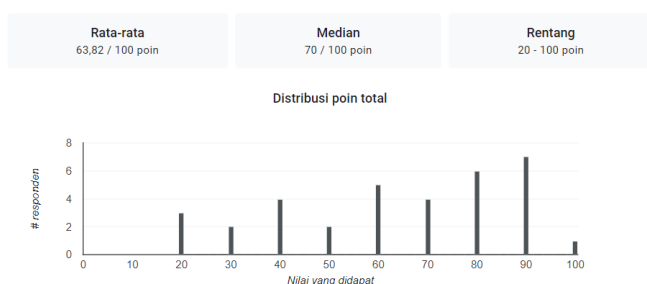
The participants in this research are the EFL students of the International Relations Department in semester three at the University of Technology Yogyakarta. The instrument of this research was a questionnaire. It is appropriate to investigate attitudes, perceptions, and opinions (Cohen et al., 2017). This observational action research has two stages of obtaining in-depth data about EFL students' perceptions of the use of podcasts for learning-teaching English. The first stage is distributing podcasts to EFL students, including a questionnaire containing ten questions related to the podcast's content. EFL students can fill out the questionnaire according to the time and send it back to the writer by google form, and each question is worth 10. Therefore, out of 10 questions, if EFL students answer all ten questions correctly, the value

obtained is  $10 \times 10 = 100$ . Quantitative data are analyzed according to the average of total participants, and qualitative data are analyzed based on the answer to questions and interpretation of the data. We use a test here to know the ability of the EFL students to learn the podcast. The second stage is distributing a questionnaire containing questions related to their perception of the use of podcast media in their learning-teaching ability. This questionnaire will be analyzed quantitatively using a Likert Scale. There will be 5 (five) categories of items in each statement on the Likert Scale. The categories are “Strongly Agree” (SA), “Agree” (A), “Neutral” (N), “Disagree” (D), and “Strongly Disagree” (SD). And we will conclude descriptively by explaining the result of the questionnaire given to EFL students of the International Relations Department in semester three at the University of Technology Yogyakarta.

## Findings and Discussion

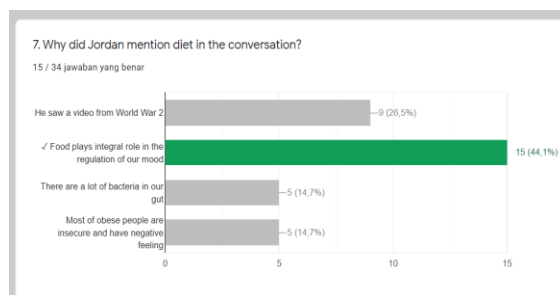
### *EFL Students’ Performance in Learning-Teaching Process through Podcast*

The finding of this study contained data analysis. At the beginning of this research, the participants were informed about the podcast and where to get it. The EFL students were given websites where they could listen to or download the podcast from those websites. To collect the data, we used a questionnaire to know the ability of EFL EFL students to learn to a podcast. First, we share the link podcast video then EFL students answer ten questions related to the podcast’s topic. We have 34 respondents from the International Relations Department semester three at the University of Technology Yogyakarta from the questionnaire.



### Figure 1 Graph of Learning-Teaching Performance Using Podcasts

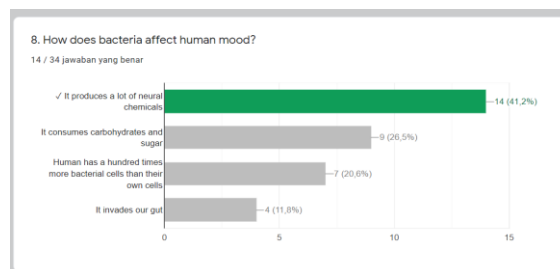
The results of the student ability test that we gave to EFL students majoring in International Relations at the Yogyakarta University of Technology in semester 3 gave us ten questions about the podcast that we shared and got an average of 63,83. From the table, there are several EFL



students whose scores are below average, and some are above average. Of the 34 respondents who filled out, 16 EFL students got scores below the average, and 18 were above average.

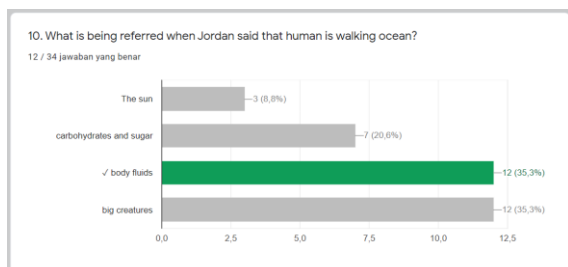
### Figure 2 EFL Students’ Understanding#1 on the Material through Podcast

Question number 7 is quite difficult for EFL students because only 44.1% or as many as 15 EFL students from 34 EFL students answered correctly, and as many as 19 EFL students answered incorrectly; this proves that many EFL students have difficulty answering question number 7.



### Figure 3 EFL Students’ Understanding#2 on the Material through Podcast

Question number 8 is also difficult for EFL students because only 41.2% or as many as



14 EFL students out of 34 EFL students answered correctly, and as many as 20 EFL students answered incorrectly. It proves that many EFL students have difficulty answering question number 8.

**Figure 4 EFL Students' Understanding#3 on the Material through Podcast**

Question number 10 is also quite difficult for EFL students because only 35.5% or as many as 12 EFL students out of 34 EFL students answered correctly. As many as 22 EFL students answered incorrectly. It proves that many EFL students have difficulty answering question number 10. From the figure above, the data obtained are several questions that respondents, weaknesses in answering questions often miss. The first is question number 7, with as many as 44.1% with a total of 15 EFL students answering it correctly; question number 8, as many as 41.2% answered it correctly with a total of 14 EFL students, and question number 10 as many as 35.3% answered correctly with a total number of the 12 EFL students, data was taken from 24 respondents of EFL students majoring in international relations in the third semester at the University of Technology Yogyakarta.

**Table 1 EFL Students Performance in the Learning-Teaching through Podcast**

No	Respondents' ID	Score
1	5211611064	20
2	5211611080	20
3	5211611099	20
4	5211611056	30
5	5211611067	30
6	5211611063	40
7	5211611086	40
8	5211611100	40
9	5211611089	40
10	5211611065	50
11	5211611093	50
12	5211611090	60
13	5211611082	60
14	5211611069	60
15	5211611058	60
16	5211611081	60
17	5211611057	70
18	5211611097	70
19	5211611091	70
20	5211611059	70
21	5211611092	80
22	5211611073	80
23	5211611085	80
24	5211611070	80
25	5211611087	80
26	5211611053	80
27	5211611075	90
28	5211611061	90
29	5211611077	90
30	5211611072	90
31	5211611076	90
32	5211611071	90
33	5211611052	90
34	5211611098	100
<b>Maximum Score</b>		<b>100</b>
<b>Minimum Score</b>		<b>20</b>
<b>Mean Score</b>		<b>63,82</b>

Table 1 shows that a maximum score of 100 and a minimum of 20. We analyze that score with  $10 \times 10 = 100$ . The score for each number of questions is ten, so if the EFL students answer each question correctly, the score will be  $10 \times 10 = 100$ . That score is the maximal score, but for example, if the EFL students have eight scores, so  $8 \times 10 = 80$ , the score will be 80.

***EFL Students' Perceptions of Utilizing Podcasts towards Learning-Teaching Performance***

**Table 2 EFL Students' Perceptions**

No	Statement	Stage				
		SA	A	N	D	SD
1	I think podcasts can help to improve my learning - teaching skill	32.4%	55.9%	11.8%	0%	2.9%
2	It is easy to reach podcast every time for me	8.8%	38.2%	52.9%	0%	0%
3	Learning-teaching to podcast motivates EFL students in learning - teaching	26.5%	64.7%	8.8%	0%	0%
4	I learn a lot of new vocabulary by learning - teaching on the	35.3%	52.9%	17.6%	0%	0%

No	Statement	Stage				
		SA	A	N	D	SD
5	podcast Learning-teaching podcast material is easier than listening to the audio without the video.	29.4%	32.4%	29.4%	11.8%	0%
6	The podcast is hard to understand	2.9%	14.7%	58.8%	29.4%	2.9%
7	The podcast helps a lot to learn new material	20.6%	67.6%	11.8%	2.9%	0%
8	I had a weaknesses in learning - teaching performance; learning - teaching to podcast helped me to learn	14.7%	44.1%	29.4%	11.8%	2.9%
9	The podcast is a good medium for learning - teaching English	20.6%	55.9%	20.6%	2.9%	0%
10	The teacher should try to	2.9%	41.2%	50%	2.9%	2.9%

No	Statement	Stage				
		SA	A	N	D	SD
1	use a podcast in learning-teaching class					

Table 2 shows how EFL students' perceptions of the use of podcasts. The first statement is about EFL students' knowledge of the benefits of using podcasts in learning-teaching. There are 11 EFL students (32.4%) who strongly agree that podcasts can help to improve their learning-teaching performance, (55.9%) agree about this, (14.6%) are neutral, and only 1 (2.9%) EFL students who choose strongly disagree. It means that podcasts have shown their existence, and EFL students like podcasts as media to learn learning-teaching performance.

In the second statement, (8.8%) of EFL students strongly agree and 13 (39%) of EFL students agree that podcasts are easy to reach for them. About half of the respondents (52.9%) chose a neutral answer. Some EFL students still find it difficult to access or get podcasts for themselves. The third question is about EFL students' motivation to learn English after learning-teaching to podcasts. Table 1 shows that a few EFL students strongly agree (26.5%), and a large number of EFL students (64.7%) agree that podcasts motivate them to learn English, especially learning-teaching to listen. 3 EFL students (8.8%) chose neutral in this stage. It means that podcasts can increase EFL students' learning-teaching motivation.

The fourth statement is about acquiring EFL students' vocabulary from learning-teaching material through podcasts. Table 1 shows 12 EFL students who strongly agree (35.3%), more than half (52.9%) EFL students agree, and (17.6%) EFL students choose neutral in this

statement. It means that EFL students still have difficulty mastering vocabulary just by learning-teaching to a podcast once because they still feel unfamiliar and then gain a lot of new words in the field of vocabulary by learning-teaching to podcasts. In the fifth statement, Table 1 shows a small number of EFL students (29.3%) who strongly agree. 11 EFL students (32.4%) agree that learning-teaching to audio with podcasts is easier to understand than learning-teaching to audio-only. 10 EFL students (29.4%) chose neutral, and the last answer disagreed with 4 (11.8%) EFL students. Many EFL students still have difficulty learning-teaching to listen if they do not see the audio's visual form.

The sixth statement, only 1 (2.9%) EFL students strongly agree, and 5 (14.7%) choose to agree that the podcast is challenging to understand. On the other hand, (58.8%) of EFL students choose a neutral answer, 10 EFL students choose (29.4%) to disagree, and only one student strongly disagree. It means that delivering materials by using podcasts is useful for EFL students.

In the seventh statement, podcasts are very helpful for EFL students to learn new material. 7 EFL students (20.6%) strongly agreed, and many EFL students (68.3%) chose the answer to agree. Only a few EFL students chose neutral (11.8%), and one (2.4%) disagreed. This number shows that EFL students agree that podcasts have a role in helping EFL students understand the material.

The following statement, number eight, is about EFL students who have weaknesses in learning-teaching performance. A total of 5 EFL students (14.7%) strongly agree that podcasts can help their weaknesses in learning-teaching, 15 EFL students (44.1%) choose to agree, and (29%) of EFL students choose neutral answers. On the other hand, 4 EFL students (11.8%) disagreed, and one (2.9%) strongly disagreed. It means that podcasts are helpful and important in learning-teaching

for EFL students who still have difficulties in learning-teaching ability.

In the ninth statement, 7 (20.6%) EFL students agree that podcasts are a good medium for learning-teaching English. More than half of EFL students (55.9%) agree, and (20.6%) of EFL students choose neutral. Only one student (2.9%) voted to disagree on whether podcasts were good at giving knowledge in English material. The last statement is that teachers should try to use podcasts in learning-teaching classes. Table 1 shows that only one student (2.9%) strongly agrees, 14 (41.2%) EFL students choose to agree, and half of the EFL students (50%) choose neutral. Each student chooses to disagree and strongly disagree. It can be a good recommendation for teachers to use this media in learning-teaching and learning-teaching activities in English class.

### Conclusion & Recommendations

This research aims to know the EFL students' performance to learn with podcasts and EFL students' perceptions of the use of podcasts in learning-teaching performance. From the result finding, we can conclude a few things. First, the podcast has positive effects on EFL students' learning-teaching ability. After learning-teaching about the podcast, the test results given to the student show that half of the respondents scored above the average. It means that the ability of third-semester International Relations EFL students at the University of Technology Yogyakarta to learn using podcasts is considered quite good. EFL students' ability to answer each question also shows good results. However, some questions are often missed by most EFL students. Overall, the results of the test This ability is considered quite good. The second is that the EFL students agree that the podcast can help them learn to listen to English with a podcast. They also adore getting a new vocabulary from the material they hear through the podcast. In addition to the

vocabulary that EFL students hear, they also see the speaker's expressions when doing podcasts and when speaking English. For them, this is a plus point in learning-teaching to listen using podcasts. In addition, most EFL students also agree that the podcast motivates them to learn learning-teaching performance.

This section contains suggestions for advancing all language learners who want to provide better ideas to all language teachers and learners wherever the author is. This study is being conducted only on a small scale that cannot give or express the big picture of language EFL students at University of Technology Yogyakarta. The authors expect that this research caters benefit all language learners and educators. Podcasts are an option, especially for language learners interested in learning-teaching English. Pods have emerged as e-learning-teaching media that encourage self-study, introducing a simpler form of learning-teaching English. However, the trend of podcasts has evolved in society. Become friends with all language learners today, and hopefully.

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