
EFL Students' Attitudes towards the Use of Podcasts as a Language Learning Medium to Increase Learning Interest

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Abstract

The study on the use of podcast as a technology-mediated method or medium to increase EFL students' interest is still limited. Generally, some studies focus more on the effects of using podcast on students' listening and speaking skills. The present study aimed at examining the effect of podcast in English language learning towards EFL students' interest by analyzing their attitudes to podcast. The study was carried out using a quantitative method by employing a cross-sectional survey. Data collection was employed through a questionnaire. The data was analyzed by using a descriptive statistics to measure the frequency percentages. The results indicated that the tertiary students' showed a very positive attitude towards the use of podcast to influence EFL students' interest. Four findings were suggested, namely the willingness of using podcast, courage to encourage EFL learning engagements and language proficiency, podcasts as appropriate and fun learning media providing varied materials, and podcast as a portable, open-accessed and efficient medium. The findings of the present study are significant to present the Info-Tech-based alternative language learning media and sources or as complementary resources and the innovative and interesting sources can motivate to engage more. Podcasts is the complementary medium and authentic materials for empowering English engagements and increasing interest.

Keywords: EFL Students' Attitudes; Learning Interest; Learning Media; Podcasts

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1. Introduction

Technological advancement has an important role in human's life marked by emerging new technologies in all aspects of those of human and the realm of education such as English language learning embedded with technology. In ELT, every innovation created in the form of technology has a positive impact that can make it easier for EFL learners. The novelty of technology changed lots of technology-based learning to be more innovative and more effective to improve English proficiency. As it is said that many today's digital technological softwares have taken a role of the previous conservative devices, such as tape cassettes which were changed by Mp3 players, videotapes which were changed by mp4 players, and blackboards which were changed smart boards (Eryansyah et al., 2019). Integrating innovative digital software, in EFL context, may have contributed to students' interests, students' critical thinking, and prospective English language learning. The integration of technology to ELT as the effectiveness for stimulating critical thinking, in which the integrated learning strategy is distributed as a learning method, learning media, and learning platform (Merta et al., 2023). Furthermore, the role of learning media based on innovative digital devices makes it easy for students and teachers to understand complex materials and makes it easy for them to obtain materials independently.

Several studies show that the fruitfulness of technology or Infor-Tech in EFL context can improve the students' acquisition and learning then motivate them to continue their learning and generate their language learning creativity and passion. Even a lot of challenges English teachers faced in incorporating the ICT with ELT triggered debates and growing issues on real use of ICT in EFL learning. Thus the use of ICT-integrated English learning can boost and increase autonomous learning, language learning effectiveness, motivation, and learning performance (Azmi, 2017). Additionally ICT-integrated learning is said to be an effective and efficient language learning method to deliver courses and communicate (Ali & Maksum, 2020). The utility of technology has forced English teachers to do more creatively to use it, in which they have a wide range of digital devices to create and facilitate technological materials, digitality-assisted media, visual resources, multimedia presentations, and other e-learning sources (Situjuh, 2019). Some studies show that the effectiveness of using innovative digital-based learning methods and media contributes greatly to increasing students' English proficiency. The great impact of advances in technology and information provides breadth and freedom for students to search for materials independently and for teachers to design English language teaching materials that suit students' needs and demands. However, teachers must also be able to design materials assisted by technology and use them, so that the use of technology-assisted methods can encourage the students to be active and creative (Anggraini, 2018).

Language learning with technology-assisted methods, such as YouTube, Netflix, clipped students, Powtoon, digital storytelling, and podcasts, are currently widely used. All types of

web services have been widely used in English language learning. However, many studies explore podcasts as an effort to improve English proficiency, namely the use of podcasts in learning listening and speaking. Podcasting is considered as an effective and interesting English learning method that can help EFL students to improve listening proficiency (Abdulrahman et al., 2018). Podcasting with peer-assisted learning is aimed to increase students' listening comprehension (Huriyah & Contessa, 2020). Furthermore, studies with a special focus on podcast-assisted learning for improving speaking proficiency (Alshawabkah & Abdullah, 2023; Amir et al., 2023; Dianithi, 2017; Farangi et al., 2015). Based on a number of studies on the use of podcasts as a method for learning EFL English in improving speaking skills and listening skills, researchers attempted to explore the use of podcasts in an effort to increase students' interest in EFL learning. The podcast is thought of as an audio-lingual method in the form of audio technology aimed at learning new materials, honing skills, and increasing students' motivation which impacts their self-confidence (Ishma & Nikmah, 2022).

Incorporating podcasts into English language teaching may contribute to having an English learning process acquired and learned naturally and authentically in the context of EFL. The use of digital podcasting materials can also show fun or interesting language learning media, but there are several challenges encountered, namely lack of technological ability, problems with vocabulary mastery, limited English grammar knowledge, unstable internet access, and limited facilities (Fachriza et al., 2023). Additionally, podcasting's challenges are words, idioms, slangs seeming to be unfamiliar and internet connection (Gusfira & Putri, 2022). As a result, the effects of podcasts have been found to be an effective means of learning English and motivating students (Sansinadi et al., 2020).

The present study aimed at exploring the students' attitudes of utility of podcasts as technological software in order to increase their learning interest. The novelty of the current research which was initiated to explore the special focus on the tertiary students' attitudes towards the use of English podcasts designed to become an authentic English curriculum to increase learning interest in the context of English as a Foreign Language (EFL). A research of podcasting utility is so limited in ELT and applied linguistic studies, so the researcher was very interested in doing this study, in order to give a basic perspective on the effect of psychological spirit in the English language learning process. Learning a target language requires a good psychological state, in order to properly carry out the language learning process. A stimulus is a basic and important psychological element to achieve learning engagement and comprehension. As Suzani (2021), podcasting impacted effectively to students' language learning activity, triggering their listening comprehension which

increased motivation to engage students. As a result, podcasting can trigger and boost students' learning interest in addition to developing their listening abilities.

2. Literature Review

2.1 Podcast as technology-integrated language learning

Technological novelty is one of the products and impacts of 21st century which is thought as the important instrument to all aspects of human lives including education. Teachers are compelled to design and formulate the best English language learning method to improve the students' engagement and English language proficiency (Asik et al., 2020). The term of podcast is rooted from two words, namely Pod from iPod and broadcast, so these words are combined into Podcast (Suzani, 2021). The integration of ICT into English language learning has potential to change the educational practices by lifting the benefits of technology (Asik et al., 2020; Guillen-Gamez et al., 2019). Technology advancement must be considered as a significant part in ELT and teachers need to encourage their students to use technology because it is the integral part of students' activity. Thus technology-embedded language learning method has brought good stimulus students' engagements and interactivity (Sinha, 2022). Podcast is a technological product contributing effectively to English language learning. Podcasts as a digital recording can help the process of developing and improving English skills. Technology is a body of knowledge, including materials, tools, techniques, accurate sources of information and strategies that make learning easier, so that students become more effective, flexible, and more interested in ELL (Prayudi, et al., 2021).

Podcast is a well-liked technological novelty designed and developed to aid English learning, in which it can be as a solution for English learning problems, as a medium for learning listening and speaking skills, as an alternative to boost leaning interest (Laiya et al., 2022). It is an online digital audio recording posted and referred to as lean ring sources and has various kinds of contents including audios, videos, visual media, and live-streaming videos and audios and these contents can be obtained from the particular websites served through smartphone or any computer (Asmawati, 2017; Chowdhury, 2019; Laiya et al., 2022). Moreover, it is in the form of voice recording elicited by the host then the listeners can listen to the talks, conversations, discussions, interviews, etc. between a host and a guest talking about a particular topic. Podcast is one of the most trending contents today in Indonesia, in which the current content distribution is done by incorporating video-based content with audio-based content, which is called as a podcast (Zellatifanny, 2020). English materials are openly served in many levels (Dianithi, 2017). Podcasts' materials are prepared for manifold materials along with the objectives of learning, English listening along with transcripts, and workbooks (Laiya et al., 2021). Digital podcasting materials are made in the form of audio or video or the integration of audio-video and posted to the particular websites the users or students can take and use them as their English learning sources freely and easily

(Suvarnaphaet & Suvarnaphaet, 2023; Rosell -Aguilar & Fernando, 2015). The contents of podcasts include talks, monologues with a narrator or presenter, some activities such as daily life, academics, sports, music, and politics (Bakhsh & Gilakjani, 2021). The influence of ICT in ELT led teachers to adapt and be creative in designing digital materials in EFL classrooms. A lot of educational resources served in many digital platforms and websites along with a variety of English learning sources. Manifold English digital sources can be designed to become materials in ELT. The development of digital materials which can be freely and easily accessed.

There are several studies on podcasts in ELT showing an increase in English academic performance (Tobin & Guadagno, 2022). Psychologically, learning English by using podcasts shows increased self-confidence, an interesting learning environment, and a strengthening of the sense of inclusion between teachers and students (Hasan & Hoon, 2013). As a productive skill, speaking is boosted by using online podcasts, in purpose of motivating to improve creativity and public speaking skills (Nova, 2022). In addition, the use of podcasts has the potential to improve students' listening and speaking and it is as an effective digital tool to increase students' skills of collaborative and cooperative activities and creative thinking (Sotlikova & Haerazi, 2023). The implementation of digital material in the form of podcasts revealed the significant effect to English speaking proficiency including intonation, pronunciation, fluency, accuracy, pronunciation, and comprehension (Amir et al., 2023; Indahsari, 2020). The digital podcasting method can improve not only language skills, but also language components, namely grammar and vocabulary (Fachriza et al., 2023). The other effects of podcasting pedagogy revealed that it can greatly help EFL students developing their language skills, attitude levels, and other language areas such as grammar, pronunciation, and vocabulary (Hasan & Hoon, 2013). The creation and utility of podcasts can improve EFL linguistic competence; listening and speaking skills (Chaves-Yuste & de la Pena, 2023). However, Solano et al., (2017) suggested that the utility of technology-embedded aids of language learning must be integrated with appropriate ELT strategies in EFL classrooms. Furthermore, providing EFL students with technology-incorporated materials should be considered that teachers should use podcasts with appropriate guidance for their students and how to acquire the potential of those tools because teachers cannot be replaced the technology (Indahsari, 2020).

Thus, podcasts are considered as an excellent medium to support English language learning (Mutia et al., 2019; Pratiwi et al., 2020). In fact, podcasts as the possible and innovative tool which can help to improve students' speaking and comprehension skills. Digitally podcast is appropriate to use it as a supplementary device for English language teaching, so the effect of digital podcast material can bring students more inclusive to the target language and get motivated. Teachers can help students to build learning confidence as well as cultivate fun and interactive learning situations. As a result, the frequency of

listening, speaking, and understanding the particular issue can improve, so it can boost students' self-assurance (Bustari et al., 2016). The use of technological media with audio and video features is nothing new in language learning, especially in listening and speaking learning. Language teaching is closely related to the use of audio in learning activities, thus the emergence of podcasts in ELT is not new (Sengang et al., 2017).

2.2. Podcasting-based ELL and EFL Learning Interest

In learning English as a foreign language (EFL), students often feel unmotivated to engage. However there is still a need to develop English proficiency by minimizing learners' anxiety to speak because of mispronunciation, reducing grammar mistakes, and optimizing the use of correct language (Maba, 2023). Podcasts also have a significant impact on increasing learning motivation. As it is said, the use of podcasts in learning English can increase language proficiency, learners' motivation for learning English as a foreign language, support teachers to incorporate the technology to ELT (Indahsari, 2020). Podcasting thought as the sophisticated technology having rapid growth today has contributed to developing a new way in teaching ESP (English for Specific Purposes) by making students more interactive, collaborative, and motivated when the innovative digital technology methods are adapted (Idaryani & Fidyati, 2021). The integration of technology into English language learning can increase learning motivation and help students learn authentically (Dashtestani & Stojkovic, 2015). Additionally, they revealed that the use of blog and wiki applications in ESP classroom can provoke students to compose academic writing efficiently. In short, they postulated the use of network-based technologies such as blogs, wikis, social networking, internet social forum discussions can increase students' motivation to collaborate and to do more engagement in EFL classrooms. Language learning-provoking technology-integrated learning happened because it invented an enjoyable and interactive learning activity

The impact of technology-integrated language learning to EFL students' motivation can be viewed from Kalanzadeh et al., (2014), they suggested that EFL Iranian university students showed positive attitude to the use of technology. Many students view that the use of technology in language learning can support a better learning environment. Students as newcomers in learning English are very dependent on the use of technology as a supplementary learning medium. Technology-assisted learning provides convenience in the form of quick access to various relevant information. Furthermore, the advantages of technology in learning are the ease of obtaining a wealth of authentic learning resources which make EFL learners easy to learn. Thus, integration of technology can be beneficial to boost EFL learners' motivation, in which it is a very crucial component in the success of ELT (Negoescu & Mitulescu, 2023). Motivation as the certain behavior is expressed in the willingness to learn English as a foreign language, in which motivation is operationally determined as the driving force of successful long-term language learning process.

Motivation also functions to nurture the students' passion of language learning and language learning success.

To know motivation in EFL learning, it is one of the most important factors in ELT as it can encourage learners to complete language proficiency tasks (Kirovka-Simjanoska, 2021). Motivation as the undeniable factor in English language learning. As Brown (2000, cited in Navickiene et al., 2021) reveals that motivation itself always refers to as the integrative and instrumental motivation. However, others state that integrative and instrumental motivation as parts of extrinsic and intrinsic motivation. Extrinsic motivation is driven by the desire to have rewards and avoid bad consequences and ensure the students to be engaged in EFL learning. On the other hand, intrinsic motivation can lead negative impact hence it is a temporary motivation and without an internally driven desire to learn. In short, intrinsic motivation is closely related to students' desire to learn new information by having a strong willingness to study L2 voluntarily and on purpose. The desire of learning is engineered by the students' intention without hoping for the return (Indaryani & Fidyati, 2021). As the existence of motivation can lead to doing self-driven learning and autonomous learning, it can be directly derived from the use of digital learning as a part of extrinsic motivation.

A theory of integrative motivation is firstly introduced by Gardner and Lambert (1972, cited in Indaryani & Fidyati, 2021) states that integrative motivation is the psychological factors in learning second language. There are three integrative motivation's components, namely integrative orientation as the L2 learners' willingness to learn and communicate with the speakers of target language, and involve L2 learners' emotional engagement to the community of target language. Integrativeness is constructed on the interest in foreign language as well as students' attitude to the community of second language or the willingness to integrate second language culture or imitate second language speakers. Lastly, integrative motivation is the L2 speakers integratively motivated to learn a language therefore they want to know people speak that language.

Several studies revealed that ICT-integrated learning methods have impacted English educational courses by raising learners' motivation to be key factors in learning any language skills. Technology is thought to have a good influence on the process of learning English even the use of computers and internet as the technological devices are integrated in EFL learning activity has been much debated. In short, technological features-aided language learning appears to be crucial for higher and professional education (Negoescu & Mitulescu, 2023). A new information can be obtained well if the students have good motivation. Students must be understood as having different variables in understanding the complexity, so teachers need to adopt the adequate learning methods because different students learn in different methods. Keeping students' motivation to learn is a must then must be motivated by the teachers (Seven, 2020). On the other hand, Marunevich et al., (2021) suggested the

motivational factors used podcasts as English learning method are entertainment and convenience as the most prominent factors for using podcasts.

3. Method

Here are research methods involved research design, population and sample techniques, instrument and collecting data, and analyzing the collected data.

3.1 Research Design

This study is a descriptive quantitative research employing a cross-sectional survey study design aimed at revealing the research problem. The use of a survey is directed to obtain the quantitative data, specially targeting the EFL students' attitudes about the use of podcasts to boost their learning interest. The numerical data of this research was collected to statistically analyzed then that allowed the researcher to delve and provide the valuable insights on EFL students' opinions and patterns of the use of podcasts in purpose of boosting learning interest.

3.2. Population and Sample

The population of this study was the 310 students of computer science department, the university of Bumigora. In selecting the sample of this study, the researcher used opportunistic sampling technique by fitting them with the createria made *i.e* the students are categorized as EFL learners of Indonesia in which English is as their foreign language, the students are often taught by incorporating ICT to their English courses in EFL classrooms and the students are a part of digital native generation that has experience to use podcast in EFL learning. The sample of this study was 86 students selected by using Slovin's technique. All respondents of the study are first, third and fifth year of the university students who are 18 to 23 years old. The demographic information was provided in the table 1, in which 86 respondents have been described for each demographic information such as the number of populations, sample along with several variables as the additional details about the respondents under this research.

Table 1. The Respondents' Demographic Information

Smt.	Class	Ages	Population	Sample for Questionnaire	
				M	F
I	a	19-20	38	4	5
I	b	18-19	39	2	5
I	d	19-20	37	1	4
III	a	19-21	41	11	4
III	b	19-23	38	5	3
III	c	19-21	40	4	6
V	a	21-22	38	7	5

V	c	21-23	39	10	10
Total	8 classes	18 to 23	310	44	42

3.3. Instrument and Data Collection

The quantitative data was collected by employing a questionnaire consisting of 11 items which can be divided as well as clustered based on their categories; items 1, 2, 3, 4 are regarding to willingness to use podcasts as EFL learning media, item 5 and item 6 are related to EFL learning engagements and language proficiency improvement, items 7, 8, 9 are related to Podcasts are considered as appropriate EFL learning curriculum, and item 10 and item 11 are related to podcast as the portable, open-accessed, efficient EFL learning media.

Before the questionnaire was distributed to the respondents, the instrument was tested its validity and reliability statistically. The four issues of this research categorized above had been analyzed. The questionnaire used Likert's scales consisting four grades. All items were tested to know their validity and reliability by using Cronbach's Alpha, in which it shows $0.85 > 0.60$. So, the reliability statistics of this instrument is good.

Table 2. The validity of the instrument

Items of Instrument	r_{xy}	r_{table}	Description
1.	0.26	0.21	Valid
2.	0.79	0.21	Valid
3.	0.33	0.21	Valid
4.	0.79	0.21	Valid
5.	0.34	0.21	Valid
6.	0.29	0.21	Valid
7.	0.23	0.21	Valid
8.	0.24	0.21	Valid
9.	0.87	0.21	Valid
10.	0.26	0.21	Valid
11.	1.00	0.21	Valid

To collect the quantitative data about the EFL students' attitudes of using podcasts as learning media to increase learning interest, the researcher distributed the questionnaires to 86 respondents. The structured and quantitative approach was carried out to assess EFL

students' attitudes, attitudes, patterns, and opinions about podcasting in English language learning to increase their language learning interest. Then the quantified data of the questionnaire's 11 items tabulated, the four scales of Likert were used as a commonly utilized measurement tool. The function of Likert' scales was to give the framework to all respondents to express their levels of attitudes in order to explore the students' preferences and beliefs.

3.4. Data Analysis

The quantitative data on the EFL students' attitudes of using podcasts to increase their learning interest was analyzed by using a descriptive statistics. It is used as the primary analytical tool summarize as well as to present the data of the paper-based questionnaire effectively and efficiently. The statistical method was used to measure the frequency percentage of each questionnaire's items' responses for every category. Furthermore, the calculated numerical responses were organized in the form of a table format. Finally, after the categorized responses on EFL students' attitudes have systematically been analyzed, the researcher intended to reveal the valuable findings on the use of podcasts can be utilized to increase English learning motivation in EFL context. In this study, the researcher assessed the EFL students' attitudes and preferences of using podcast can be measured by using the categories of the students' perception (Arifuddin, 2021).

Table 3. The categories of EFL students' attitudes

Frequency percentage (%)		Likert scales	
Values	Categories	Values	Categories
0-44	Poor	0.5-1.0	Strongly Low
45-64	Low	1.01-2.0	Low
65-79	Good/Medium	2.01-3.0	Good
80-100	Very Good/High	3.01-4.0	Very Good

4. Findings

Below, the researcher displays a number of data obtained from distributing questionnaires to 86 respondents. The 11 items questionnaire includes 4 categories, each of which has a type of variable that is related to one another. The four categories in this questionnaire aim to explore EFL students' opinions, perspectives and patterns about the use of podcasts in EFL learning. Therefore. The data collected and analyzed provides an overview, shed light and provided important insights about the utility of podcasts in relation to learning interest. The following quantitative data is presented in the table formats.

4.1 The Willingness to Use Podcast as EFL Learning Media

The descriptive statistics show the quantitative data analysis of EFL students' attitudes towards the usage of podcasting to increase their learning motivation or interest in English foreign language engagements. The researcher analyzed and presented the numerical data in the form of frequency as well as percentage of students' attitudes towards the use of podcasting in EFL learning. Additionally, by analyzing, summarizing, and presenting quantitative data of students' attitudes obtained from the questionnaire, the researcher intended to provide the valuable insights about EFL students' perspectives overall trends and patterns on the use of podcasts in English language learning. Through the questionnaire's items, the students can express their opinions comprehensively on the effectiveness of podcasting in EFL learning. Here are the statistic scores on the the frequency and percentage distribution which were measured through the analytical tool to summarize and present the collected quantitative data obtained below.

The findings displayed in table 4 examined the students' attitudes towards the use of podcast which focuses on the students' preferences and attitudes to the digital tool-based language learning, a podcasting. In order to review as well as assess the respondents' all affinity towards the use of podcast, the respondents showed that their preference to utilize podcast is majority of respondents expressed strong agreement 69%, 31% expressed agreement indicating positive inclination to the use of podcast along with the mean score of the preference of using podcasts is 3.69 (Likert scales; 1-4). The tabulated showed that the respondents enjoyed to use podcast as EFL learning medium in level of strong agreement 52%, the other respondents expressed their agreement to use podcast 48% with mean score of overall responses of item two 3.52. The analysis of item 3 on focusing on studying by using a podcast showed that notably, 31% of the respondents expressed strong opinion, indicating to the very positive attitude for podcast usage, 42% of the respondents exhibited agreement, 26% of the students held the contrary opinions, and 1% of the respondents showed their strong disagreement to use a podcast as a way to focus in EFL learning activity. The mean score of item three is 3.03. Analysis of questionnaire's response on the ease of podcast to utilize indicated the respondents' strong agreement 42%. Furthermore 41% of the respondents demonstrated level of agreement, and 17% of the respondents thought that podcasts are easy to use in EFL learning along with the mean score of item four is 3.24.

Table 4. The frequency & percentage distribution of willingness to use podcast

No.	Items	SA	A	D	SD	\bar{x}	Std. D
		F (%)	F (%)	F (%)	F (%)		
1.	I like podcasts.	59 (69%)	27 (31%)	0 (0%)	0 (0%)	3.69	0.47
2.	I enjoy listening to podcast.	45 (52%)	41 (48%)	0 (0%)	0 (0%)	3.52	0.50

3.	I can focus to study when use podcasts in EFL learning activity.	27 (31%)	36 (42%)	22 (26%)	1 (1%)	3.03	0.79
4.	Podcast is easy to use in EFL learning	36 (42%)	35 (41%)	15 (17%)	0 (0%)	3.24	0.73
	Σ	194	162	43	1	13.48	2.49
	%	48.5	40.5	10.75	0.25	3.37	0.62

From the responses of four questionnaire's items, the effectiveness of using a podcast to increase learning interest viewed from students' attitudes can be measured by calculating all achieved scores of each item of the questionnaire. The fondness of podcast showed 100. The students enjoying using a podcast was shown 100. Unfortunately, that podcast can be used to keep students' focuss was exhibited 63, and the ease of using a podcast indicated 83. Overall, EFL students' willingness to use podcast as learning medium in purpose of boosting their language learning interest demonstrated 89. Additionally, the attitudes towardss podcast can be measured through the overall mean score 3.37.

4.2. Courage to Maximize EFL Learning Engagements & Language Proficiency Improvement

In this section, quantitative data shows the attitudes of EFL learners towardss using podcasts to increase learning engagements and language learning development. The following is the collected questionnaire data obtained.

Table 5. The frequency & percentage distribution of learning engagements & improvement

No.	Items	SA	A	D	SD	\bar{x}	Std. D
		F (%)	F (%)	F (%)	F (%)		
5.	I can improve my English listening proficiency.	28 (33%)	52 (60%)	6 (7%)	0 (0%)	3.26	0.58
6.	I can improve my English speaking proficiency.	32 (37%)	39 (45%)	15 (17%)	0 (0%)	3.20	0.72
	Σ	70	105	24	0	6.46	1.3
	%	35	52.5	12	0	3.23	0.65

The analysis of the collected quantitative data in table 5 suggests the EFL learners' perspectives about the English learning engagements and the development of language proficiency. To examine the statistical results, 28% of the respondents argued to strongly agree to improve a listening skill through a podcast. Remarkably, the majority of respondents (60%) expressed their agreement on the use of podcasts to improve their listening skills. Notably, 6% of the respondents had dissenting opinions with a mean score of item six 3.26. Furthermore, the respondents stating to enable them to improve their speaking proficiency (37%) expressed strong agreement. The subset of respondents (45%) exhibited agreement. Lastly, 17% of the respondents disagreed on the use of podcast which can be used to improve speaking proficiency along with mean score of the item five 3.20.

The overall scores of each item regarding to EFL learning engagements and the development of language proficiency revealed that the responses of the use of podcast can improve a listening skill demonstrated 93. Then the responses of the use of podcast that can foster EFL learners' speaking proficiency exhibited 82. In short, the students' attitudes for podcasts which can increase learners' language proficiency, that is listening and speaking skills obtained 87.5. In addition, the overall mean score is 3.23.

4.3. Podcast is Considered as Appropriate & Interesting EFL Learning Sources

The researcher summarized and presented the EFL students' responses regarding the use of a podcast medium which is used to increase learning effectiveness. The effectiveness of language learning is greatly influenced by the use of an appropriate curriculum, included English language sources, appropriate English materials-development, use of learning media, and use of appropriate learning methods or techniques. Under this research, researchers found that the use of podcast as technology-based language learning medium can be said to be a learning medium that can provide and facilitate appropriate and varied learning resources or materials. Additionally, users of material sourced from podcasts can determine, choose, and compare the materials fitting to their learning needs. Thus, podcasts can not only be said to be a learning medium, but podcasts can also be said to be appropriate learning sources. The learning resources that can be accessed in podcasts contribute to improving EFL students' proficiency.

Table 6. The frequency & percentage distribution of podcast as an appropriate sources

No.	Items	SA	A	D	SD	\bar{x}	Std. D
		F (%)	F (%)	F (%)	F (%)		
7.	I can find lots of interesting topics in the podcasts.	62 (72%)	24 (28%)	0 (0%)	0 (0%)	3.72	0.45
8.	I think that a podcast is an interesting tool for EFL learning.	57 (66%)	29 (34%)	0 (0%)	0 (0%)	3.66	0.48
9.	I can determine what topics I will learn by using podcast.	33 (38%)	37 (43%)	16 (19%)	0 (0%)	3.20	0.73
	Σ	176	105	19	0	10.58	1.66
	%	58.7	35	6.3	0	3.53	0.56

Dealing with the students' responses on podcasts is considered a medium that provides appropriate learning resources displayed in table 6. The analysis of responses offers the valuable information about lots of EFL learning sources or materials needed. Examining the results of the questionnaire is presented that the majority of the EFL respondents (72%) exhibited strong agreement and the subset of respondents (28%) expressed agreement to that podcast can be sources of interesting topics or materials. obtained by item seven is 3.72.

Moreover, 66% of the respondents claimed that podcast is one of the fun and interesting language learning tools contributing to facilitate and help them exploring and developing their English abilities. Then 34% expressed the responses of agreement to podcast medium as the interesting one to foster language proficiency and maximize learning engagement along with the average value obtained was 3.66. Lastly, the responses of the EFL students' choices to select and determine language materials they needed can be presented as in 38% of the respondents strongly agreed to have free choices to access and determine materials served. 43% of the respondents expressed positive infinity to podcasts serving lots of English materials. In addition, the mean score of the eight items is 3.20.

Calculating the overall score from the students' responses to podcasts which are considered as a source of English material that is interesting, fun, and appropriate to learn and in accordance with needs shows 100. Likewise, a podcast medium is considered as appropriate and interesting language learning tool showed 100. The last important perspective of EFL students on using a podcast can allow the students to determine the topics appropriate and relevant to them showed 81. Overall, the value obtained from students' attitudes of the use of podcasts as a source of extensive materials shows 93.7. Then the average value of this category is 3.53.

4.4. Podcast as the portable, open-accessed, Efficient EFL learning medium

This is the last category reviewing the attitudes of podcasts as the portable, open accessed, and efficient medium in EFL learning. The use of digital podcasts, whether in audio or video form, has advantages over conventional learning media such as cassettes, CD-RW, radio and television. Podcasts are software that has been saved and a website that is very easy to access anytime and anywhere. The following questionnaire data are presented, as follows:

Table 7. The frequency & percentage distribution of an easy and efficient EFL learning medium

No.	Items	SA	A	D	SD	\bar{x}	Std. D
		F (%)	F (%)	F (%)	F (%)		
10.	I can study English at any where by using podcast.	58 (67%)	28 (33%)	0 (0%)	0 (0%)	3.67	0.47
11.	I can study English at any time.	46 (53%)	36 (42%)	4 (5%)	0 (0%)	3.49	0.59
	Σ	120	75	5	0	7.16	1.06
	%	60	37.5	2.5	0	3.58	0.53

The last table shows that the collected responses of the questionnaire are presented as the summary of the EFL students' attitudes to podcast which can be accessed in any place and any time. The contents of the English podcast the students can use study at wherever they are

as well as whenever they are by directly connecting the internet then accessing the websites. The results of students' responses showed that 67% of the respondents demonstrated strong agreement, 33% of them expressed positive infinity to the use of podcasts in terms of studying English where ever students were along with the mean score for item ten 3.67. Lastly, the subset of the respondents (53%) exhibited strong agreement and 42% of them said agreement to podcast which can be utilized as an EFL learning medium without limited times, studying English with interesting and fun ways by incorporating podcast within English learning. In this category, EFL students showed their attitudes on the ease of using podcasts which can be accessed and used at any time and any where 97.5. The mean score is 3.58. Software-based methods in ELL can stimulate students to learn effectively and efficiently.

Ease of learning English can be done by getting the materials needed easily and quickly. Then learning English should not be limited by time and space and language learning cannot be bound by a classroom that is bound by rules. Learning a language with a freedom is part of the principles of autonomous and authentic English learning. In brief, all students' responses to podcast usage as language learning medium showed that very positive attitudes. The students' attitudes of using technological podcast media contributed positively to enhancing EFL learners' interest. Thus all results of the students' responses of four categories are re-summarized and presented in the table below.

Table 8. The students' perceptons of podcast usage to learning interest

Cluster of Items	Statements	Scores	Means	Categories
1	The willingness to use podcast as EFL learning media	89	3.37	High
2	Motivation to maximize and encourage EFL learning angegements and language proficiency improvement	87	3.23	High
3	Podcast is considered as appropriate, fun, and interesting EFL learning curriculum (Sources).	93.7	3.53	High
4	Podcast as the portable, open-accessed, and efficient EFL learning media	97.5	3.58	High
	Total (\bar{x})	92	3.43	High

5. Discussion

The results show that the utility of podcasts incorporated into EFL learning is very positive or high. Research on the use of technology-based technology has been widely carried out with the aim of increasing students' interest in learning and improving students' English proficiency. This research is in line with research findings showing that the use of podcasts integrated into EFL learning provides impacts on learning activity and the effects of podcast-

based listening leaning can affect to motivate students to participate in classroom engagements (Suzani, 2021). A concept of motivation in EFL learning is like looking at both sides of the coin, in which both a motivation becomes as an effect of learning, and a motivation becomes a predictor to make effect. As a motivation as the effect, such as a study on many students perceived a podcast as having important materials to motivate students to study language proficiency or skills (Sangkala, 2015). Moreover, podcasts can increase students' motivation and allow them to confidently and speak independently (Mohammadzadeh, 2010; Samad et al., 2017). In contrast to motivation as a predictor, there are two motivating factors to utilize a podcast in English language engagements (Manunevich, et al., 2021).

Not only podcasts can be used as a medium for learning English, but there are other technological devices that are effective in having an impact on improving English learning. The use of the Google-meet medium motivates students to more actively participate and engage in learning (Putra, 2021; Aini et al., 2021). Zoom apps can also increase motivation to learn English (Abdal et al., 2023). In addition, using Edmodo can increase motivation and learning outcomes (Wajdi et al., 2021). Each type of application used as media shows that the important role of technology-mediated learning is needed to promote learning interest and outcomes (Ghafar & Muhammedamin, 2022; Idaryani & Fidyati, 2021; Prayudi et al., 2021; Sinha, 2022; Negoescu & Mitrulescu, 2023; Kalanzadeh et a., 2014).

Based on the results of quantitative data analysis, researchers found four categories obtained through digital podcast-based EFL learning, namely a strong desire motivated by the incorporation of technology in EFL learning and classroom engagement. The students could be very enthusiastic to improve and innovate their English proficiency (Dashtestani & Stojkovic, 2016; Juliana, 2022; Putra, 2021; Van et al., 2021). EFL students were motivated to learn English through innovative learning methods, technology-based and webs-based media. The reason why students are more interested in learning English assisted by the use of digital tools, such as podcast because it provided the varied learning materials or other resources, provided students with authentic English materials, and facilitated students with various types of exercises, quizzes, and games available on websites (Negoescu & Mitrulescu, 2023). The findings of this research showed that use of podcast can increase interest in learning very positively and increased motivation which can be seen from indicators of motivation boosters such as the fondness and preference of the appearance of podcasts, being focused in studying when uses podcasting medium, and this podcast medium is not difficult to find and use (Fajriyah et al., 2021; Mohammadzadeh, 2010; Samad et al., 2017; Sotlikova & Haerazi, 2023).

Learning a language is a complex activity involved cognitive aspects, affective aspects and social aspects. In or outside classroom engagements, Students are expected to always be active and be participating in every language learning activity. All students' active and

participative engagements were driven by several factors, namely teachers' creativity and students' classroom activities encouraging effective engagement. Creativity created in language learning can be done in several ways; appropriate materials-development, use of language learning and teaching methods, and additional language learning media, such as a podcast. There are several factors leading teaching creativity, that is motivation, knowledge, teaching experience, and technology (Hidayat et al., 2023). The use of podcasts has a positive impact on increasing interest in learning languages because all English language materials are available easily and efficiently to use. Furthermore, the use of podcast media can contribute to developing language skills, namely listening skills and speaking skills. Many studies show that listening skills and speaking skills can be improved through the use of podcasting techniques. As a result, podcasting can be used as an English learning medium which aims to impact language development leading to have positive outcomes and become enthusiastic for increasing EFL learners' interest. Furthermore, podcasts can also be used to not only develop linguistic competence, but also to foster language skills, listening skills and speaking skills (Ramli, 2018).

English curriculum viewed having a pivotal role in ELT. However, today the national curriculum applied in English learning at schools and universities often has gaps between the formal formulation of the curriculum with the teaching practice. The curriculum problems occurring have a negative impact on the English learning process. So that learning objectives do not achieve the planned targets. Thus, the findings of this research suggest that podcast is a source of more authentic, meaningful, and effective learning materials. Podcast is the source of appropriate, fun, and interesting learning materials. As Alfa (2020) suggested that podcast is a language learning medium facilitating the authentic materials to improve language skills, a speaking ability. Additionally, podcast as an effective and interesting tool can provoke to improve English proficiency, in which it can be as a solution, a medium, and a motivation booster (Laiya et al., 2022). There is a lot of development of English teaching materials and the varied textbooks, but there are few textbooks that can be said to be effective in promoting EFL learners' abilities. Thus, one of the best solutions of EFL learning problems occurring is incorporating podcasts into EFL learning to facilitate students with innovative, authentic, and interesting learning resources allowing students to learn independently. According to Aswini & Srinivasan (2016) and Sabir & Hammad (2022), the effects of authentic materials can increase English learning motivation, motivate EFL learners to engage, and help English teachers to design and teach their students. An independent learning provides freedom in choosing topics fitting students' needs. Furthermore, practicing an autonomous learning can provide a sense of security and motivation to study. However, the use of podcast cannot always be done independently, however, new users and students who have low English skills are recommended to need guidance.

The use of digital media in the form of podcasts can make teachers and students easier to communicate effectively and efficiently without having face to face interaction, a traditional way, and is not limited by place and time (Hasibuan & Male, 2022). The importance of podcasts also makes it easy for language learners to be able to access learning materials fitting their needs at any time. Other advantages which can be obtained by using podcasts in EFL learning are obtaining a variety of English learning materials, the materials cover all English learning topics available on websites, those materials can be accessed by all people at any place and any time. The use of podcast which is more interesting, innovative, and easy motivates students and teachers to continue using this medium as a learning resource that is free to access wherever and whenever they are. Students are motivated to use podcasts because podcasts have been designed as a medium for learning English and other materials in the form of a combination of text, sound, images, colors and video present authentic materials.

6. Conclusion

To sum up, the findings of the current study revealed that the use of podcast media incorporated into EFL learning contributed to positive impacts towards students' language learning interest. The effectiveness of using podcasts in learning English can be seen from measuring EFL students' attitudes to utilize podcasts as a learning medium. Based on the findings that have been explored, it is revealed that there are four most significant findings from the use of podcasts media to increase learning motivation, namely the motivation of students to use podcasts as an English learning medium to learn language skills and other English language areas such as grammar, pronunciation, and vocabulary. Students' motivation to use technology-mediated language learning is shown by the willingness of using podcasts. Students were motivated to maximize and encourage language learning engagements and even language ability improvement. The role of podcasts is considered as media and English learning resources that can provide appropriate, interesting and authentic learning materials. Furthermore, podcasts facilitate users, both students and teachers, with various types of material equipped with exercises and games. Lastly, all material stored on the website can be used generally without age and language proficiency level restrictions. Learning materials can be accessed and used at any time and anywhere. Researcher recommended for a further study on examining to what extent students having a visual language learning style can promote their language proficiency.

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