E-ISSN: 3031-8629
P-ISSN: 3032-325
Halaman 257-273
Volume 2 Nomor 1 Tahun 2025

Podcast-Based Listening Instruction and Learner Motivation in Secondary English

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Abstrak

Penelitian ini mengkaji pembelajaran menyimak berbasis podcast dalam kaitannya dengan pemahaman menyimak bahasa Inggris dan motivasi siswa di SMAN 2 Jonggat. Penelitian sumber menggunakan desain kuasi-eksperimen selama empat minggu dengan 58 siswa tahun pertama yang terbagi dalam kelompok eksperimen dan pembanding. Kelompok eksperimen menerima materi menyimak berbantuan podcast, sedangkan kelompok pembanding mengikuti pembelajaran yang disebut konvensional dalam skripsi. Tes menyimak digunakan untuk menilai hasil belajar dan angket untuk mengklasifikasikan motivasi. Sumber melaporkan hasil menyimak yang lebih baik pada kelompok eksperimen serta pola yang lebih menguntungkan pada siswa dengan motivasi lebih tinggi. Artikel ini mempertahankan kedua temuan tersebut tetapi membedakan efek utama pembelajaran dari bukti interaksi atau moderasi yang memerlukan analisis tersendiri. Pembahasan memperdalam peran pemilihan rekaman, tujuan pemutaran ulang, pemantauan pemahaman, umpan balik, dan persistensi siswa saat menghadapi ujaran yang berlangsung cepat. Temuan mendukung penggunaan podcast sebagai bagian dari rancangan pembelajaran menyimak yang terstruktur, bukan sebagai efek teknologi yang berlaku universal. Penelitian lanjutan perlu melaporkan statistik kelompok dan subkelompok secara lengkap serta menguji transfer pada penutur, topik, dan tugas baru.
Kata kunci: podcasts; listening comprehension; learner motivation; quasi-experimental study; secondary English

Abstract

This study examined podcast-based listening instruction in relation to English listening comprehension and learner motivation at SMAN 2 Jonggat. The source research used a four-week quasi-experimental design involving 58 first-year secondary students assigned to an

experimental and a comparison group. The experimental group received podcast-supported listening materials, whereas the comparison group followed instruction described as conventional in the thesis. Listening tests measured achievement and a questionnaire classified learner motivation. The source reports a more favorable listening outcome for the experimental group and a favorable pattern among more highly motivated learners. The present article retains both findings while distinguishing an overall instructional effect from an interaction or moderation claim, which requires separate statistical evidence. The discussion deepens the roles of recording selection, purposeful replay, comprehension monitoring, feedback, and persistence when learners process transient spoken language. The findings support podcasts as one component of structured listening pedagogy rather than a universally effective technology. Further research should report complete group and subgroup statistics and examine transfer to unfamiliar speakers, topics, and listening tasks.
Keywords: podcasts; listening comprehension; learner motivation; quasi-experimental study; secondary English

INTRODUCTION

Listening is a time-sensitive language process. Unlike reading, where a learner can usually return to a written sentence immediately, spoken input disappears as it unfolds and must be segmented, interpreted, and integrated with prior information in real time. Learners may know the written form of a word yet fail to recognize it in connected speech, lose track of a message after focusing on one unfamiliar item, or form an interpretation that later information contradicts. Goh (2000) showed that second-language listeners experience problems across perceptual, parsing, and utilization phases, while Vandergrift (2007) emphasized the interaction of linguistic knowledge, cognitive processing, and strategic behavior. These distinctions are important when evaluating any digital listening medium because improved access to audio does not automatically resolve the specific source of comprehension difficulty.

Podcasts provide flexible access to spoken language and can be replayed, paused, sequenced, and integrated with pre-listening and post-listening tasks. Research on podcasting in language education has therefore highlighted both exposure and learner

autonomy (Hasan & Hoon, 2013; Cross, 2014). Yet the educational value of a podcast depends on the task constructed around it. Replaying a recording without a clear question may increase exposure but leave the same misunderstanding intact. A purposeful sequence can instead direct attention first to the overall message, then to a disputed detail, and finally to reflection on why an interpretation changed. In this sense, podcast use should be analyzed as part of an instructional arrangement rather than as an isolated technological treatment.

Process-oriented listening pedagogy provides a useful framework for this interpretation. Goh and Taib (2006) showed that learners can benefit when instruction makes the listening process visible, and Vandergrift and Tafaghodtari (2010) found that a metacognitive, process-based approach improved listening comprehension when learners were guided through prediction, monitoring, problem solving, and evaluation. Vandergrift and Goh (2012) similarly argue that learners need opportunities to plan, monitor, and evaluate comprehension rather than simply check whether an answer is correct. Podcasts can support these processes because the audio is controllable, but the teacher must still design the sequence that turns control of playback into strategic learning.

Local scholarship from English Language Education at Universitas Pendidikan Mandalika (UNDIKMA) provides a relevant contextual comparison. Qomariyah, Permana, and Hidayatullah (2021) reported a positive effect of YouTube video on listening-comprehension performance and noted increased learner interest during the listening process. Ariani and Iswandi (2020) likewise reported improvement when English pop songs were used in a listening class. These studies differ from podcast instruction because video can provide visual cues and songs contain rhythm, repetition, and musical structure, but they share a concern with how digitally mediated input is integrated into listening activities. Their relevance lies in instructional design rather than in treating all digital media as interchangeable.

Other UNDIKMA studies help clarify the motivational and technological dimensions of the present research. Haryadi and Aprianoto (2020) found that an

English-pronunciation application supported participation and self-learning, indicating that technology can change how learners access language practice when the learning task is deliberately structured. Haerazi (2024) also found varied patterns of ICT integration among English lecturers, reinforcing the point that technology use is shaped by pedagogical decisions rather than by hardware or software alone. Haerazi, Utama, and Hidayatullah (2020), although focusing on writing, similarly showed that mobile-assisted learning becomes educationally meaningful through staged tasks, discussion, and cognitive engagement. These findings support a cautious interpretation of the podcast condition as a designed learning environment.

Motivation introduces a second analytical problem. A learner who values English or expects success may persist longer with difficult audio, but motivation is not identical to listening ability. Ryan and Deci (2000) distinguish motivational quality from observable achievement, while classroom research repeatedly shows that engagement and achievement should not be collapsed into one measure. In the UNDIKMA context, Imran and Aprianoto (2020) reported motivation-related differences in reading instruction, and Imran and Aprianoto (2022) examined vocabulary learning in relation to motivation. These studies support the educational relevance of motivation, but they also illustrate why a motivational grouping must be interpreted according to how it was measured and how it entered the statistical analysis.

The distinction between a main instructional effect and moderation is crucial. If learners in a podcast group perform better than those in a comparison group, this addresses the instructional comparison. If highly motivated learners obtain higher scores than less motivated learners, this addresses a motivation-related difference. A moderation claim is stronger: it requires evidence that the size of the podcast effect itself differs across motivation levels. Favorable subgroup means alone do not establish that interaction. The present article therefore retains the source study's positive direction while avoiding a claim that motivation statistically moderated the effect unless the corresponding interaction is explicitly supported.

The study at SMAN 2 Jonggat is educationally important because listening remains challenging for secondary EFL learners who may have limited exposure to varied spoken English outside the classroom. Podcast-supported instruction offers repeatable input and a potentially authentic range of voices and topics. At the same time, authentic speech can create excessive processing demands if speed, vocabulary density, topic familiarity, or recording length exceed learners' current resources. Field (2008) argues that listening instruction needs to diagnose where comprehension breaks down, and Rost (2011) likewise emphasizes listening as an active interpretive process. The pedagogical question is therefore not simply whether podcasts are motivating, but how they are selected and used to support interpretable learning.

The source research used a quasi-experimental design with 58 first-year students, an experimental group, a comparison group, a four-week intervention, listening assessment, and a motivation questionnaire. The article examines three related but distinct questions: what the reported instructional comparison supports, how motivational classification can be interpreted, and how podcast-based listening might be implemented more transparently and diagnostically. The contribution is intentionally bounded. It does not claim that podcasts are universally superior to other listening materials, nor does it infer a statistical interaction from descriptive subgroup differences. Instead, it connects the source result with established listening theory and locally relevant UNDIKMA research to identify plausible instructional mechanisms and evidence needed for stronger future claims.

METHOD

The source study employed a quasi-experimental design involving 58 first-year students at SMAN 2 Jonggat. Participants were organized into an experimental group and a comparison group. The experimental condition used podcast-supported listening materials, whereas the comparison condition followed the instructional approach described as conventional in the thesis. The intervention was implemented for four weeks. Because the source describes intact instructional groups rather than individual

random assignment, the article treats the design as quasi-experimental and retains the possibility of baseline and contextual differences between groups.

Listening comprehension was assessed before and after instruction. A questionnaire was used to classify learner motivation according to the levels reported in the thesis. These instruments address different constructs: the listening measure concerns performance on comprehension tasks, while the questionnaire concerns motivational characteristics. The article therefore keeps achievement and motivation analytically separate. It does not combine the two scales, infer a listening gain from the questionnaire, or treat a motivation category as a direct measure of competence.

The analysis in the present manuscript follows the source-reported direction of the group comparison and the source description of motivation-related patterns. No unreported subgroup sizes, means, standard deviations, interaction coefficients, effect sizes, or confidence intervals are invented. The interpretation distinguishes three questions: whether the instructional groups differed, whether learners classified at different motivation levels showed different outcomes, and whether the instructional difference itself varied across motivational levels. Only the third question constitutes a moderation or interaction claim. This distinction is central to the discussion because descriptive subgroup advantages do not automatically establish statistical interaction.

The manuscript also treats the four-week duration as evidence of short-term classroom performance rather than durable transfer. Familiarity with speakers, topics, task formats, or repeated classroom routines may contribute to post-instruction performance. Consequently, recommendations for delayed testing and unfamiliar audio are presented as extensions of the source study, not as outcomes already measured. Personal student identifiers are not reproduced, and no additional data collection, ethical approval identifier, or participant information is introduced beyond the supplied study.

RESULTS AND DISCUSSION

The source reports a more favorable listening-comprehension outcome for the podcast-supported experimental group than for the comparison group after the four-week instructional period. It also describes more favorable outcomes among learners classified at higher motivation levels. These are meaningful findings within the study, but they answer different questions. The overall instructional comparison concerns podcast-supported learning relative to the comparison condition, whereas the motivation-related description concerns learner differences. Table 1 summarizes the evidential roles of the principal components of the design.

Table 1. Principal evidence and interpretive boundaries in the source study

Evidence	Source role	What it supports	Interpretive boundary
Experimental vs. comparison groups	Four-week listening instruction	Reported direction of instructional difference	Does not establish universal podcast superiority or remove baseline/context differences
Listening assessment	Pre/post achievement evidence	Listening performance under the study conditions	Does not identify the exact listening process responsible for change
Motivation questionnaire	Learner classification	Differences associated with motivation level	Does not by itself establish moderation of the treatment effect
Podcast implementation	Digital spoken input within lessons	Opportunities for replay and structured listening	Medium cannot be separated from task design, guidance, and feedback

The instructional result is most plausibly interpreted as an outcome of podcast-supported teaching rather than exposure to a file format. Podcasts can make spoken input replayable and portable, but learning depends on what learners are asked to do before, during, and after listening. Qomariyah et al. (2021) reached a related conclusion in a UNDIKMA listening context using YouTube video: digitally delivered input became pedagogically relevant through its use in an organized listening lesson. Ariani and Iswandi (2020) likewise showed that English songs can support listening practice when integrated into classroom activity. The present study extends this regional conversation to podcasts, whose principal affordance is controllable audio rather than visual scaffolding or musical repetition.

The absence of visual information can be pedagogically useful and demanding at the same time. Video may support comprehension through gesture, setting, and visible speaker cues, whereas an audio-only podcast requires learners to rely more heavily on the acoustic signal and linguistic context. This means that the difficulty of the recording needs deliberate calibration. Speech rate, accent, vocabulary density, topic familiarity, recording length, and the number of information units can all influence processing. A favorable podcast result should therefore encourage better reporting of the listening materials rather than the assumption that any podcast would work equally well.

Purposeful replay is one mechanism through which podcasts can support comprehension. A first listening can establish gist and activate a provisional interpretation. A second can focus on a specific uncertainty, and a later replay can confirm or revise the interpretation. Cross (2014) showed how guided podcast use can develop increasingly autonomous listening when metacognitive attention is built around the audio. This is consistent with Goh and Taib (2006) and Vandergrift and Tafaghodtari (2010), who emphasize prediction, monitoring, problem solving, and evaluation. Repetition becomes pedagogically stronger when the learner knows what is being checked rather than merely hearing the same recording again.

The distinction between exposure and monitoring is important. Learners may repeatedly listen to a difficult segment while continuing to misunderstand the same word boundary or grammatical relationship. A teacher can ask learners to state a provisional interpretation before replaying, identify the segment that creates uncertainty, and explain what changed after another listening. Such a procedure turns the recording into evidence for revising comprehension. Hattie and Timperley (2007) describe feedback as most useful when it clarifies current performance and the next action, and Black and Wiliam (1998) similarly emphasize formative evidence that guides learning. In listening, feedback should therefore identify the type of difficulty rather than only reveal the correct option.

Diagnostic listening also prevents every incorrect response from being treated as the same problem. Goh (2000) identified difficulties involving word recognition,

attention, parsing, and utilization. A learner who misses a word boundary needs different support from a learner who recognizes the words but draws an unsupported inference. The present study reports an aggregate listening outcome, so it cannot identify which process changed most. A stronger continuation would preserve item-level or component-level evidence and connect errors to short learner explanations. This would make the instructional mechanism more transparent without changing the source result retrospectively.

The motivation finding needs similarly careful interpretation. Motivation may influence willingness to persist when an audio text is demanding, but a high-motivation category can also be associated with prior achievement, more extensive exposure to English, stronger self-regulation, or confidence. Imran and Aprianoto (2020) found motivation-related differences in another English-learning context, and Imran and Aprianoto (2022) also reported better vocabulary outcomes among more highly motivated learners. These studies show that motivation is educationally relevant in UNDIKMA-related research, but they do not justify treating motivation as a fixed learner type or as proof that a digital treatment works only for one subgroup.

A statistical interaction would require evidence that the experimental-versus-comparison difference changes across levels of motivation. The source account describes favorable motivational patterns, but the present article does not create an interaction coefficient or significance test that is not reported. This restraint is important because subgroup descriptions can be misleading when group sizes differ or when learners begin from different baselines. The educational implication is therefore not to reserve podcasts for highly motivated learners. It is to make the task sufficiently interpretable that learners with different motivational profiles can engage and experience progress.

Technology can influence motivation indirectly through control, novelty, relevance, and opportunities for independent practice, but those affordances are not guaranteed. Haryadi and Aprianoto (2020) found that integrating an English-pronunciation application supported participation and self-learning among UNDIKMA students, while

Haerazi (2024) documented substantial variation in how English lecturers integrate ICT. Together, these studies suggest that digital tools become motivating when they alter meaningful aspects of learning such as access, feedback, choice, or responsibility. A podcast that is simply played once in class may offer little of the learner control commonly associated with podcasting.

This point also affects digital access. Teacher-controlled playback in a classroom creates a different learning opportunity from independent access through personal devices. If learners can download a file, replay it privately, and choose the timing of practice, the medium may support autonomy. If connectivity or device access is uneven, the same expectation can create unequal opportunity. The source study does not provide evidence that all participants used podcasts independently outside school, so the article does not attribute the result to autonomous practice. Future implementation should document how, where, and how often learners can access recordings.

Haerazi, Utama, and Hidayatullah (2020) showed that mobile-assisted English learning can support cognitively active work when discussion and task stages are deliberately organized. Although their outcome was writing rather than listening, the principle is transferable at the level of instructional design: digital media should create opportunities for learners to perform specific cognitive operations. Haerazi and Irawan (2020) similarly demonstrated the relevance of motivation and self-efficacy within a structured reading technique. These UNDIKMA studies reinforce the need to examine the interaction between learner characteristics and designed activity without assuming that technology itself explains achievement.

Podcast selection should therefore be driven by the listening objective. If the objective is gist, a recording needs enough semantic coherence for learners to construct an overall message. If the objective is detail, the target information should be identifiable without requiring transcription of every word. If the objective is inference, the recording should provide sufficient contextual evidence for a reasoned conclusion. Rost (2011) and Field (2008) both emphasize that listening pedagogy should move

beyond undifferentiated comprehension questions. In practice, the teacher should be able to explain what listening operation a particular podcast task is intended to develop.

Authenticity also needs a qualified interpretation. Authentic podcasts can provide natural speech, discourse markers, hesitation, and varied voices, but authenticity is not inherently superior when the processing demands are inaccessible. Hasan and Hoon (2013) found broad promise in podcast applications, yet the research literature also shows that scaffolding and learner level matter. Selecting a shorter extract, previewing a small number of essential concepts, or dividing a recording into meaningful segments can preserve real spoken language while reducing avoidable overload. The aim is not to simplify every difficulty but to align difficulty with the learning purpose.

The four-week duration is sufficient to observe a classroom difference but not to establish long-term listening development. Learners may become familiar with a recurring speaker, topic domain, or response format. A delayed assessment with unfamiliar speakers and comparable difficulty would provide stronger evidence of transfer. Cross (2014) highlights the value of learners developing procedures that can be used beyond one recording, and Vandergrift and Goh (2012) similarly frame strategic listening as the regulation of comprehension across tasks. The source result should therefore be treated as a promising proximal outcome that motivates, rather than replaces, transfer assessment.

A transfer task should change the surface features while retaining the intended listening operation. For example, if learners practiced identifying a speaker's main position, the follow-up could use a new speaker and topic but require the same interpretive operation. If the new audio is substantially harder, a lower score would be difficult to interpret. Transparent matching of difficulty, length, and response demands would make the transfer evidence more useful. The present source does not report such an assessment, so no transfer outcome is claimed here.

The role of motivation can also be examined dynamically rather than only through a single high–low grouping. Learners may become more willing to persist after successfully resolving an initially difficult segment. Conversely, repeated failure can

reduce effort even among learners who report generally high motivation. A future study could measure motivation before instruction, record task-level persistence or self-reported effort during selected sessions, and reassess motivation afterward. This would help distinguish stable learner differences from experiences generated during podcast-based instruction. Ryan and Deci (2000) provide a theoretical basis for considering how competence and autonomy experiences can shape motivational quality.

Complete statistical reporting would further strengthen the source study's contribution. Group sizes, pretest and posttest means, standard deviations, adjusted estimates where appropriate, and the exact analysis used for motivation should be reported together. If moderation is a research question, an interaction estimate with uncertainty should be presented rather than inferred from separate subgroup descriptions. Such reporting would make it easier to distinguish a general podcast effect, a motivation main effect, and a podcast-by-motivation interaction. The present article deliberately does not manufacture those values from incomplete summaries.

The source nevertheless has practical value for teachers because it directs attention to a combination of digital input and learner engagement in a real secondary classroom. Qomariyah et al. (2021) and Ariani and Iswandi (2020) show that listening can benefit from varied media when instruction makes spoken English more accessible and purposeful. Haryadi and Aprianoto (2020) and Haerazi (2024) further show that technology integration is connected with participation, self-learning, and teacher implementation choices. The present podcast study belongs to this regional trajectory while retaining its distinctive audio-only format and motivational classification.

For classroom use, a concise pedagogical cycle can be built around preparation, first listening, targeted replay, feedback, and transfer. Preparation can activate topic knowledge without giving away the answers. The first listening can prioritize overall meaning. Targeted replay can focus on one uncertainty. Feedback can identify why an interpretation succeeded or failed. A final short task with changed content can check whether the learner can reuse the listening operation. This cycle is an implication drawn

from listening research and the source context; it is not presented as a procedure already tested in every detail by the thesis.

The motivation component can be incorporated into the same cycle without reducing students to labels. Teachers can offer clear purposes, manageable challenge, evidence of progress, and limited learner control over replay. Those features can support engagement regardless of a learner's initial questionnaire category. If some students disengage, the teacher can examine whether the cause is linguistic overload, unclear task purpose, lack of access, or low perceived relevance. This is more actionable than assuming that a lower motivation score is the primary explanation for difficulty.

Overall, the evidence supports a contextualized interpretation of podcast-supported listening. The reported experimental advantage is educationally meaningful, but its mechanism likely involves the entire instructional package: selected audio, repeated access, task sequencing, feedback, and classroom support. Motivation may influence how learners use these opportunities, yet the source does not justify an unqualified moderation claim without a reported interaction analysis. This balanced conclusion preserves the positive classroom finding while aligning the strength of the claim with the evidence available.

CONCLUSION

The source reports a more favorable listening-comprehension outcome for podcast-supported instruction during a four-week quasi-experiment with 58 students. Motivation-related differences are educationally relevant but should be distinguished from a statistically established podcast-by-motivation interaction. Podcasts are most defensible as part of a structured listening sequence involving accessible audio, purposeful replay, monitoring, and specific feedback. The findings do not establish a universal technology effect or durable transfer. Future research should report complete group and subgroup statistics, document access and replay conditions, and use delayed listening tasks with unfamiliar speakers and topics.

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