

STUDENTS' PERCEPTION OF EASY GERMAN PODCAST FOR TEACHING LISTENING SKILL A2 LEVEL

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ABSTRACT

Listening skills are an essential component of foreign language learning. However, many students experience difficulties in understanding authentic spoken German due to the speed of native speakers, accent variations, and limited vocabulary. Digital media, such as podcasts, provide engaging and contextually relevant listening materials. Therefore, this study aims to examine students' perceptions of the effectiveness and usefulness of the Easy German Podcast in improving their listening skills at the A2 level. This study employed a qualitative descriptive design. Data were collected through questionnaires and semi-structured interviews to explore students' opinions and experiences in using podcasts as a learning medium. The data were analyzed descriptively. The findings indicated that most students had positive perceptions of the Easy German Podcast. The students reported that the podcast helps them recognize native speaker pronunciation, expand their vocabulary, and enhance their listening comprehension skills.

Keywords: *Easy German Podcast, German Language Learning A2 Level, Listening Skills, Students' Perceptions.*

INTRODUCTION

Listening skills are vital for learning a foreign language. By engaging in listening tasks, learners can acquire the sounds of the language, understand spoken communication, and identify the vocabulary and grammatical structures used by native speakers. In German language learning, listening competence is especially important at the A2 level, which represents a basic stage leading toward intermediate proficiency. At this level, learners are expected to comprehend simple and routine spoken interactions related to everyday contexts.

However, many learners find it difficult to understand German listening materials, particularly authentic audio. These difficulties arise from several factors, including the fast pace of native speakers' speech, variations in accent, and learners' limited vocabulary knowledge. In addition, limited exposure to German outside the classroom and a lack of diverse listening resources further hinder students' listening development.

To address these challenges, various efforts have been made to improve listening comprehension through the integration of digital learning resources. With technological advancement, podcasts have emerged as a valuable medium in foreign language learning because they provide authentic, flexible, and accessible audio materials. Through podcasts, learners are exposed to real-life conversations and everyday topics, which not only improve listening skills but also promote learner autonomy and motivation.

Numerous previous studies have confirmed the effectiveness of podcasts in improving listening comprehension. A.P Rizkia, et al (2022) found that podcast-based instruction significantly improved vocational school students' listening skills compared to traditional teaching methods. Similarly, S. Dhea, et al (2022) reported measurable improvement in senior high school students' listening achievement after implementing podcast media.

At the university level, D.P Yanuar (2023) concluded that podcasts effectively supported third-semester students in improving listening comprehension. In line with this, R. T Wahyu (2023) found that university students showed positive perceptions toward podcast utilization in gaining listening comprehension, although they also encountered specific listening difficulties. The study emphasized the importance of exploring podcasts for other language skills and broader contexts.

Experimental research further supports the effectiveness of podcasts in improving listening skills. For example, A.K Malek, et al (2023) demonstrated that podcast use significantly enhanced listening performance among Iranian beginner students. Similarly, R Armita, et al (2025) reported notable improvements in students' listening comprehension after podcast implementation. Furthermore, Ebubekir Bozavli (2024) found that intensive podcast listening not only improved high school students' comprehension skills but also increased their learning motivation. These studies collectively highlight the potential of podcasts as a valuable tool for supporting listening development in diverse learning contexts.

Beyond effectiveness, several studies have examined learners' perceptions and self-efficacy. Nurningsih (2022) reported that students perceived podcasts as engaging and useful tools for learning listening. Likewise, Suci Amaliah (2025) found that multimodal podcast learning significantly strengthened L2 listening self-efficacy among Generation Z learners. Additionally, S. B Retno, et al (2022), in their literature review, concluded that podcasts consistently contribute to improvements in both listening and speaking skills across educational levels. These findings indicate that podcasts not only enhance listening performance but also positively influence learners' attitudes, confidence, and motivation.

In the context of German language learning, studies have similarly shown the benefits of podcast integration. Shelvia Kusumadewi (2022) examined Audio Lingua podcast materials for Grade XI German classes and found them effective for developing listening skills. In addition, P.N Dwi, et al (2023) emphasized that combining podcast use with metacognitive strategies supports learners' listening skill development. While these studies confirm the general effectiveness of podcasts in German learning, they primarily focus on general podcast materials or different instructional approaches rather than a specific platform such as the Easy German Podcast at the A2 level.

Based on the issues described above, the research problem of this study is that students often experience difficulties in understanding authentic German listening materials, and the effectiveness of the Easy German Podcast for A2-level learners has not been fully explored. Accordingly, the research objective of this study is to analyze students' perceptions of the Easy German Podcast in improving their listening skills at the A2 level. By focusing on a specific podcast platform and a clearly defined proficiency level, this study provides a more contextualized understanding of how digital media can support German language learning.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive qualitative research design to investigate students' perceptions of the Easy German Podcast in developing listening skills at the A2 proficiency level. The study was framed within Mayer's Cognitive Theory of Multimedia Learning (CTML, 2005), which explains how learners process information from multimedia sources to construct knowledge effectively. This framework is suitable for evaluating podcast-based learning because podcasts are audio-based multimedia resources, and CTML provides a basis for understanding how learners perceive, process, and benefit from such media.

Participants

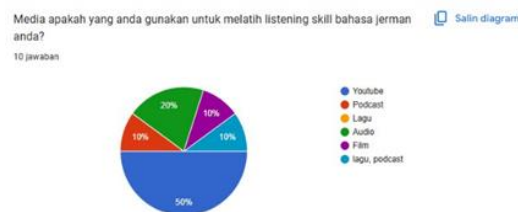
The subjects involved in this research were university students at the A2 level who were taking a German language course. They were chosen through purposive sampling, as they had participated in listening instruction that incorporated the Easy German Podcast throughout the duration of the course.

Research Instrument

The research instruments used in this study were an open-ended questionnaire and semi-structured interviews. The open-ended questionnaire enabled students to express their opinions and experiences regarding the use of the Easy German Podcast in listening activities. Meanwhile, the semi-structured interviews were conducted to obtain deeper and more detailed information about students' perceptions and learning experiences when using the podcast as a learning medium.

Data were collected after the students had participated in several listening sessions using the Easy German Podcast. First, the questionnaire was distributed to the students, who were asked to answer the questions based on their learning experiences during the listening activities. After that, several students were selected to participate in semi-structured interviews to further explore their responses. The collected data were then analyzed using descriptive qualitative analysis. The responses from both the questionnaires and interviews were carefully examined, coded, and categorized into themes related to students' perceptions and experiences in using the Easy German Podcast for learning listening skills.

RESULTS AND DISCUSSION

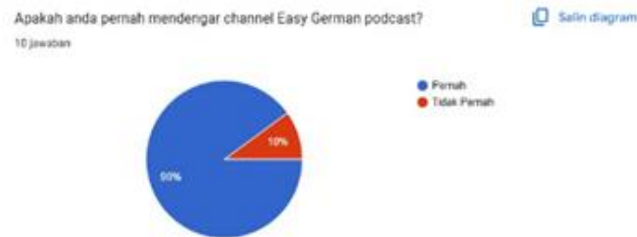


This study involved ten students who responded to a questionnaire regarding the use of the Easy German Podcast as a medium for learning German listening skills at the A2 level. The results show that students use various media to practice their listening skills. The majority of students prefer YouTube as their primary listening resource. Five students (50%) reported that they use YouTube to practice their German listening skills. Meanwhile, two students (20%) stated that they use audio materials, one student (10%) uses films, one student (10%) uses podcasts, and one student (10%) uses a combination of songs and podcasts. These findings indicate that audiovisual platforms such as YouTube are still the most popular learning tools among students because they provide both visual and auditory support that can facilitate comprehension.



Regarding the frequency of using listening media, the results show that five students (50%) reported that they sometimes use listening media to practice German listening skills. Four students (40%) stated that they often use listening media, while one student (10%) reported that they very frequently practice listening using such media. These findings

suggest that although students are familiar with various listening resources, the intensity of listening practice still varies among individuals. This variation may influence the development of students' listening competence, as consistent exposure to listening materials is important for improving comprehension skills.



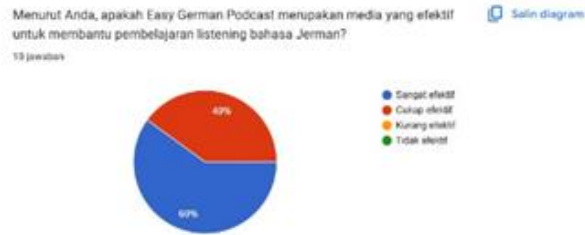
The findings also show that the Easy German Podcast is widely recognized among students. Nine students (90%) reported that they have heard of the Easy German Podcast, while only one student (10%) stated that they have never heard of it. This result indicates that the podcast has gained considerable popularity as a learning resource among German language learners.



Furthermore, seven students (70%) reported that they have used the Easy German Podcast to learn German listening skills, while three students (30%) stated that they have never used it. However, the frequency of using the podcast still varies. Five students (50%) reported that they have used the podcast several times, three students (30%) have never used it, one student (10%) uses it every day, and one student (10%) uses it rarely. These results indicate that although many students are familiar with the podcast, regular use of the podcast as a learning medium is still limited.



The results also show that the podcast contributes to vocabulary development. Four students (40%) stated that the podcast is very helpful for learning new vocabulary, while four students (40%) reported that it is quite helpful. One student (10%) stated that it is slightly helpful, and one student (10%) reported that it does not help at all. These findings indicate that exposure to authentic listening materials through podcasts can help students encounter new words and expressions in meaningful contexts.



Finally, regarding the overall effectiveness of the Easy German Podcast for learning German listening skills, six students (60%) stated that the podcast is very effective, while four students (40%) reported that it is quite effective. This result suggests that students generally perceive the Easy German Podcast as an effective learning medium for improving listening comprehension. Therefore, the use of podcasts in language learning can provide flexible and accessible listening practice that supports students' independent learning and enhances their listening competence.

CONCLUSION

Based on the results of this study, it can be concluded that, in general, students have a positive perception of the Easy German Podcast as a learning medium for developing listening skills at the A2 level. Most students are already familiar with the podcast, and some have used it in their learning process. The findings indicate that the Easy German Podcast helps students recognize native speakers' pronunciation, enrich their vocabulary, and improve listening comprehension through authentic and contextual audio materials.

In addition, the data also show that the majority of students consider the podcast effective in supporting listening practice. The flexible and easily accessible nature of podcasts allows students to practice listening both inside and outside the classroom, thereby supporting independent learning. Although the frequency of podcast use among students still varies, overall perceptions of its benefits in learning German listening skills remain positive.

Therefore, integrating podcast media, especially the Easy German Podcast, can be considered a useful alternative to enhance listening competence in German language learning. Future research is recommended to involve a larger sample size and to combine perception analysis with experimental methods in order to directly measure the impact of podcast use on students' listening skill improvement

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