

SCIENTIFIC ARTICLE REPORT



TITLE:

- 1. ENGLISH EDUCATION STUDENTS' PERCEPTION OF ENGLISH AS INTERNATIONAL LANGUAGE**
- 2. LEARNING EXPERIENCE AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITY PALANGKA RAYA**
- 3. STUDENTS' PERCEPTION TOWARDS THE USE OF PARTICULAR MEDIA AND METHODS IN ENGLISH LISTENING CLASSROOM**

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Dengan ini menyatakan bahwa karya tulis artikel ilmiah yang berjudul:

1. ENGLISH EDUCATION STUDENTS' PERCEPTION OF ENGLISH AS INTERNATIONAL LANGUAGE
2. LEARNING EXPERIENCE AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITY PALANGKA RAYA
3. STUDENTS' PERCEPTION TOWARDS THE USE OF PARTICULAR MEDIA AND METHODS IN ENGLISH LISTENING CLASSROOM

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Palangka Raya, 03 Agustus 2026

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Maria



inggrita V.P.

ABSTRACT

This non-thesis project, presented in the form of an article, aims to enhance students' academic writing skills through the process of drafting, submitting, and publishing a scholarly article as an alternative to the conventional undergraduate thesis. The first article, titled *"English Education Students' Perception of English as an International Language"*, originated in a Scientific Writing course and was subsequently developed into a final project to replace the thesis; In this article, the student serves as the lead author/first author. This article examines the perceptions held by English education students regarding English as a language. Such perceptions can influence attitudes and motivation towards learning English—particularly for these students, who are preparing to become educators. The study employs a mixed-methods approach, utilize questionnaires and semi-structured interviews as research instruments. The participants consisted of 78 English Education students from the Class of 2022 at the University of Palangka Raya. The findings indicate that, although the majority of participants hold positive perceptions of English, they tend to lack confidence when using the English language. This article was submitted on September 19, 2025 and published on December 22, 2025 in the Linguistic, English Education and Art (LEEAA), and is indexed by Sinta 4.

The second article, titled *"Learning Experiences and English Exposure of English Education Students at Universitas Palangka Raya,"* aims to examine the extent of the students' experiences in learning English and to assess their level of exposure to the language in their daily lives. In this article, the student serves as a co-author, a role that is secondary to that of the first author. Learning experiences and the level of exposure to English play a crucial role in shaping language knowledge and linguistic character, as well as in fostering the motivation and confidence needed to communicate in English. The participants in this study were 42 English Department students from the University of Palangka Raya (Class of 2022). The study employed a mixed-methods approach, utilizing a questionnaire that also included semi-structured interview questions. The research findings

indicate that the majority of students have had a reasonably good experience learning English and are quite active during the learning process. However, their active use of English remains inconsistent. Most students reported that their exposure to English occurs primarily through digital media, with a predominance of entertainment content over educational material. This article was submitted to the English Language Teaching Journal Jambi (JELT), and indexed in Sinta 5 on June 16, 2025. A request for revisions was received in mid-July, but the author was unable to respond at the time due to participation in the KKN (Student Community Service) program. Communication with the journal was maintained, and the revised manuscript was resubmitted on September 24, 2025. The article was published on November 2, 2025, while the Letter of Acceptance (LOA) was issued on June 4, 2026.

The third article, titled *“Students’ Perception Towards the use of Particular Media and Methods in English Listening Classroom”*, aims to examine the types of media and methods preferred by learners in listening classroom. These two components can influence students' motivation and progress in learning English listening. A student serves as the first author of this article. The method employed in this study is descriptive survey research, utilizing questionnaires and semi-structured interviews as instruments. Questionnaires were used to assess perceptions, while interviews were conducted to identify the factors influencing those perceptions. The participants involved in this study were 312 students from the English Language Education study program at the University of Palangka Raya. Research findings showed the majority of students hold a positive perception of listening instruction, particularly when supported by audiovisual media such as PowerPoint, clear audio, and interactive discussions. Contributing factors include high-quality audio, relevant and educational topics, and visuals that aid comprehension. This article was submitted to English Language Teaching and Learning, Linguistics and Literature (IDEAS) journal on June 24, 2026. To meet the deadline for the thesis defense, the author contacted the editorial team to request a fast-track option. The journal approved the request, and the article underwent an

initial revision issued on June 26. A Letter of Acceptance (LOA) was issued on June 28, 2026, and the article was scheduled for publication in December 2026.

Keywords: Students, Exposure, Perception, Media, Methods

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Palangka Raya, 2026

The Writer

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IDENTIFY ARTICLE/PROCEEDINGS

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CHAPTER I

FIRST ARTICLE

1.1 English Education Students' Perception of English as International Language

ABSTRACT

English is an international language that has an important role to communicate between countries. Today, English is the main language that enters into every aspect of life, one of which is education. In Indonesia itself, English is also included in the school curriculum and must be taught to students. Therefore, this study aims to find out the perception of English students towards English as a language, because English students will be prepared to become educators. The results of this study showed that every English student has a good perception of English. They also agree that English provides many benefits for personal and professional development. Some students also gave reasons why they liked English and their purpose of learning English. However, although the students have a good perception of English, most of the English students rarely use English in their daily life. In conclusion, a good perception of a language does not necessarily mean that the language is used in life.

Keywords: English, Perception, Students

INTRODUCTION

At the present time, most citizens of the world have used English as the main language and also as a tool to communicate with each other from various regions of the world (Utami et al., 2022). Based on data obtained from the British Council book (2013), it is known that there are 1.75 billion people who use English. There are several reasons why English is important to learn. The first is to facilitate a person in finding a job, improve the ability of social interaction with people abroad, expand the search for knowledge or literature internationally, and also to open the horizons of understanding of the use of technology (Putri & Wijayanti, 2008). According to Crystal (1997) at present English is the most superior international language and is used by many people. Factors that make English an international language include; (1) Political factors. Based on history, the British Empire has conquered various countries such as Australia, Asian countries, Africa, ancient India and also most of the American continent. The British made

a rule to use English when communicating with local people. (2) Expansion factor. The expansion factor in this context can be interpreted as language expansion. The language expansion factor at that time occurred in the United States, and after World War II, the United States took a role in expanding trade and using English as a means of communication. Ultimately, English did not only develop in Great Britain or the European region, but also began to dominate in various regions of the world (Baugh, Albert C. 1935. *A History of the English Language*).

Up to the present, English has an important role in aspects of life, not only has a role in politics, but English also plays an important role in education. English is the first foreign language in Indonesia. This statement was based on the decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967 (Kartono, 1980: 126). The factor that made English chosen as the first foreign language in Indonesia among other foreign languages was because currently, Indonesian could not be used to communicate with the outside world. Another factor is because English is an international language that plays an important role in various fields, such as politics and education. In politics, English is used as a communication tool to establish cooperation and friendship with other nations. In the field of education, someone can obtain, learn, and understand new knowledge delivered in English. Someone can also have extensive opportunities to study abroad with mastery of English as a default capital (Kartono, 1980: 125). Thus, English is a main priority that must be learned among other foreign languages.

However, Indonesians' perceptions of English as a language are still very diverse. Indonesians who learn English are usually interested in the culture of European society. Based on the theory conveyed by Nababan (1993: 82) Someone who has an interest in learning a language, usually has an interest in the culture of the place where the language comes from. Nababan also states that language and culture have an interrelated relationship, namely (1) language is part of culture (phylogenetic), and (2) person learns culture through his language (ontogenetic). Some people who learn English have the aim of communicating with people from various parts of the world, and also as motivation and a means when someone wants to continue their education abroad. Based on research by Eliza Putri Ananda

(2023), it was revealed that Indonesian people, especially teenagers, tend to insert English when communicating. This means that they have a positive perception of English. On the other hand, there are still some Indonesians who are not interested in learning English.

This can happen because their main focus is not on language development or because they are not interested in the culture of European society. Many people are willing to make an effort to learn English because they realize that English will provide many benefits for the development of quality of life. Some of the efforts people make to learn English include attending courses, practicing regularly using media such as videos or watching movies, and choosing to enter the English education department to deepen their knowledge of grammar.

Someone who is interested in learning English must be influenced by strong motivation. Ellis (2013) states that motivation in learning English cannot be separated from two things, namely the attitudes and affective conditions of learners which will directly affect students' effort in learning a foreign language. These attitudes and affective conditions are factors that will encourage students to make more effort in learning, so that the goal of mastering English can be achieved. English language learning is mandatory for students. Launder (2008) states that English is a subject that must be studied for three years in junior high school and three years in senior high school. English has been an optional subject since the 1994 curriculum was implemented in Indonesia.

However, in reality there are still many students who do not make good progress in their English language skills even though they have been taking English lessons at school for years (M. Thalal, 2010). Several previous studies, such as research conducted by Ema Dauyah and Yulinar (2018) regarding students' perceptions of English, show that 84% of students are motivated to study English to expand their knowledge pertaining to the world of education. This is because participants feel that English really helps them to understand the world for the better (through reading, films, news, etc.). In addition, 76% of participants agreed that learning English would improve relationships and have an impact on the world of work. Apart from that, research conducted by Diah Rosyani

Meisani (2021) regarding students' perceptions of English as local content showed that 84.54% of 97 participants gave positive responses to English.

The participants felt that English could help them get many opportunities. Therefore, the participants were very enthusiastic about participating in the English learning process in class. On the other hand, there were 15.46% of participants who were not interested in learning English. Some of the reasons put forward by participants included; they have difficulty memorizing vocabulary, understanding vocabulary, understanding English grammar, and also have difficulty pronouncing English words correctly. Therefore, it is important to know students' perceptions of English as a language. A person's perception of English as a language will influence the process of learning that language. As is known, English is a language that has an important role in various aspects, one of which is the educational aspect. Even though English has an important role as an international language and is a mandatory subject in school, not all students have a positive view and interest in English.

This also applies to students in the English language education study program. Consequently, in this case study, researchers explored in more depth the perceptions of English language education study program students towards English as a language, because these students are being prepared to become educators, who will later teach English. This research was conducted on students of the English language education study program at Palangka Raya University. In Palangka Raya itself, research related to the perception of English as a language is still very rare. Palangka Raya is a province that rarely interacts with people from abroad, and people in Palangka Raya themselves rarely speak out about the importance of English as an international language. The people who will play a role in providing an understanding of the importance of English are those who are currently being prepared to become English teachers in the English language education study program. It is hoped that this research will provide benefits and become reference material for further research.

LITERATUR REVIEW

English has been officially designated as the first foreign language in Indonesia, as stipulated in the Decree of the Minister of Education and Culture No. 096/1967 issued on December 12, 1967 (Kartono, 1980). One of the primary reasons for this policy was the limited capacity of the Indonesian language to function as a medium of international communication at that time. In addition, English was selected because of its status as an international language with significant influence across various domains, particularly politics and education. In the political sphere, English serves as a key means of communication for fostering international cooperation and diplomatic relations. In the educational context, proficiency in English enables individuals to access, acquire, and comprehend new knowledge that is predominantly presented in English, as well as to pursue study opportunities abroad. Therefore, English has been prioritized over other foreign languages in Indonesia's education system (Kartono, 1980).

Chaer (2013: 177) states that English is the primary means of international communication and has become the lingua franca for nations around the world. Therefore, English plays an important role for anyone who wants to build extensive relationships with people from various countries. English also plays an important role in acquiring knowledge in a broader and more detailed manner. According to Nevid (2017), perception is a process of interpreting the world as seen through sight or experience. Perception can mean a response or point of view towards something. Djamarah (2011) states in his theory that students are the main subjects in the field of education. Students are subjects who have the goal of seeking knowledge in educational institutions. They need support, guidance, and motivation to explore their potential.

METHOD

In this study, researchers utilized a mix method. Mix method is a synthesis of quantitative and qualitative methods. This mixed method is commonly used by researchers to solve complex problems that are unable to always be achieved using only one method, be it qualitative or quantitative methods (John W Creswell, 2009). In the first step, researchers distributed questionnaires as a form of application of quantitative methods. Based on a statement from Creswell (2014), a questionnaire is a data collection technique that uses questions or written statements to respondents to answer. Another opinion was also expressed by Sugiyono (2017: 42) that a questionnaire is a data collection technique that is done by giving a set of questions or statements in writing to participants. The participants in this study were students of the English education study program at Palangka Raya University class of 2022. There were 106 students in the class of 2022, and those who responded to the questionnaire distributed amounted to 78 people.

The survey given by the researcher, it contains statements related to English as a language. Participants are given a score for these statements (for example 1-5, yes or no, agree or disagree, and others). In the second step, the researcher used qualitative methods through interview instruments. The researcher used open-ended interviews with the participants. According to Creswell (2014) interviews are a technique for collecting data by conducting direct interactions with participants. Qualitative interviews have the aim of obtaining information and also a deeper and more reliable understanding of the phenomenon being studied. The researcher selected 8 participants from batch 22 to be interviewed. 4 of the 8 participants were students who initially did not plan to enter the English education study program. In the meantime, 4 out of 8 participants had very good English skills. From the results of this interview, it is known that there are various perceptions towards English based on the participants' backgrounds. In the data analysis process, researchers accomplished several stages. For quantitative methods, researchers used descriptive statistical techniques. Before conducting statistical data analysis, researchers tested the validity and reliability of

questionnaire statements.

According to Sugiyono (2020: 202) the validity test is a process to test the real data with the data collected by the researcher. The validity test is used to determine whether each item in the instrument is valid or not. According to Sugiyono (2020: 209) reliability is the process of measuring the same object with the aim of producing the same data. should be done only on questions that have met the validity test. In this study, researchers conducted validity and reliability tests using SPSS. Descriptive statistical data analysis is included in the type of inferential data analysis. Based on the statement from Sugiyono (2014) inferential data analysis is a method of data analysis by describing data without making conclusions that apply to the public. In processing interview data, researchers made very clear interpretations of each participant's diverse answers, making it easier for readers to understand participant perceptions well.

FINDING

Based on the results of the study, the researcher presents the findings obtained from the distribution of questionnaires and answers to interviews. These findings and discussions will describe clearly and in detail about English students' perceptions of English as an international language. This data is presented in two forms. The first is in the form of quantitative percentages taken from the questionnaire statements, and also the results of the description of the interview answers regarding the perceptions of English Education Students Perception of English as International Language. The following are the results of the validity and reliability of each aspect of the questionnaire. There are two ways to prove the validity of an instrument.

The first way is to compare it with the r table value, the second way is to compare the number with the significance value. The way to compare numbers with the r table value is to pay attention to the total value of the person correlation. The number of respondents is 78 people with a significance level of 5% and the comparison number is 0.223. This figure will be compared with the person correlation of the results of the SPSS validity test. If the number is greater than the

value of 0.223, the questionnaire statement is declared valid. While the reference for the significance value itself is, an instrument is declared valid if the resulting number is <0.05 . The reliability test is used to test the reliability of the research instrument. A questionnaire is said to be reliable if the answers it produces are consistent over time.

The requirement is if the resulting Cronbach' alpha value is > 0.6 . the result showed the reliability of English use in daily life was 0.73. Then, the reliability of the English benefits in everyday life was 0.974. Moreover, the reliability of attitude and motivation in learning English was 0.834. In the questionnaire distributed by the researcher, there were three aspects of the statement that became a reference to see the overall outline of the perception of English students towards English as a language. The three aspects of the questionnaire included: The use of English in daily life (consisting of 5 statements), the benefits of English in daily life (7 statements), and also the attitude and motivation in learning English (10 statements). For each statement, the participants gave a score. The score consists of 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). The results of the tool can be seen below.

1. The use of English in Daily Life

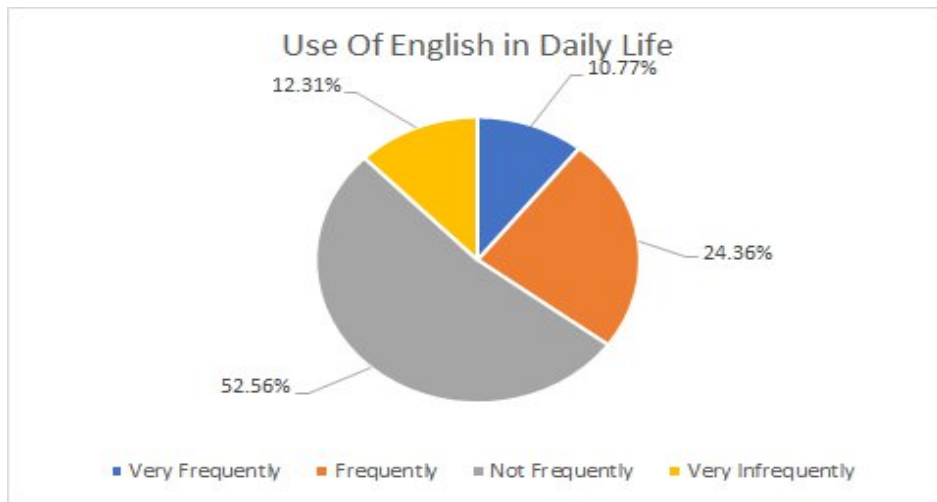


Figure 1

The five statements in the first aspect of the questionnaire were about how often English students use English in daily life. The results show that more English students do not often use English in their daily lives. This can be seen from 52.56% of students who answered that they do not often use English in their daily lives. Furthermore, 24.36% of students answered that they often use English in their daily lives. 12.31% of students answered that they do not use English very often in their daily lives, and 10.77% of students answered that they use English very often in their daily lives. The percentage of answers from each questionnaire statement can be seen in the histogram below.

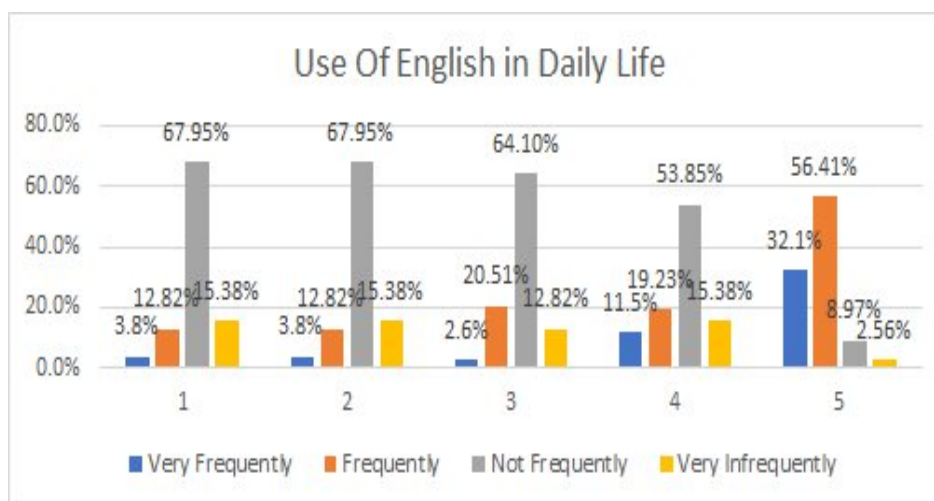


Figure 2

The first questionnaire item was about all the time using English when on campus. In the first statement, the results showed that 67.95% (53) out of 78 English students did not use English when on campus. The second questionnaire statement was about using English when having informal conversations with friends. The results show that 67.95% (53) out of 78 English students do not often speak English with friends. The third questionnaire statement was about always using English when talking to lecturers, either during study or consultation. The results showed that 64.10% (50) out of 78 English students do not often use English when talking to lecturers.

The fourth statement is about frequently using English in almost all daily life. The results showed that 53.85% (42) out of 78 English students do not use English often in their daily lives. The last item of the questionnaire in the first aspect contained a statement about always looking for new vocabulary to become more fluent in English. The results showed that 56, 41% (44) out of 78 English students often look for English vocabulary to improve their English proficiency. The conclusion that the researcher draws from this first aspect of the questionnaire is that although there are many English students who look up their English vocabulary, the English students tend not to use English in their lives.

2. The Benefits of English in everyday life

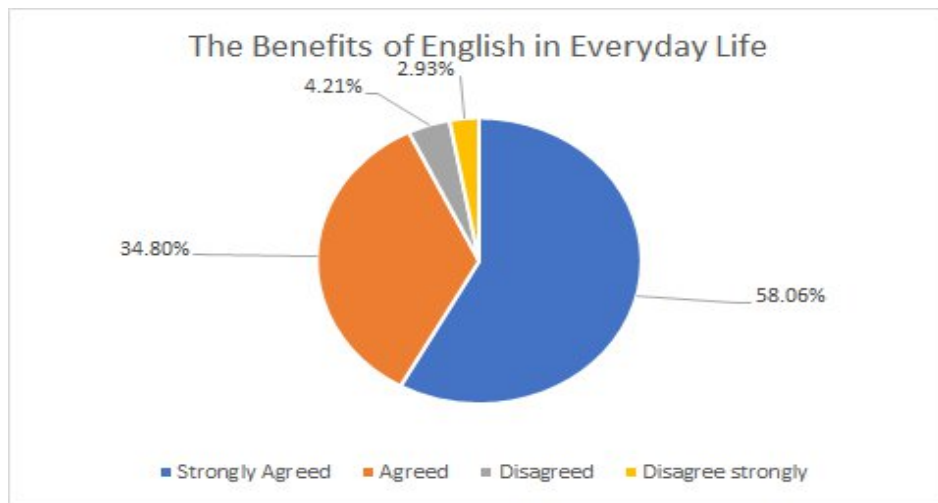


Figure 3.

The seven statements contained in the second aspect contain the benefits of English in everyday life. From the diagram above it can be seen that 58.06% of English education students strongly agree about the positive benefits when learning English. 34.80% agreed about the good benefits of learning English. 4.21% of students disagree with the questionnaire statement. 2.93% of students strongly disagreed with the questionnaire statement. As for the percentage of answers from each questionnaire statement can be seen in the histogram below.

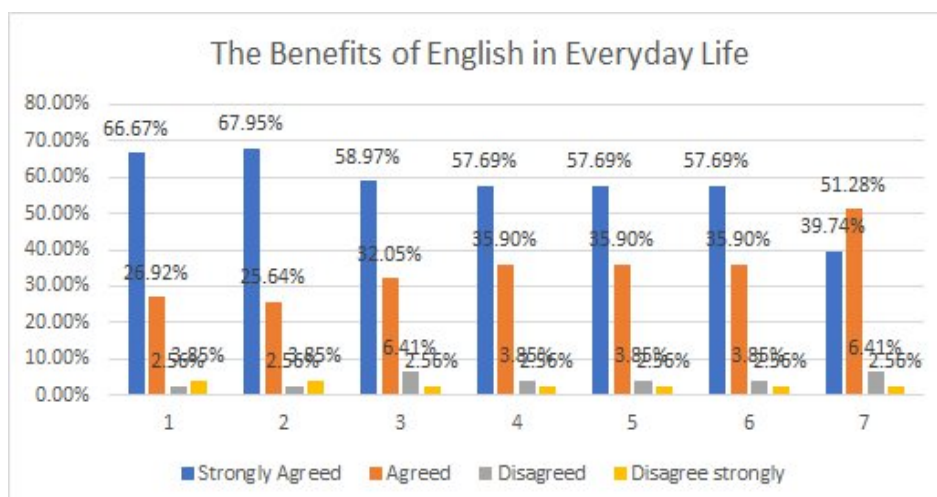


Figure 4.

The first questionnaire item contained a statement about the perceived agreement that English is an important language among other languages to communicate internationally. The percentage results showed that 66.67% (52) of 78 English students strongly agreed with the statement. The second questionnaire item contained agreement with the perception that English can open up opportunities to gain wider relationships. The results showed that 67.95% (53) out of 78 English students strongly agreed with the statement. The third questionnaire item contained a statement about the approval of perceptions related to self-confidence to be able to compete in the world when mastering English well. The results showed that 58.97% (46) out of 78 English students strongly agreed with the statement. The fourth item of the questionnaire contained agreement with the statement regarding the acquisition of good knowledge with English.

The results showed that 57.69% (45) of 78 English students strongly agreed with the statement. The fifth item of the questionnaire contained a statement about agreement with the perception of the role of English in accessing today's technology. The results showed that 57.69% (45) out of 78 English students strongly agreed with the statement. The sixth questionnaire item contained a statement about perceived agreement regarding the role of English in understanding different cultural perspectives. The results showed that there were 57.69% (45) out of 78 English students who strongly agreed with the statement. The seventh questionnaire item asked about the perception agreement regarding companies that tend to consider prospective employees with good English language skills. The results showed that 51.28% (40) of the 78 English students agreed with the statement. This shows that most English students strongly agree on the benefits of learning English.

3. Attitude and Motivation in Learning English

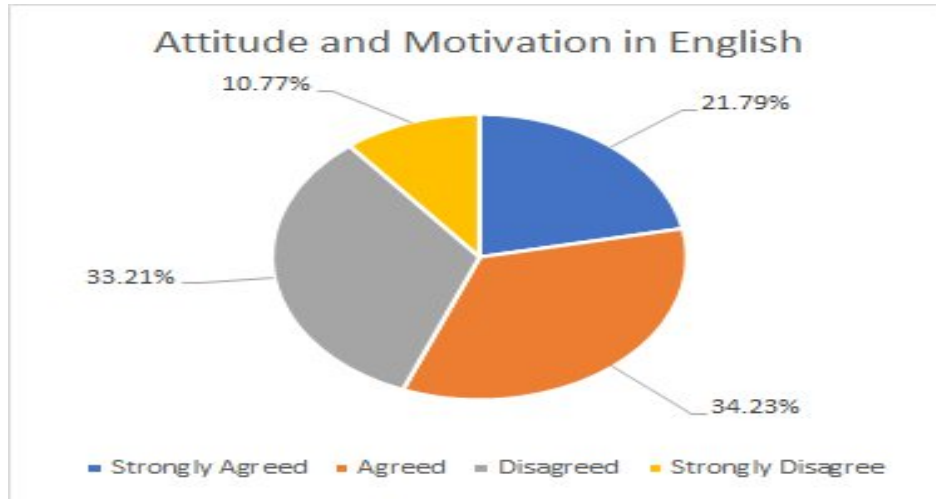


Figure 5.

The 10 statements of the third aspect of the questionnaire were about their attitude and motivation when learning English. The results show that 34, 23% of the English language students strongly disagree (can also be conditioned as strongly disagree) to the statements of the questionnaire. 33.21 % of the students disagreed (not often) with the questionnaire statements. 21.79 % strongly agreed (not often) with the questionnaire statements, and 10, 77 % agreed (often) with the questionnaire statements. The answers to the 10 statements can be seen in the histogram below

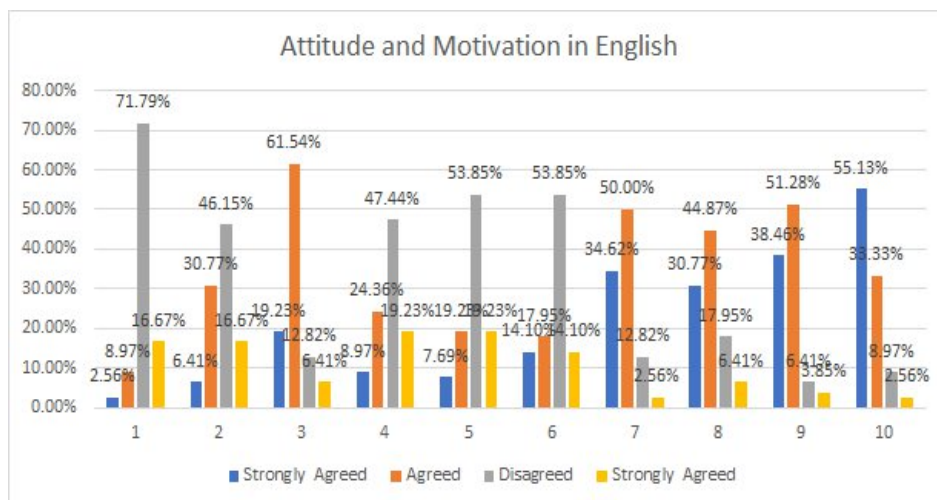


Figure 6.

The first questionnaire item contained the statement that students often practiced their English. The results showed that 71.79% (56) of the English students did not often practice their English. The second questionnaire item contained a statement regarding the agreement of self-perception, that their English is very good for communication. The results showed that 46, 15% (36) of 78 English students disagreed with the statement. The third questionnaire item contained a statement about the seriousness of learning English during college. The results showed that 61.54% (48) of 78 English students agreed with the statement.

The fourth item of the questionnaire contained a statement about whether one is confident when speaking English. The results showed that 47.44% (37) out of 78 English students disagreed (not confident) with the statement. The fifth item of the questionnaire contained a statement about fluency in explaining presentation materials in English. The results showed that 53.85% (42) of 78 English students disagreed (not fluent) with the statement. The sixth questionnaire item contained a statement about not being afraid to make mistakes when speaking English. The results showed that 53.85% (42) out of 78 English students disagreed (still afraid) with the statement. The seventh item of the questionnaire contained a statement about the desire to learn English well in order to introduce local culture to the international level.

The results showed that 50.00% (39) out of 78 English students agreed with the statement. The eighth questionnaire item contained a statement about perceptual agreement when entering the English education study program based on their own motivation. The results showed that 44, 87% (35) of 78 English students agreed with the statement. The ninth questionnaire item contained a statement regarding perceived agreement with the liking of associating with people who speak English. The results showed that 51.28% (40) of 78 English students agreed with the statement. The tenth questionnaire item contained a questionnaire statement about the motivation of learning English to go abroad. The results showed that 55, 13% (43) of 78 English students strongly agreed with the statement.

After obtaining data from distributing questionnaires to 106 English students in batch 2022 of Palangka Raya University, researchers also obtained data from the interview process. Data was collected using semi-structured interviews. According to Sugiyono (2016: 430) semi-structured interviews are interviews whose questions are freer than structured questions, but do not get out of the line of questions that have been arranged. The main aspects of the questions asked in this study relate to the perceptions, motivations, and also the frequency of use of English by English language students. The responses of the eight participants have been thematically analyzed for depth, meaning, and relevance to the main topic of the study.

Perceptions of English Before Entering the English Education Study Program

In this section, the researcher asked the eight participants about their initial motivation to enter the English education study program. The researcher also asked questions related to their views on English before entering the English education study program. Motivation is usually related to perception before realizing something. The following are the answers from each participant.

Participant 1: "I did like English before I entered the English education study program. I want to understand many things that are said in English."

Participant 2: "I like English because I think people who can speak English are cool. I like playing games, listening to English music, and watching English movies. That's why I want to understand English better."

Participant 3: "I did like English before entering this study program. When I was in middle school, I joined an English club and also an English debate competition. From there I felt that English is very important to obtain useful achievements."

Participant 4: "I have liked English for a long time, I also have aspirations to travel the world. I am motivated to learn English more deeply so that I can gain a wide range of relationships and experiences."

Participant 5: *"I have liked English for a long time. I am also interested in English literature. I realized that language skills can help people to develop better."*

Participant 6: *"Before entering the English Education Study Program, I realized that English plays an important role in every aspect of life. Therefore, I wanted to study English in depth, the aim was to reach the stage of broad communication and relationships."*

Participant 7: *"Before entering English education, I really liked English because I wanted to go abroad. I wanted to develop my language skills because when I was in middle school, I majored in languages."*

Participant 8: *"I really liked English from elementary school. I realized that English can open up wider opportunities."*

Based on the statements given by each participant, the researcher drew the conclusion that all participants had a good perception of English. All participants also felt that English has an important role in the aspect of broad communication and to obtain useful achievements. English also has an important role in developing self-quality.

Perceptions of English after entering the English Education Study Program

In this section, the researcher asked the participants whether their perceptions of English changed when they entered the English education study program. In addition, the researcher also asked the participants whether they were serious in learning English. The following are the statements from each participant.

Participant 1: *"After entering the English Education study program, I studied English seriously. However, there were times when I felt inferior when I saw other people who were more fluent. In addition, my view of English has also changed. I think English is a special language. I realize that in Palangka Raya itself there may still be many people who cannot speak English, so English is a special language that I can learn here."*

Participant 2: *"After entering the English Education study program, I immediately realized that English is very, very important to support the quality of life. I saw that people who are good at English have good jobs. Some people who are good at English also have the opportunity to go abroad. As for myself, I am still learning English in moderation, I also adjust it to the abilities I have."*

Participant 3: *"After entering the English Education study program, my views on English have also changed. I even want to become a linguistics lecturer. The reason is that I want to teach students that the basis of good English is to learn and understand linguistics well first."*

Participant 4: *" Yes, I am very serious about learning English. After entering the English education study program, my views on English have also changed. I increasingly think that English should be taught to school-age children. I eventually want to become an English teacher because I want to make students realize that English is an important language today."*

Participant 5: *"During my time in the English education study program, I studied English seriously. My views on English have also changed. First, I found out that English has a level of difficulty when applied to formal situations. For example, when doing scientific writing, I had to try harder to learn it. All this time I thought that English was an easy language because I used it in informal situations."*

Participant 6: *"I am serious about learning English because of the demands and responsibilities. My view on English after entering this study program is still the same, where I feel that English is so important to improve myself. In my personal opinion, I don't care about grammar or pronunciation with a certain accent. For me, learning English is about*

people understanding what we say. The purpose of language is to strengthen communication with each other."

Participant 7: *"I am very serious about learning English. My views on English have also changed. Firstly, I realized that a lot of knowledge can be acquired through English. English is also useful in information acquisition and employment.*

Participant 8: *"While studying in the English education study program, I was very serious in studying, I also tried to maintain my GPA. My view on English has also changed. I see that English is a tool that has great potential for many things. I was very inspired when I saw young lecturers going abroad. I also saw that English could provide a good opportunity to gain a wide range of relationships. The point is I want to develop in English so that I can also have the same opportunities"*

Based on the statements made by the participants above, the researcher drew the conclusion that all participants were very serious in learning English. In addition, their perception of English is also good, because they increasingly realize that there are many benefits that can be obtained when learning English.

Focus on the Development of English Language Aspects

In this section, the researcher gave interview questions to participants related to the development aspects of English. The researcher wanted to know which aspects the participants focused on in honing their language skills, be it listening, speaking, reading, or writing. The following are the answers from the participant.

Participant 1: *"I focus more on speaking and listening. I don't like reading and writing in English. When writing, we have to pay attention to grammar and writing structure. I think the process is a bit complicated. I feel more*

comfortable when listening and speaking in English. I can slowly listen to good pronunciation and learn to practice speaking English at the same time."

Participant 2: *"I focus more on speaking. This is because I feel that the most important thing about language is when other people understand what we say."*

Participant 3: *"I learn all aspects of English. Be it speaking, listening, reading, writing and also grammar. For now I am focusing on learning linguistics. I find linguistics very interesting but it is very rare to find friends who like to study linguistics too. The reason I study linguistics is because linguistics is the basis of language that can help us to be able to speak like a native speaker."*

Participant 4: *"I myself focus more on listening and speaking. Because I think learning a language requires input and output. We have to get used to listening, then practice speaking."*

Participant 5: *"I myself focus more on speaking and listening. The more I listen, the more I know how to pronounce English well. I still have difficulty in learning to write because I have to pay attention to the correct language structure. In addition, I am also less interested in reading English, especially scientific articles, because I find many difficult words."*

Participant 6: *"I focus more on adding vocabulary and speaking. I don't really care about grammar because the important thing is that what I say can be understood."*

Participant 7: *"I focus more on the speaking aspect. I also pay attention to my grammar, because I feel that as an English student, I should also pay attention to the language structure in every aspect of the language."*

Participant 8: *"I focus on learning all aspects of English. Although I find it difficult to learn grammar, I think grammar plays an important role in producing a good language. In addition, I also increase my vocabulary by reading."*

Based on the perceptions conveyed by the participants, the researcher concluded that the speaking aspect is the aspect that is the main focus to be developed by all participants. Some aspects such as listening, writing, reading, grammar and vocabulary were also developed gradually. One participant was even interested in studying linguistics with the aim of being able to master English well.

Frequency of English Usage

In this section, the researcher asked the participants questions about their use of English. The researcher wanted to know whether the participants used English in their daily lives such as; (1) when studying in class and consulting with lecturers. (2) having informal conversations with friends both on and off campus. In addition, the researcher wanted to know how often the participants practiced their English. Although the perception of English is quite good and the participants are serious in learning English, it is also necessary to know whether they have practiced the English they have learned. The following are the answers from the participants.

Participant 1: *" Now that I'm in college, I practice English every day. Sometimes I also practice English outside of class hours. I always listen to songs and also watch English movies. However, I rarely use English with my friends because there is no culture of speaking English on campus."*

When consulting or studying with lecturers, I just follow the lecturer. There are lecturers who do not mind the use of language."

Participant 2: *"Actually, I practiced English by myself. As for speaking English with friends, I rarely do that. Many of my friends on campus can't speak English. Maybe we only occasionally slip words like 'omaigat' or 'what' into our conversations. For consultations with lecturers, I try to use English even though it's still messy."*

Participant 3: *"I practice my English almost every day. I like to watch short videos in English, then I like to practice the new words that I hear. I also like to read English comics. However, I very rarely use English when talking to my friends on campus. We usually chat in Indonesian and Banjar. For consulting or studying with lecturers, I only use English in the first semester, and the lecturers don't mind what language I use."*

Participant 4: *" I usually practice English alone, through songs and movies. I rarely speak English with my friends on campus. But there are some of my close friends who usually invite me to speak English with light topics. When it comes to consulting and studying with lecturers, I usually use Indonesian only. This is because the lecturers I meet do not want to be complicated and do not make a big deal about the language I use."*

Participant 5: *" I happen to have a close friend who usually speaks English with me. Every day, we have daily conversations in English. I always try not to lose my English. Speaking English with other friends on campus is rare. Yes, because my other friends don't speak English either. When it comes to consulting and studying with lecturers, I usually adjust to the lecturer. If the lecturer asks in English, then I will also answer in English."*

Participant 6: *"I practice my English by getting used to reading and listening. However, I almost never use English with my friends on campus. I only practice for myself. When it comes to speaking English with lectures during study and consultation, I only use a little bit of it, mostly using Indonesian."*

Participant 7: *"When practicing English, I have a habit of watching videos or reading English passages. I usually record vocabulary on notepads and then repeat it back. Speaking English with friends on campus is very rare, we usually use Indonesian and local languages. English is only used during class hours. As for speaking English with the lecturer, I adjust to the lecturer's will. If the lecturer asks a question using English, then I will try to answer in English too."*

Participant 8: *"As for practicing English, I always practice by myself. I usually look for vocabulary through twitter, instagram and also English comics that I read. From there, my vocabulary is increasing. Speaking English with friends on campus is very rare. My friends tend to use Indonesian and Banjar. I always speak English with my lecturers when I'm studying in class because I'm a komti. However, when I do consultations, I only use Indonesian."*

Based on the answers from all participants, it can be concluded that the participants were more comfortable speaking English alone. Although they were in an English education study program, there was no rule or initiative to speak English. The intention to learn English emerged from the awareness of each participant. The participants also had different ways to develop their English language skills. In addition, the lecturers of the English education study program mostly did not have strict rules related to language use.

Constraints in Learning English and Confidence in Speaking English

In this section, the researcher asked the participants about the difficulties they experienced while learning English. The researcher also asked whether the participants had good confidence when speaking English in front of others. The researcher also asked the participants whether they felt that their English was good enough to communicate. The researcher also asked the participants whether they were able to explain the presentation material using English. The following are the answers given by each participant.

Participant 1: *"The difficulties I usually experience are in the vocabulary and pronunciation. Sometimes I also feel that I don't explore vocabulary with difficult levels, so I think I need to learn more. My pronunciation is also still very lacking and I need to learn more. I am actually not very confident to speak English in front of other people, my ability is still very limited. I think my English is still at 30%. When it comes to explaining English presentation materials, I always try to use English. Although my English is very stuttering. Before the presentation, I always write down the main points to explain spontaneously. If the material is difficult, then I will memorize the text."*

Participant 2: *"There are many difficulties that I experience. I am not focused enough on studying. First, my grammar is still messy, my vocabulary is also lacking. I do learn vocabulary from several media, but I always find vocabulary with a difficult level that is very difficult to remember. Honestly, I am very insecure when speaking English in front of others. I feel that my English ability is at the level of 20-30%. In addition, I also have problems with pronunciation, so I am more comfortable speaking by myself. If I want to explain presentation material using English, I tend to memorize or read the text."*

Participant 3: *“At the beginning of the semester, I found it difficult in the grammar section. In previous semesters, my grammar grades always went up and down. That’s why I needed more time to study grammar seriously to catch up. When it comes to speaking English in front of other people, I am already quite confident. To be honest, when speaking I pay too much attention to my grammar. I mostly only focus on plural, singular and plural nouns or time conditions. Except when writing, I will try to pay attention to grammar properly. Because when speaking, it is very rare to be reviewed, so I focus more on what I convey that can be understood well. When presenting, I am able to explain the presentation material using full English.*

Participant 4: *“I usually have difficulty understanding grammar when speaking English. I am honestly afraid to speak English because I am afraid of being judged badly by others. I feel that my English is at level 40 %. The things that I need to improve are understanding grammar, adding vocabulary, and also pronunciation. When presenting material in class, I usually memorize the text or read the English text first.”*

Participant 5: *“I have difficulty in the listening aspect. People’s accents are certainly different and I have to get used to listening to difficult accents in order to understand. In addition, I also sometimes forget some vocabulary, so I have to remember and memorize a lot of new vocabulary. I am also very confident when speaking English, because I often practice with my friends. My English is at 80%. The rest I have to practice a lot of English for formal situations. During presentations, I am also quite fluent in explaining the material using English spontaneously.”*

Participant 6: *“The obstacle I experienced was in the vocabulary section. I am actually quite confident when speaking English, as long as I master*

the topic I am discussing. I think my English is at 70%, the rest I have to memorize difficult vocabulary again. I do not experience any obstacles in pronunciation, because it can follow. During presentations, I usually need to study more, and if the material is difficult then I will memorize or read the text.”

Participant 7: *“Honestly, I still have problems with speaking. This is influenced by my level of confidence. I am only confident when speaking English in front of my friends. But when I enter a formal situation, I need thorough preparation. My English level is probably around 80%, the rest I have to be more confident. For presentations in class, I can explain the material using full English. Only sometimes, when answering questions from friends, can I mix English with Indonesian.”*

Participant 8: *“The obstacle I experienced in English is the grammar structure. I really had difficulty understanding grammar at the beginning of the semester. However, now I feel better and understand more. My English is already at 80% level, the rest I need to learn vocabulary at a difficult level. I am also able to explain the material using full English, and I can also answer questions spontaneously using English.”*

Based on the answers given by the participants, the researcher concluded that most participants had difficulties when speaking English. Several factors such as lack of vocabulary, low self-confidence, and also inappropriate accent pronunciation were triggers in producing language. In addition, there were several participants who had difficulty in understanding grammar. However, the participants also slowly improved during the process of learning English. This can be seen from several participants who were already able to explain the material using English, although there were several participants who still had to memorize and read English texts when explaining the material.

DISCUSSION

The findings of this study indicate that most of the English education students of Universitas Palangka Raya class of 2022 agree with the good benefits of English. This is shown by the percentage of 56.06% of English students who answered strongly agree with the questionnaire statement. 34, 80% of English students answered agree with the statement given. This strong perception is also consistent with previous research conducted by Ema Daayah and Yulinar (2018) where 84% of students are highly motivated to learn English because they realize the good benefits of learning English. In addition, in Ema Daayah and Yulianar's research there were also 76% of English students who agreed that English had a good impact on the world of work. Another study conducted by Diah Rosyani Meisani (2021) also shows a connection with this study, where 84.54% of 97 students strongly agree with the benefits gained from learning English. Of course, most students have a good perception of English itself. However, the thing that makes the difference between this research and the previous research is that this research not only describes the perception statement towards English, but also explores whether English is used or not in their daily lives. The perceptions obtained by interviewing the participants themselves have shown that they have a good perception of English.

The participants in this study also explained the benefits they get from learning English. Research conducted by Diah Rosyani Meisani (2021) also contains statements from participants explaining their perceptions. "English is very interesting to learn, because it can help me to expand relationships with people from various countries" is one of the perceptions of participants contained in the research of Diah Rosyani Meisani (2021) where these perceptions have the same relationship with the perceptions of the participants involved in this study. In previous research conducted by Ema Daayah and Yulinar (2018), it shows that motivation in learning English arises because of the students' awareness of the importance of English for life. This is also related to the perception statements given by the participants of this study. However, in this study, it is not only about the

participants' perceptions of English, but also about the frequency of using English in their daily lives, the difficulties they experience in speaking English, as well as their fluency and confidence in speaking English. All these points have been listed and explained in detail.

The results of this study also have a relationship with previous research conducted by Raynesa Noor Emilia Sari and E. Kosmajadi (2019) where the purpose of this literature finding is to see students' perceptions of English and also perceptions of English learning. The method used in the literature finding is descriptive statistics, where the results show the percentage of numbers from student perceptions. The method used in this literature review is also used in this study. The findings of this literature also explain the difficulties of students to learn English well. These difficulties include: lack of understanding of pronunciation, limited understanding of reading texts, and also slow in understanding English vocabulary when listening to audio. This is also similar to the answers given by the participants in this study. The participants in this study also experienced the same difficulties when learning English. For students' perception of English itself, the findings of this literature contain a statement that as many as 206 (24, 52 %) students answered agreeing with the perception of good English. This is also in line with the results of this study, where English students are more likely to answer in the affirmative regarding the benefits of English in daily life even though they do not use English often.

CONCLUSION

This study indicated that English students of Palangka Raya University had a good perception of English as an international language. However, although students had a good perception of English and agreed with the benefits obtained, students also experienced difficulties in learning English and still rarely used English. The conclusion is that a good perception and a good level of English ability are not necessarily followed by their application in everyday life. There are also some students who do not want to show their abilities to others. On the other hand,

there are some students who are not confident when speaking English. It should be understood that the perception and motivation to learn English must be followed by real practice to produce quality English learners. In addition, environmental factors and motivation that come from within oneself greatly influence improving a person's English ability. When English is always practiced diligently, then a person will slowly become proficient in using it.

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IDENTIFY ARTICLE/PROCEEDINGS

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CHAPTER II

SECOND ARTICLE

2.1 Learning Experiences and English Exposure of English Education Students at Universitas Palangka Raya

Abstract

This study discusses the learning experiences and level of exposure to English among English Education students at the University of Palangka Raya. This issue is important because English proficiency in Indonesia is still relatively low according to the EF EPI 2023 report, making an understanding of students' learning experiences and exposure relevant to improving the quality of learning. Previous studies have mostly focused on learning strategies, while the aspects of students' real experiences and their level of exposure have rarely been studied, especially in the local context. This study aims to describe the learning experiences and English exposure of students. The research design uses a mixed method involving 42 students as participants. Data were collected through closed questionnaires (Likert scale) and open-ended questions, then analyzed descriptively, quantitatively, and qualitatively. The results show that most students have fairly positive learning experiences, especially in terms of motivation and engagement in learning. However, active use of English is still inconsistent. Informal exposure through digital media, especially entertainment content, is more dominant than educational content. Meanwhile, formal exposure in the classroom and exposure through the social environment is still limited. These findings emphasize the importance of learning strategies that are able to integrate formal and informal exposure and independent learning in a balanced manner in order to support students' English language proficiency more optimally.

Keywords: *Education, English Exposure, Learning experience.*

INTRODUCTION

Language is an important tool used by people to communicate and interact with one another. In this era of rapid globalization, especially in the world of education, the use of foreign languages has become increasingly crucial, particularly English, which has become the primary language of communication in the exchange of knowledge, technology, and global culture. (Gallowa & Numajiri, 2020) state that globalization has strengthened the position of English as a lingua franca in various forms of international communication. This is reinforced by (Rose

& Galloway, 2019) who emphasize the importance of the Global English's approach in teaching, given that English has now become a basic cross-cultural and functional skill.

English language learning in Indonesia has started since the colonial era, which in the current era has become a compulsory subject at various levels of formal education. This is certainly an opportunity for students in Indonesia to learn more about English and implement it into their daily lives, but it is also a challenge during the learning process. Based on data released by (EF EPI, 2023), Indonesia is ranked 80th out of 112 countries regarding English proficiency. This condition is the impetus for the need for in-depth research on the learning experience of students in Indonesia, especially English education students.

The learning process and experience play an important role in improving students' mastery and skills, because meaningful learning occurs when students are actively involved. (Kolb & Kolb, 2018) emphasize that meaningful learning experiences are formed through a cycle of concrete experiences, reflection, concepts, and active experimentation. Unfortunately, implementing this approach in Indonesia poses its own challenges. Positive perceptions and active student participation are also crucial in shaping meaningful learning experiences. (Hidayat & Fauzan, 2021) highlight that supportive academic environments directly strengthen students' motivation and participation in EFL classrooms. These challenges include the varying quality of educators and their teaching methods, as well as the lack of adequate facilities and infrastructure. Educators in Indonesia, particularly those teaching English, must create an effective learning system that does not rely solely on lecture-based methods but is balanced with hands-on student practice. Various efforts can be employed by educators during the learning process, including leveraging advancing technology and adapting teaching methods that encourage students to engage directly.

Active learning at school must be accompanied by personalized learning. Personal learning experiences also affect the stimulation of individual development in achieving satisfactory learning outcomes. At this stage students will be challenged to take an active role as autonomous, who are able to manage time, choose material that suits their needs and maintain consistency of interest (Pahlevi, 2021). (Benson & Huang, 2020) states that students who consume English learning independently (movies, podcasts, articles, etc.), will show 25% faster development than ordinary students. In other words, learning experiences outside the classroom certainly make a significant contribution and benefit.

Based on the previous explanation, students must form a learning strategy that produces of course. As the saying goes that a building that stands firmly starts from a strong foundation, language learning also requires a strong foundation. (Richards, 2015) asserts that mastery of the four basic skills of listening, speaking, reading and writing is the key to success in language. To achieve the four basics of language, of course, supportive learning resources are needed, one of which is the utilization of digital media. The utilization of digital media, such as online learning platforms and technology-based applications, provides opportunities for students to practice the four skills flexibly and independently. Various interactive features offered by digital media allow students to access a variety of authentic materials, do repetitive exercises according to individual needs, and get instant feedback.

In addition, technology also facilitates direct interaction through social media, online forums, or virtual collaboration, making the language skills acquired more relevant and practical. As stated by (Godwin-Jones, 2018), the utilization of mobile and digital technologies in language learning significantly expands learning opportunities outside the formal classroom, as well as supporting the development of learning autonomy and increasing student motivation in mastering English. In addition, several studies emphasize the role of digital and entertainment-based media in supporting language learning. (Hanafiah, 2019) found that the use of films can increase students' speaking participation, while (Syahira et al., 2024) revealed that entertainment-based digital media has a strong appeal for learners, although it

tends to encourage the use of English more in informal contexts than in formal academic settings.

Apart from the challenges described earlier, the most dominating is the absence of dedication to the introduction of foreign languages from an early age, which then has an impact on students' unpreparedness in developing optimal English language competence. The introduction of an object or subject early on, will help the child's progress to understand and master it, which of course must be balanced with systematic support through communicative and student-centered teaching strategies, so that early exposure to language does not only become a discourse, but is truly embedded in the learning process. Another factor that contributes to this challenge is that the development of English language learning in Indonesia is hampered by limited digital infrastructure and suboptimal adaptation of learning media and curriculum load (Yulianti & Arifin, 2022).

Although both in-school and personal learning experiences play an important role, they are still not fully able to fulfil students' learning needs in developing English as a whole. One aspect that is often overlooked, especially in education, is the level of students' exposure to English in their daily lives. Students' exposure to English plays a crucial role in shaping students' linguistic character and confidence in communication. The more often students are exposed to the use of English in real contexts, whether through digital media, social environments, or the consumption of authentic content, the greater their chances of realizing the language naturally. (Liu, 2022) also notes that many EFL contexts, including in Asia, are characterized as “input-rich but output-poor,” meaning learners receive sufficient exposure but often lack opportunities to produce the target language. This condition can hinder the development of speaking and writing skills if not addressed properly.

But unfortunately, in Indonesia the realization of the use of English in everyday life, still cannot be said to be achieved because the exposure that takes place is still minimal and less authentic. This is what causes many students to think that English both at school and in everyday life is only a formality of the world of education (Meisana et al., 2020). This statement can be proven by the results of research conducted by (Astuti, 2017) in several high schools in Yogyakarta, which shows that most students feel less confident speaking English, due to the lack of direct practice opportunities in the surrounding environment. It can be concluded that the absence of a practical environment that supports authentic language causes students to only master theoretical aspects, not real communicative skills.

Given these challenges, it is important to understand that each student has a unique learning experience, which greatly influences how they receive and develop English language skills. In addition to classroom learning experiences, exposure to English through digital, environmental and independent activities also plays an important role in shaping students' language proficiency. However, to date there is little research that specifically explores how learning experiences and exposure levels affect their English learning process, especially in a local context such as Indonesia. Many previous studies have focused more on developing learning models or strategies (Alfiah, 2020; Hapsari, 2019), without considering in depth the individual conditions of students, variations in learning experiences, and their level of exposure to English. Therefore, this study aims to fill this gap and is expected to answer the question “what are the learning experiences of English education students at the University of Palangka Raya? and how do English education students at the universitas of Palangka Raya experience English in their academic and social contexts?” by exploring in depth the learning experiences and levels of exposure to English experienced by English education students in Palangka Raya.

Without this research, understanding of the factors that influence students' learning experiences and exposure to English in the local Indonesian context will remain limited, making it difficult to develop appropriate learning strategies. The main purpose of this study is to describe and analyse the extent of learning experience and the level of exposure to English among English education students. This research carries the title "Learning Experience and Exposure of English Education Students." This title reflects an attempt to answer the challenges of English language learning in Indonesia through a more contextualized approach and based on students' real experiences. The results of this study are expected to contribute both theoretically in the development of language learning literature, as well as practically in the formulation of learning strategies that are more contextual and relevant in the educational environment.

METHOD

This study uses a mixed-method approach, combining qualitative and quantitative approaches to obtain more in-depth and holistic results. According to (Creswell, 2018), mixed methods allow researchers to combine numerical and descriptive data in a single study, resulting in richer and more comprehensive findings. The quantitative approach was used to collect data through closed-ended questionnaires, while the qualitative approach was obtained through analysis of open-ended questions in the questionnaire. This combined approach aligns with the views of (Fraenkel et al., 2019), who state that in research on second language learning, the simultaneous use of quantitative and qualitative methods is crucial to capture aspects of the learning experience that cannot be fully represented by statistical data alone. The data obtained were analysed using two techniques, in accordance with the principles of mixed methods.

Quantitative data, consisting of 29 closed-ended statements, were analysed using descriptive statistics, including frequency distribution, percentage, and mean value. The use of descriptive statistics is in accordance with the recommendation of (Fraenkel et al., 2019), which states that descriptive statistics are effective for

summarizing data in survey-based educational research. Meanwhile, Qualitative were analysed using a descriptive thematic content analysis technique, with the aim of identifying key patterns in students' responses regarding the use of digital media as a means of learning English. This technique allows the researcher to organize the open-ended responses into meaningful themes, and support them with direct quotes from the respondents, in order to make the understanding of the phenomenon under study richer and more contextual (Vais Moradi et al., 2019). This study was conducted in the English education study program, Faculty of Teacher Training and Education, University of Palangka Raya, Central Kalimantan, with 42 English education students from the 2022 cohort participating.

The selection of location and participants was done purposively, with a diverse background of students, enabling the researcher to obtain varied data. The participants in this study were English education students from the 2022 cohort, with a total of 42 participants. The selection of participants in this study was conducted using purposive sampling, with criteria including having actively participated in English language courses for at least five semesters and being willing to serve as respondents in this study. The use of purposive sampling aligns with the views of (Fraenkel et al., 2019), who state that purposive sampling is a technique for determining samples based on specific considerations to ensure that the data obtained is more robust.

Data collection on this questionnaire was carried out using a questionnaire containing 30 statement items, which have been compiled based on theories related to learning experience and language exposure, and have been adapted to the context of students' daily lives. According to (Fraenkel et al., 2019) the use of contextualized questionnaires is very important in language research, so that the data obtained truly reflects the real experiences of participants. All questionnaires were distributed online via google form, to provide easy access for students. This online distribution is in line with recent research trends which show that the use of online questionnaires can increase efficiency and flexibility in data collection (Evans & Mathur, 2018). By combining these two techniques, it is hoped that the research can provide a comprehensive picture of the learning experience and

exposure to English of English Language Education students at Palangka Raya University, as well as answer the research objectives that have been set.

RESULTS AND DISCUSSION

This section presents the findings and discussion of the study, organized according to the research questions. The first part discusses students' learning experiences (RQ1), followed by their English exposure across academic, digital, and social contexts (RQ2).

Research Question 1: What are the learning experiences of English Education students at the University of Palangka Raya?

Learning experiences and exposure to English have a role in shaping students' English language skills. Broadly speaking, this study aims to describe how English education students at Palangka Raya University build learning experiences and the level of English exposure they experience.

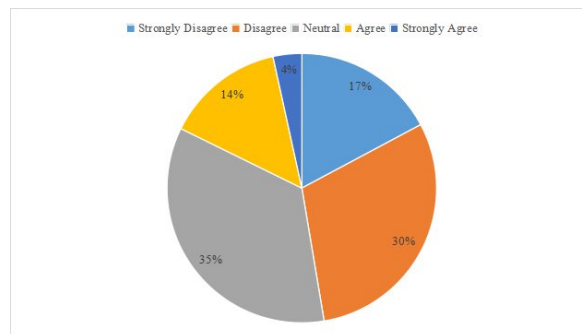


Figure 1: Students Learning Experience

The diagram above illustrates 9 statements regarding students' learning experience in the English language learning process. 35% of students chose the neutral category for their learning experience. This shows that most students still assess their learning experience at a moderate level, not fully positive or negative.

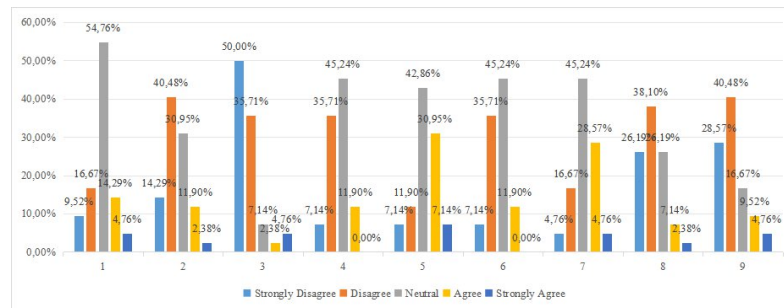


Figure 1: Students Learning Experience

Based on the bar graph of "learning experience" which illustrates the responses to nine statements in the form of a Likert scale (sts-ss), it can be seen that most students tend to be in the category of *agree* (s) and *neutral* (n) in answering statements related to their experience during English learning. In the first statement, the majority of students 54.76% gave a "*neutral*" answer which indicated an attitude that was not clearly leaning, meanwhile, 16.67% chose to *agree*, and only 9.52% *strongly agreed*. This shows that there is still a distance between the expectations and reality felt by students in the learning process.

In contrast to the results of the initial statement, the second and third statements showed a positive response. there were 40.48% and 50.00% of respondents who chose to agree with the two statements. Based on the existing results, it can be said that students feel more motivated and benefit from the learning process they are undergoing, although they still do not have a very strong level of confidence in the quality of the learning experience as seen from the graph. the average strongly agree is below 15%. in line with the findings of (Hidayat&Fauzan, 2021), which states that positive perceptions of the learning experience are closely related to active participation and reinforcing support from the academic environment.

For example, in the fourth and sixth statements, 45.24% of respondents chose *neutral*, which indicated their uncertainty about the effectiveness of the teaching materials and methods used. Only 10-15% of respondents chose to agree. This finding identifies that language barriers are still a significant challenge for

some students who tend to be passive-minded regarding English. Statement nine shows quite interesting results. The data shows 40.48% of respondents disagree (ts) while only 4.76% strongly agree (ss) on this statement. This result quantitatively shows that there is still resistance or doubt from most students towards the effectiveness of digital media in learning English. At first glance, this data seems to contradict the general assumption that the digital generation is very close to technology.

However, the results of the above statements contradict the qualitatively analysed open-ended answers, where more complex and rich narratives were found. In fact, some students actually mention YouTube, Tik-Tok, Spotify, Duolingo, Quizzes and other applications such as cake and character ai as media that they actively use to learn English. one of the participants 7 and 8 wrote interconnected answers: *"I am more interested in learning English through digital media such as YouTube and quizzes application. digital media provides many options for students to learn in the way they like to learn."* participant 24 also mentioned *"I agree because digital media such as you tube, Tik-Tok, and Instagram reels help me learn English in a fun and easy to understand way."*

From these responses, it can be seen that although some students explicitly disagree with the 9th statement on the Likert scale, in practice they still use and rely on digital media as a means of learning. this indicates a mismatch between explicit perceptions (attitudes towards digital media as the main approach) and actual behavior (frequency of using digital media for learning). Further explained, the various reasons put forward by students reflect that digital media provide flexibility, interactivity, and accessibility that are difficult to match by conventional learning. students mentioned that media such as you tube provide a variety of educational and entertainment content in English that is fun, including podcasts, ted talks, songs, movies, to autocorrect features in applications such as character ai.

This finding is in line with the research of (syahira et al., 2024) which concluded that digital media has a significant role in improving English speaking skills, because students can learn according to their learning styles, whether visual, auditory, or kinaesthetic. (Hanafiah's study, 2019) confirms that the use of media such as movies can increase students' interest and active involvement in the language learning process. In addition, the flexibility of time and place, as well as the ability to learn independently and access content at any time are the main reasons for choosing digital media. one student wrote: *"I prefer to learn using digital media because I can adjust the flexibility of time and place. I can also monitor my own progress."* However, not all students expressed the same preference. Some respondents actually stated that they did not like digital media because they considered it not in-depth enough, or because they preferred a direct learning approach with the lecturer. as stated by one respondent: *"no, I prefer to learn English directly and tangibly so that it is easy to capture and understand the material."*

This statement confirms that preference for digital media is relative and influenced by learning style, independent ability, and previous learning experience. Therefore, an effective learning approach must accommodate blended learning between face-to-face and digital media support. as stated by one student: *"in my opinion, the approach should be balanced. On campus, we get direct guidance from lecturers, while digital media can be a useful complement to practice independently outside of class."* As such, this section reinforces the importance of learning strategies that not only focus on formal approaches, but also facilitate the pedagogical and purposeful use of digital media, in order to maximize the potential of technology as an authentic, flexible, and enjoyable source of English exposure and practice.

In general, based on the results of quantitative and qualitative data, this data shows that the majority of students have a fairly positive learning experience during the English learning process, especially in the aspects of motivation and engagement. It's just that it is still necessary to pay attention to effective learning strategies, which not only focus on formal approaches but also facilitate the use of digital media in a pedagogical and directed manner, in order to maximize the potential of technology as an authentic, flexible, and enjoyable source of exposure to English. This is in line with Gardner's (1985) opinion that good attitudes and learning experiences can strengthen motivation and student engagement in second language learning. This is in line with Gardner's (1985) opinion that good attitudes and learning experiences can strengthen students' motivation and engagement in second language learning. The dominance of the "agree" category can be an indicator that the teaching methods used are quite effective and accepted by students, although the high "neutral" category also signals that there is still room for improvement in terms of more individualized and contextualized learning approaches or support. This analysis will be the basis for assessing the relationship between learning experiences and motivation in English language acquisition.

Research Question 2: How do English Education students experience English exposure in their academic, digital, and social environments?

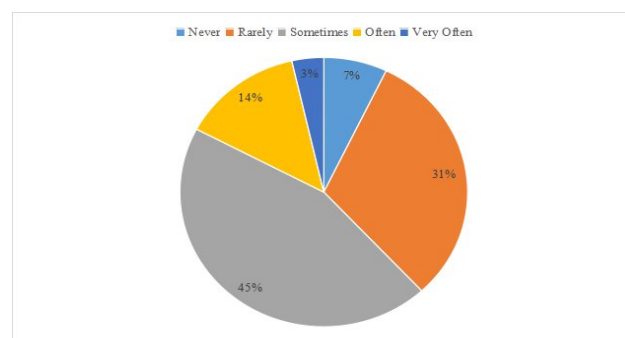


Figure 2: Formal English Exposure

The second diagram illustrates 5 statements on the level of exposure of students to the use of English in formal contexts. From the diagram above, it is known that 45% of students chose the category Sometimes in terms of formal exposure to English. This means that the use of English in the classroom has occurred, but it has not taken place regularly and consistently.

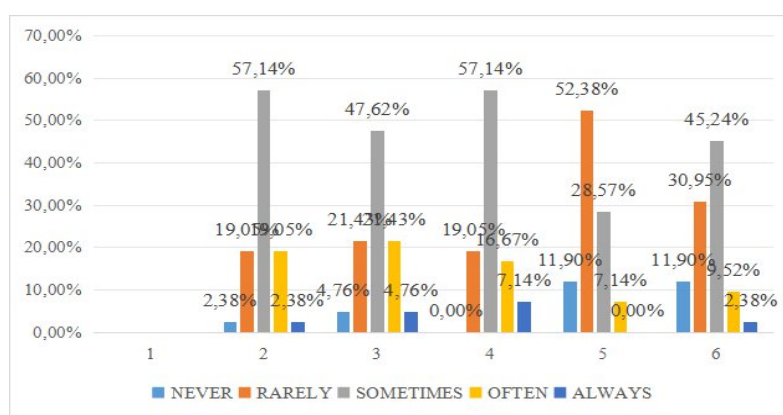


Figure 2: Formal English Exposure

Based on the results of data processing from the second bar chart, the results show that the categories sometimes and rarely are the two dominant categories that appear in almost all questionnaire statements. This shows that although the use of English in learning activities takes place, the intensity is still not high or uneven. Meanwhile, the fourth statement ("*I use English to complete school assignments*") shows 52.38% of students chose *rarely*, which means, there is still minimal application. This may be related to the point of view of students who are more comfortable completing assignments in Indonesian or the factor of habitual use of the language used daily. Similarly, statements 2 and 5 also show a tendency to dominate the category *sometimes*. This means that the use of English is still not done consistently. This contradicts the statement conveyed by (Gokcan & Cobanoglu Aktan, 2019), "the consistency of formal exposure to the target language in an academic context greatly affects the development of students' language skills." Thus, it can be concluded that exposure to English in formal

contexts in this population is classified as low intensity. The sometimes category that dominates the most reflects the potential for ongoing exposure, but not yet stable or consistent.

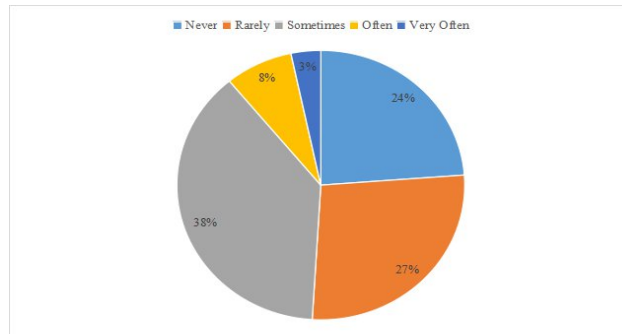


Figure 3: Informal exposure through media

In the third pie chart, the results of a statement related to exposure to English students through various digital media are shown. 38% of students chose the category sometimes in utilizing digital media as a means of exposure to English. These results indicate that students are quite often exposed to English through the media, although there are still opportunities to get the intensity of its use.

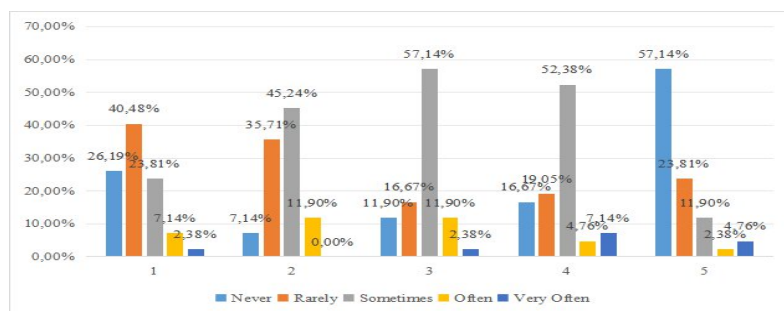


Figure 3: Informal exposure through media

Based on the results of data processing from the third bar chart, it is found that the sometimes and often categories are the two most dominant categories in almost all questionnaire statements. This shows that students are quite active in utilizing digital media as a source of exposure to English, although not yet fully consistent. In the fifth statement "*I listen to songs in English*" became the highest indicator, with 42.86% of respondents choosing the category very often.

Meanwhile, in the first statement ("I watch movies or TV series in English"), there is a dominance of the categories often (38.10%) and sometimes (33.33%), which shows that the consumption of visual content is also quite high among students. However, in the third statement "*I read online articles or news in English*" and the fourth "*I watch news, podcasts, and other platforms in English*", there are results in the sometimes category where 57.14% in item 3 and 52.38% in item 4 dominate, while the often category is still relatively low. This shows that students are more likely to access entertainment content than informative or academic content.

The results found above are in line with research conducted by (Syahira et al., 2024) which states that "entertainment-based digital media has a higher appeal than media that are formal educational in nature." However, this statement contradicts the findings of (Rakhman et al., 2021), which states that "online consumption of academic content can enrich students' critical reading skills", so the current condition shows a gap that needs to be improved. Thus, it can be concluded that English education students at Palangka Raya University focus more on entertainment content. Therefore, it is necessary to encourage students to utilize digital media in a more balanced manner between entertainment and educational content, to strengthen their overall mastery of English.

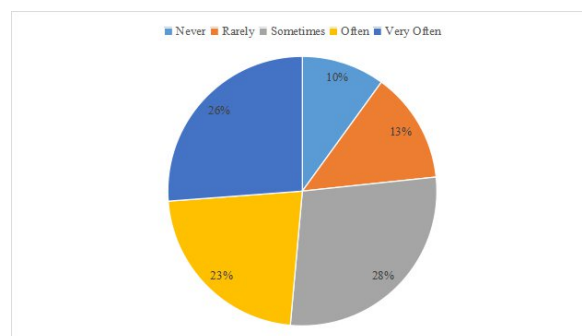


Figure 4: Informal Exposure through Environment

The fourth pie chart explains the results of the average extent to which students get exposure to English through their social environment. from the diagram above, it can be seen that 28% of students chose the category sometimes in interaction. This shows that interaction using English in the student's social environment has occurred but not optimally.

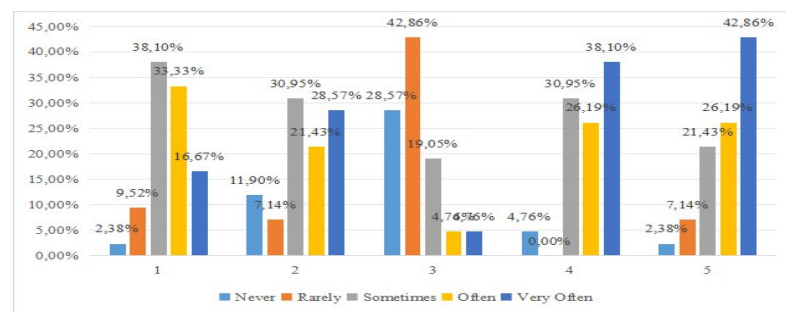


Figure 4: Informal Exposure through Environment

Based on the results of data processing from the fourth bar chart, it is found that the sometimes and often categories are the most dominant categories in most of the questionnaire statements. This shows that students' interaction with English through the social environment is already running, although not yet fully optimized. The fifth statement "I often attend activities or events (communities/clubs) that use English" occupies the highest position, with 42.86% of respondents choosing the category very often. In addition, in the first statement "I speak English with family, close people, and friends outside of class", with the category sometimes as much as 33.33% and the category often as much as 16.67% quite dominant.

On the other hand, the second and third statements show that exposure through digital environments such as social media is quite high. while direct interactions such as making friends with strangers or taking online courses are still relatively low, with a dominance in the sometimes and rarely categories. This low exposure, can be a concern for the party This finding is in line with the opinion of (Zainuddin et al., 2021), which states that "exposure through the digital

environment is now one of the most accessible forms of exposure for students."

However, this also needs to be balanced with an increase in direct interpersonal interactions, because as (Tan & Tan, 2021) stated, "the most effective language learning experiences still occur through direct communication in real social situations."

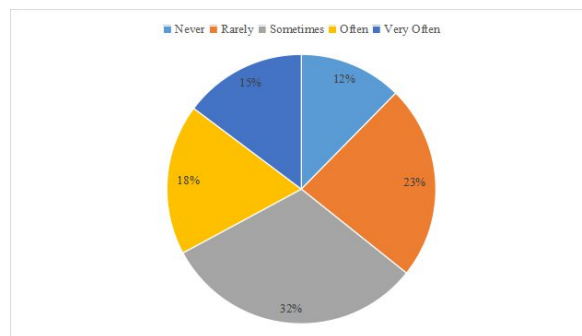


Figure 5: Active Use of English

On pie chart 5, regarding the aspect of active use of English by students in various productive activities such as writing and speaking. A total of 32% of students chose the category sometimes in terms of active use of English. This shows that most students begin to use English actively related to productive activities, although the consistency and intensity of its use still need to be improved.

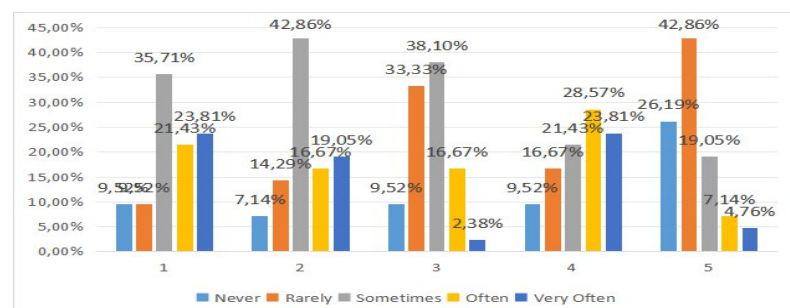


Figure 5: Active Use of English

Based on the results of data processing from the fifth bar chart, it was

found that the categories sometimes and often became the most dominant categories appearing in almost all questionnaire statements. This shows that students are starting to have an awareness of using English actively, but not yet fully consistent. In the fifth bar chart with the statement "I try to translate text or sentences into English", being the highest indicator, with a total percentage of 42.86 respondents choosing the category very often, this shows that many students take advantage of translation activities as a way to practice their understanding and use of English. While in the third bar chart with the statement "I read articles or books in English independently", with a frequent category as many as 33.33% of respondents, and a category sometimes as many as 38.10%, which means it reflects the interest of students in improving their reading skills, or in other words reading has become part of the learning habits of some English language education students at Palangka Raya university.

However, in the first and second statements, which relate to writing personal journals or actively writing on social media, the sometimes and rarely categories are still dominant. This shows that productive activities based on personal expression in English are still not fully formed as a habit. (Liu, 2022) states that "the main challenge for EFL learners is the input-rich but output-poor environment, so speaking and writing skills develop more slowly." Therefore, although students have shown enthusiasm in reading and translation activities, there needs to be a stronger push to encourage them to actively reproduce in English, either through reflective writing activities or project-based assignments. Thus, although the development of active use of English is already underway, efforts to improve the balance between receptive skills and productive skills need to be continued so that students' mastery of English becomes more optimal.

CONCLUSION

This study shows that learning experiences and exposure to English, both formally and informally, play a major role in shaping students' language skills. Although most students demonstrate positive motivation and engagement, the use of English remains largely passive and uneven, particularly in formal contexts and

productive activities such as writing or speaking. Exposure to digital media is the most widely utilized source, but it is more dominated by entertainment content than educational content, resulting in suboptimal learning outcomes. From this, it is important for educational institutions to develop more balanced learning strategies—combining classroom approaches, technology use, and encouraging English-language social interaction. Moving forward, further research is recommended to explore the long-term impact of such strategies and examine how learning experiences and language exposure evolve in a broader and more diverse campus environment.

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Kolb & Kolb (2017) emphasize that meaningful learning experiences are formed through a cycle of concrete experiences, reflection, concepts, and active experimentation.

Unfortunately, implementing this approach in Indonesia poses its own challenges.

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CHAPTER III

THIRD ARTICLE

3.1 Students' Perception Towards the use of Particular Media and Methods in English Listening Classroom

ABSTRACT

This study explores English education students' perceptions towards the use of particular media and methods in listening classroom, employing a descriptive survey design that incorporates questionnaires and semi-structured interviews. Students from the University of Palangka Raya were selected as participants because understanding their perspectives is crucial for lecturers seeking to innovate in the teaching of listening skills. While similar studies often focus on primary or secondary school students, research at the university level—particularly in Palangka Raya—remains limited. The results indicate that the majority of students hold positive perceptions. Audio-visual media—such as PowerPoint slides, clear audio, and interactive discussions—were the most highly appreciated elements. Interview findings reinforce this, highlighting factors that influence perception: student interest in high-quality audio, relevant and educational topics, and strong visual support. Conversely, negative perceptions arose from poor audio quality, technical issues, and monotonous content. Regarding teaching methods, students valued technology-based collaborative learning, active lecturer-student discussions, and interactive approaches that boosted their confidence in listening skills; however, irrelevant or unsuitable materials triggered negative perceptions. Overall, this study underscores the importance of interactive media and effective teaching methods in developing English listening skills. At the same time, it emphasizes that improper implementation can hinder learning outcomes, thereby highlighting the need for the careful

integration of media and methods when teaching listening skills at the university level.

Keywords: English; students; perception; listening; media; methods

Introduction

Listening is the process of acquiring information through the sense of hearing while simultaneously capturing nonverbal cues such as body language and facial expressions (Martoredjo, 2014). The primary goal of this skill is to analyze facts and ideas and support the improvement of speaking skills in foreign language learning (Gultom et al., 2023). In the English context, listening plays a crucial role as a receptive skill that supports other productive skills, such as writing and speaking, as it allows for the acquisition of a broader vocabulary and information (Thi et al., 2024). However, listening skills often receive less attention in schools, as teachers emphasize reading and speaking, assuming that listening develops naturally (Kutlu & Aslanoglu, 2009). However, teaching listening presents its own challenges and requires full concentration, so teachers need to recognize its importance in supporting other English language skills (Mappapoleonro, 2024).

Differences in English language learning backgrounds, particularly listening skills, influence students' ability development. Students who have never studied English listening tend to be slower to master it. Therefore, the use of media and the application of methods in listening classroom are crucial factors in supporting the development of this skill. Learning media serves as a source of material delivery and a means of supporting the learning process (Hasan, 2021), as well as playing a role in creating an effective learning environment and fostering student understanding. In the context of listening classes, media functions include: serving as a source of information and knowledge, as a means of motivating students, and as a supporter of the English listening learning process (Trikesumawati, 2025).

Audio-visual media is an important tool in learning English listening, defined as media with electronic sounds and images that can be heard and displayed (Harsa et al., 2020). These include video recordings, YouTube, television broadcasts, or audio slides (Suryadina, 2023). Audio with subtitles is also useful because it helps students listen and memorize vocabulary (Mustofa & Sari, 2020). Audio-visual media is divided into two: statistical, which presents sound and still images such as sound slides; and animated, which displays sound with moving images such as films and videos (Pham, 2021). The use of electronic media is more effective because it includes pronunciation, intonation, rhythm, tone, and emphasis that resemble native speakers (Harmer, 2008).

Learning methods are teaching techniques mastered by teachers to convey material to students (Ilyas & Armizi, 2020). Therefore, learning methods play a crucial role in the process of learning English listening since they can motivate students to continue learning and improve the specific skills they are currently learning (Susanto et al., 2025). Subsequently, the learning method is a process or method that needs to be understood, designed, and implemented to achieve successful learning. The learning method is a technique for transferring knowledge carried out by teachers so that students can understand the learning material presented (Olufunmini, 2015).

Dictation is one of the strategies that can be used in a listening classroom to familiarize students with listening and writing English vocabulary. Another strategy is listening and conveying information, which can be implemented in two ways: oral-to-written and oral-to-oral. In oral-to-written, a person writes while listening to information, whereas in oral-to-oral, a person listens to information and conveys it through speech. The last strategy is interactive listening and speaking (related to meaningful experiences). This activity can be conducted in groups, where each student takes turns speaking in English about their meaningful experiences, while the other students focus on noting down new vocabulary or key points from the conversation they hear (Khan, 2014).

Based on this statement, it is clear that there are a lot of listening learning methods that teachers can learn and apply, with the aim of improving students' English listening skills. Several previous studies have discussed students' perceptions of the use of media in teaching listening skills in the classroom. Harsa et al.,(2020) demonstrated that the use of audiovisual media in high school listening classes has a highly positive impact on improving students' listening skills. This indicates that instructional media in listening classroom is a crucial factor requiring careful consideration, as it can significantly influence the development of students' listening abilities. Intan et al.,(2022) also conducted a similar study, where the results showed a positive impact of using video and audio-visual media in the process of learning English listening skills. This study is very consistent with other studies conducted by Laus et al.(2025) where the results of the study showed that most students found it easier to process the information they heard from audio if it was accompanied by visuals for clear depiction.

Other study also highlighted blended learning as a combination of face-to-face and online learning through technology and methodology (Oliver & Trigwell, 2005). However, other study also reported that students prefer the listening comprehension conducted in class because they can focus more on the learning process and more easily understand the learning material delivered by the teacher (Tandy Rerung, 2018), since face-to-face learning can maintain students' focus and teachers can effectively help students improve their ability to grasp, analyze, and understand English vocabulary from the audio they listen to (Hassan et al., 2023). Previous studies addressing the use of media and the application of teaching methods in listening classes serve as a reference for this research. Interestingly, those studies examined the use of media and the application of teaching methods in listening classroom separately.

Therefore, this study examines the use of media and teaching methods in listening classroom without separating them, given that the two components complement each other. Furthermore, the researcher notes that previous studies have tended to focus on primary or secondary school students and are rarely found at the university level, particularly in Palangka Raya. Understanding the perceptions

of English majors regarding the use of specific media and teaching methods in listening classes is crucial, as these perceptions can assist lecturers in fostering innovation in listening instruction. Thus, the research questions for this study are as follows:

1. What are students' perceptions towards the use of particular media and methods in the English Listening Classroom?
2. What are the factors that influence students' perceptions towards the use of particular media and methods in the English listening classroom?
- 3.

Method

Design

The method used in this study is descriptive survey research. In the field of education, studies that seek to determine students' levels of satisfaction with a particular learning strategy or the use of instructional media generally employ descriptive survey research. Descriptive survey research is a research method aimed at gathering opinions, beliefs, or perceptions regarding a phenomenon from a group of people. Survey can provide valuable information about a population using a relatively small sample (Lodico et al., 2010). Therefore, the results of this study provide answers to students' perceptions regarding the use of media and methods in listening classroom.

Instrument

The research instruments were questionnaires and interviews. The questionnaire was created using Google Forms using a Likert scale of 1–4 (1 = strongly disagree, 4 = strongly agree) without a neutral option to avoid uncertain answers (Dörnyei & Taguchi, 2010). The questionnaire was developed based on a previous study by Hardiah, M. (2019) and consists of two parts: The first part contained 13 closed-ended questions regarding students' perceptions of media and was designed with two themes: learning media and students' interest (items 1-4) and learning media to enhance students' listening skills (items 5-13). The second part of the questionnaire contained 12 closed-ended questions regarding

students' perceptions of methods, and was divided into two themes: teaching methods and students' interest (items 1-5), and teaching methods to enhance students' listening skills (items 6-12). Next, pilot testing was conducted for the questionnaire and interview to ensure the validity and reliability so that they could be distributed to a wider population or the actual research sample (Creswell, 2014).

Furthermore, the number of participants in the questionnaire trial was 30, as this number is considered to produce reliable data (Sugiyono, 2020). Validity and reliability tests using SPSS showed that the media perception aspect was valid ($0.000 < 0.05$) and reliable ($\alpha = 0.950 > 0.6$), while the method perception aspect was also valid ($0.001 < 0.05$) and reliable ($\alpha = 0.884 > 0.6$). For the interviews, the questions were piloted on six participants and feedback indicated no difficulty in understanding the questions, making them suitable for distribution (Lodico et al., 2010). Interviews were used to identify factors influencing participants' perceptions of the questionnaire items, with two aspects explored: perception towards media (eight questions) and perception towards method (seven questions). Interviews were conducted semi-structured, with questions that could be adjusted to the participants' circumstances to obtain clear responses (Sugiyono, 2020).

Participants

The study population consisted of 312 students from the English Education Study Program who had completed listening courses at the basic, intermediate, and advanced levels. Given time and access constraints, the researcher employed simple random sampling to ensure that every member of the population had an equal chance of being selected. Out of the total population, 170 students (54.49%) responded to the questionnaire, thereby meeting the minimum sample adequacy criterion of 50% (Mcmillan & Schumacher, 2004). For the selection of interview participants, the researcher used purposive sampling, selecting individuals based on specific characteristics deemed relevant to achieving the study's objectives (Mcmillan & Schumacher, 2004). The participants comprised six students: three with strong listening skills and three with weaker listening skills. These criteria

were determined based on academic grades reported in the questionnaire and were corroborated by the researcher's observations.

The data revealed that the three students with strong listening skills had more extensive English learning experience, had earned grades of A or B over the previous four semesters, and actively participated in class. Conversely, the three students with weaker listening skills had limited English learning experience, had earned grades of C or D over the previous four semesters, and tended to be passive during learning activities. These differing characteristics resulted in a diversity of perceptions that enriched the understanding of the phenomenon under study, as each individual could interpret the learning experience from a unique perspective (Andrade, 2021). The researcher also ensured that all participants had consented to take part in the study, whether by completing the questionnaire (for both the pilot and main samples) or by participating in interviews (as an additional sample). Furthermore, the researcher committed to maintaining participant confidentiality, thereby ensuring the integrity and ethical standards of the research.

Data collection technique

In mid-April 2026, the questionnaire was distributed to 170 students (54.49%) of the English Language Education Study Program via WhatsApp group, where this number was considered representative enough to represent the population (Lodico et al., 2010). To further explore the factors influencing participants' perceptions of each questionnaire item, the researchers continued with interviews with six students. These interviews took place on campus in mid-April 2026.

Data analysis technique

Data were analyzed descriptively using Microsoft Excel 2019 for three methodological reasons: transparency (the COUNTIF and percentage functions can be directly tracked, thus minimizing errors in “black box” statistical software) (Upsher et al., 2025); suitability for nominal and ordinal Likert scale data that do not require complex inferential tests, so frequencies and percentages can be displayed through pie charts and questionnaire tables, in accordance with the objectives of descriptive research (Taherdoost, 2021), and increased replication because the results can be run without a paid license, where small-to-medium scale survey analysis is generally conducted with spreadsheets, especially Excel (Creswell, 2014). Meanwhile, the interview data were analyzed thematically by extracting key points and identifying themes relevant to the research objectives. These themes were organized into an interview table and categorized into two aspects. The first aspect concerns perceptions of the media and comprises two themes: learning media and student interest, and learning media for enhancing students' listening skills. The second aspect concerns perceptions of the methods and comprises two themes: teaching methods and student interest, and teaching methods for enhancing students' listening skills (B. Miles et al., 2014).

Results

The findings in this study are used to answer the research questions; first regarding students' perceptions towards the use of particular media and methods in listening classroom, which are displayed through pie charts (dominant responses from the results of the overall questionnaire aspects) and questionnaire tables (frequency of responses to each questionnaire theme from each aspect). Meanwhile, the interview table is used to answer the second research question regarding factors that influence students' perceptions towards the use of particular media and methods in listening classroom.

A. Students' perception towards the use of particular media

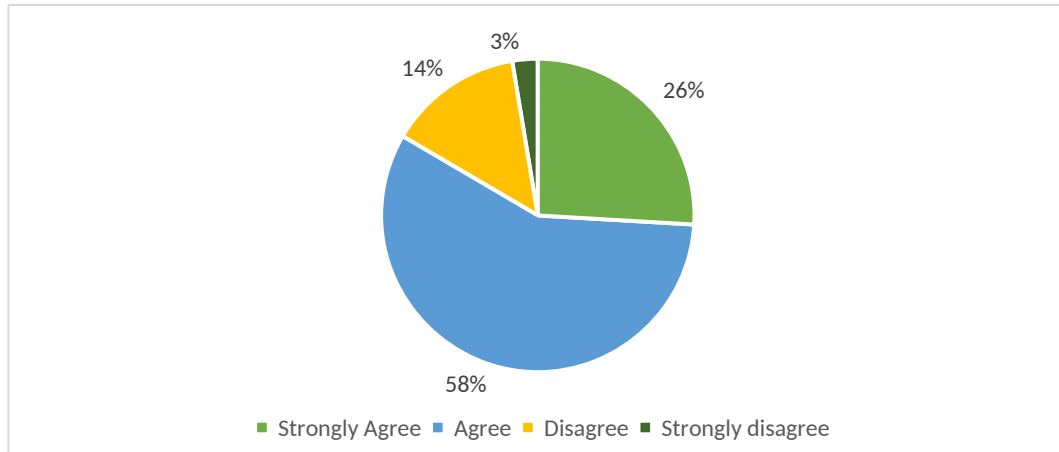


Figure 1

The pie chart reveals that, among the 170 respondents, a positive perception towards the use of particular media in listening classroom predominates, with 58% (99) of students indicating "agree" and 26% (44) indicating "strongly agree." These findings demonstrate that the majority of students consider instructional media effective in supporting listening skills. From an analytical perspective, the pie chart provides an overall indication that the use of media in English listening classes is widely accepted. However, it is necessary to examine the factors contributing to the negative perceptions held by some students so that the results can serve as a basis for developing more inclusive instructional strategies.

Table 1.1 Students' perception towards the use of particular media across questionnaire aspects (n=170)

Questionnaire Aspects	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P
Learning media and students' interest	73	43%	69	41%	22	13%	6	4%
Learning media to enhance students' listening skills	53	31%	94	55%	18	11%	5	3%

The questionnaire table shows that, regarding the aspects of learning media and student interest, the dominant perception was very positive, accounting for 43% (73) of the responses. Regarding the aspect of learning media for improving students' listening skills, positive perceptions were also the dominant perception, accounting for 55% (94) of the responses. This indicates that learning media can attract student interest and is quite effective in supporting the development of listening skills.

Table 1.2. Students' perception towards the use of particular media across interview aspects

Interview Aspect	Positive perception factors	Negative perception factors
Learning media and students' interest	Audio+ PowerPoint slides	Audio and PowerPoint slides commonly used
Learning media to enhance students' listening skills	Good quality audio	poor quality audio

In the first theme, factors influencing positive perceptions include the use of audio and PowerPoint slides, which are considered interesting and effective as visualization tools in listening lessons. Conversely, negative perceptions are influenced by factors that consider audio media too common due to its frequent use. In the second theme, positive perceptions are influenced by factors such as good audio quality, which helps enhance listening skills such as understanding information, understanding difficult words, recognizing emotions, summarizing main ideas, and practicing pronunciation. Meanwhile, negative perceptions are influenced by factors such as poor audio quality, distractions, difficult accents, and flat intonation, which hinder comprehension.

B. Students' perceptions towards the use of particular methods

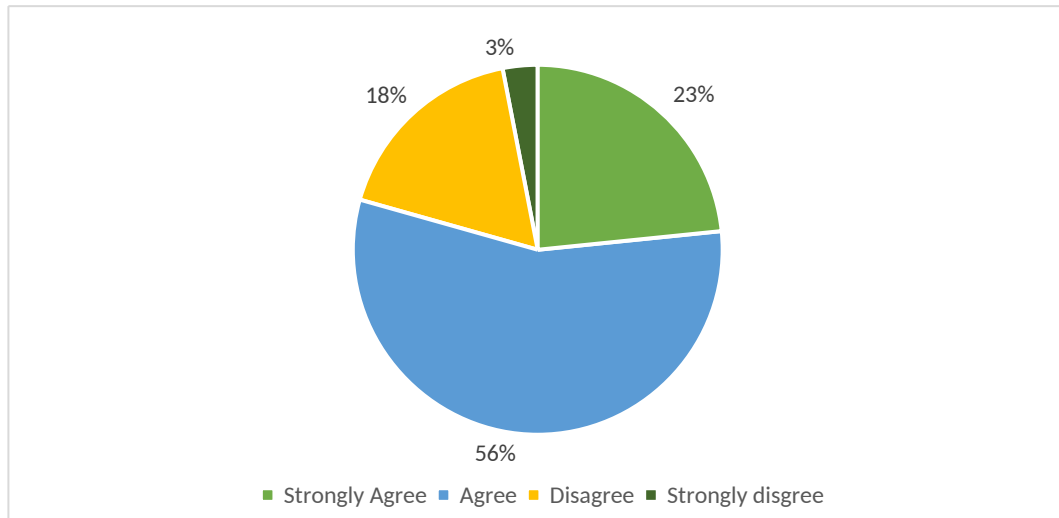


Figure 2

The pie chart shows that among the 170 respondents, positive perceptions towards the use of a particular method in the listening classroom predominate, with 56% (95) of students indicating "agree." These findings confirm that the majority of students consider the method used to be quite effective in supporting listening skills. However, the data distribution also reveals some variation, with some respondents selecting other categories such as "strongly agree," "disagree," or "strongly disagree." This indicates that while the positive response is strong, there are differences in learning experiences that warrant attention in order to gain a more comprehensive understanding of the method's effectiveness.

Table 1. 3. Students' perception towards the use of particular methods across questionnaire aspect (n=170)

Aspects	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P
Teaching methods and students' interest	43	25%	105	62%	18	11%	4	2%
Teaching methods to enhance students' listening skills	48	28%	91	54%	25	15%	6	4%

The questionnaire table on the aspects of teaching methods and students' interests, positive perceptions were the dominant perception with 62% (105) responses. Then, for the aspect of teaching methods to enhance students' listening skills, positive perceptions were also the dominant perception with 54% (91) responses. Overall, the method was largely received positively, although a small number of students expressed negative perceptions.

Table1. 4. Students' perception towards the use of particular methods across interview aspect

Interview Aspect	Positive perception factors	Negative perception factors
Teaching methods and students' interest	Technology-based methods (YouTube, movies, songs)/audio from native speaker	Method without using technology/native speaker audio
Teaching methods to enhance students' listening skills	Discussions method; Motivation; Relevant.	Discussion method not employed; Not relevant

In the first theme, technology-based listening methods in the classroom were a factor influencing positive perceptions because they were considered interesting and insightful. Furthermore, non-technology methods were a factor contributing to negative perceptions because they were less interesting and effective for listening lessons. In the second theme, discussion methods were a factor influencing positive perceptions because students were able to understand the listening learning material during discussions with the lecturer. This method also fostered motivation and was quite relevant to students' learning needs. Negative perceptions were influenced by factors that considered the learning method only helped understand the learning flow, and did not involve in-depth discussions.

Discussion

The discussion in this study aims to answer the first two research questions: What are students' perceptions towards the use of particular media and methods in English listening classroom? and the second research question: What are the factors that influence students' perceptions towards the use of particular media and methods in English listening classroom? These questions are examined in depth by comparing the study's findings with previous research and relevant theories. Furthermore, this section addresses broader implications for listening pedagogy, digital learning, and learner-centered learning. Additionally, aspects of speech that serve as contributing factors to students' perceptions are also analyzed.

Students' perception towards the use of particular media

a. Learning media and students' interest

The first theme was developed to examine students' interest towards particular media in English listening classroom. This discussion refers to table 1.1, number 1. The findings on this theme indicate that most students have a very positive perception regarding the use of audio and power point slides as represented by the answer "strongly agree." Student 1 argued that the use of audio and PowerPoint slides made listening media very interesting, because listening comprehension requires visualization so that students can form a clear picture of the information conveyed through audio: "*The use of audio and PowerPoint slides*

in listening class makes the media very interesting." Student 1 also stated that interesting media can motivate students to actively engage in the learning process. This statement is highly relevant to the previous study which show that interest in learning media (listening) will motivate students to learn more actively and make faster progress (Trikesumawati, 2025).

However, student 2 gave a different opinion, saying that listening media was not very interesting, because audio or PowerPoint slides were commonly used media in listening classroom at various levels of education: "*Audio and PowerPoint slides are not very interesting because these media are commonly used in listening classroom.*" In addition, Student 2 also thought that diverse and useful topics could make audio very interesting, and make the listening learning very pleasant: "*audio media would be very interesting if the conversation topics were varied and useful.*" From the above statement, it can be concluded that combining audio and PowerPoint presentations is an effective way to learn English listening skills, as visualization is needed to make the information heard more vivid. Furthermore, a variety of useful topics (such as speeches, podcasts, simple conversations, and interview excerpts) should be included and carefully considered, the diversity of topic can increase the appeal of the media (Laus et al., 2025).

b. Learning media to enhance students' listening skills

This theme examines students' perceptions of the quality of the learning media in listening classroom, as shown in Table 1.1, point 2. The findings on this theme indicate that most students have a positive perception, as indicated by the dominant answer of "agree." Student 3 gave a positive statement: "*The learning media in listening classroom is a quite good quality, so it can stimulate me to understand and catch difficult English words.*" He added that good enough audio quality can help students enhance their listening skills, especially in identifying main ideas, summarizing conversations, identifying emotions, and following simple instructions, while also helping them learn how to pronounce English correctly from audio. From another perspective, student 4 added that to be able to identify conversational emotions from audio, good enough audio quality must also be supported by expressive conversation topics with clear intonation: "*Listening media*

must be of good quality and contain expressive conversations, so emotions can be identified."

However, student 5 expressed a negative opinion: *"The learning media in the listening classroom is of very poor quality and frequently cuts off, making it completely unhelpful in understanding the information."* She also stated the learning media contains inexpressive and flat conversations, so she cannot identify the emotions. Furthermore, she argued that it was quite difficult to understand information from audio if it used a British accent. These findings indicate that media quality can significantly enhance students' listening skills, especially in processing the information heard effectively (Intan et al., 2022). Conversely, poor audio hinders comprehension. However, listening skills and focus also play a role, as skilled listeners may still be able to understand information even with poor audio (Mappapoleonro, 2024). Accent choice is another important factor, as unclear or difficult accents can hinder comprehension, especially for beginners. Therefore, audio recordings should use clear and easily recognizable accents to support students' listening skills at any levels (Hasan, 2021).

The implications of the findings regarding the aforementioned themes suggest that selecting appropriate instructional media—such as a combination of audio and PowerPoint slides covering diverse topics—can serve as an effective strategy to boost student motivation and engagement in listening classroom (Febrita & Ulfah, 2019). Furthermore, these findings and their alignment with prior research and theories encourage lecturers to consider factors such as audio quality, material variety, and visual support, thereby making the listening process not only more interesting but also more meaningful. Consequently, this study can serve as a reference for educators in designing innovative and relevant instructional media, ultimately fostering optimal development of students' listening skills.

Students' perception towards the use of particular methods

a. Teaching methods and students' interest

This theme aims to examine students' interest in listening learning methods in the classroom that utilize technology, referring to table 1.3 number 1. The findings show that most students have a positive perception with the answer "agree." Student 6 expressed his appreciation for the listening method in the classroom that uses the YouTube application and audio from native speakers, because YouTube often displays challenging, diverse, and educational topics. In addition to practicing listening skills, students can also expand their knowledge. He added that audio from native speakers helps understand the correct pronunciation of English vocabulary: *"I really like it when the method in the listening class uses the YouTube application and audio from native speakers."* In addition, he argued that technology-based methods can be varied through English films or songs, which helps prevent boredom while supporting students in learning different accents and pronunciations.

However, Student 1 stated that listening learning methods are still traditional, such as dictation without the use of audio from native speakers. He believes this method is uninteresting and ineffective because students need to learn correct vocabulary pronunciation from native speakers, not just from lecturers: *"The learning method in listening class becomes very uninteresting if they don't use technology, such as audio from native speakers."* This statement aligns with the theory that emphasizes that listening methods are more interesting and effective when combined with technology-based electronic media, as they can provide pronunciation, intonation, rhythm, and emphasis that resemble native speakers (Harmer, 2008). Research findings also indicate that students prefer native-speaker-based media methods because they emphasize accurate vocabulary pronunciation. Technology such as the YouTube app has proven beneficial in listening practice, not only improving skills but also providing interesting learning material (Laus et al., 2025). This theory is also consistent with the explanation that technology-based methods that utilize films and songs through the YouTube application also help reduce learning boredom in students.

The implications of these findings suggest that integrating teaching methods with technology-based media—such as YouTube, films, and songs—into listening classes can significantly boost student motivation and engagement. Educators are encouraged to design listening activities that combine authentic audio from native speakers with diverse, meaningful topics, supported by visual aids where appropriate. This approach not only enhances listening comprehension and pronunciation accuracy but also fosters a more dynamic and enjoyable learning environment. Thus, this research offers valuable insights for educators to implement innovative strategies that align with student preferences and promote the development of more effective listening skills.

b. Teaching methods to enhance students' listening skills

This theme, referring to table 1.3, point 2, explored the role of learning methods in helping enhance students' listening skills and fostering motivation and awareness of the importance of listening skills. Furthermore, this theme highlights the relevance of teaching methods to students' learning needs. The findings on this theme indicate that most students have a positive perception, as indicated by the dominant answer of “agree.” Student 2 expressed a positive perception of the discussion-based learning method in the listening class. He said that the lecturer always actively discussed the function and meaning of English vocabulary heard from audio in various contexts: *"The teaching method in the listening class is very good in helping to understand the function and meaning of English words in various contexts."*

He added that the lecturer also discussed techniques for enhancing listening skills, such as shadowing and practicing listening by playing audio once with subtitles and then again without, so students could practice noting the vocabulary they heard. He further said that the discussion method helped students gradually gain confidence and motivation to continue honing their listening skills and actively participate in class. Furthermore, Student 3 assessed the teaching method as relevant to their learning needs because the lecturer provided materials tailored to their ability level: *"The teaching method in the listening classroom is quite relevant to learning needs."* Conversely, Student 4 had a negative perception, stating that

the method only helps understand the general learning flow without discussing listening material in depth: "*The teaching method in the listening class does not involve discussion and only focuses on understanding the learning flow.*" Student 4 added that students typically study independently to understand the meaning of vocabulary they hear.

He also considered the listening material not quite relevant to students' learning needs: "*The materials used are not quite relevant, because sometimes the audio is too difficult or even too easy.*" Furthermore, he argued that classroom methods are not the only factor influencing motivation, as motivation stems from self-awareness. This finding aligns with previous research showing that most students prefer in-depth discussion-based learning methods. In the context of listening skills, this method not only trains students' ability to capture words, but also helps them understand the function of vocabulary in various real-world contexts (Tandy Rerung, 2018).

Furthermore, face-to-face English listening instruction is considered more appropriate because it creates an intimate and interesting discussion atmosphere between lecturer and students. This allows students to more freely express their learning needs, is motivated to actively participate, and is encouraged to continuously develop their listening skills (Hassan et al., 2023). Student motivation in learning English listening can stem from both internal and external factors. Internal factors include personal awareness of the importance of listening skills, while external factors include encouragement from lecturers through interactive methods such as discussions, which contribute to increased self-confidence (Susanto et al., 2025). Furthermore, the difficulty level of learning media, particularly audio, needs to be considered to ensure it's neither too easy nor too difficult.

Adjusting the difficulty level is crucial to maintaining the method's relevance to students' learning needs and ensuring effective learning (Hasan, 2021). The implications of these findings emphasize the importance of aligning teaching methods with students' learning needs by incorporating interactive discussion and adjusting the difficulty level of listening materials. Lecturers are encouraged to

integrate techniques such as shadowing and repeated listening with varied levels of support, while also fostering face-to-face discussions that build confidence and motivation. By balancing internal factors of student awareness with external encouragement from lecturers, listening classroom can become more interesting and effective. Thus, this study provides valuable insights for educators to design listening instruction that is both relevant and motivating, ultimately supporting the optimal development of students' listening skills.

Conclusion

The research results indicate that the majority of students hold positive perceptions regarding the use of particular media and methods in listening classrooms. Media deemed effective include audio and visual aids (such as PowerPoint presentations) featuring high-quality sound and educational conversation topics, whereas negative perceptions arise from poor audio quality, technical issues, and monotonous subject matter. Regarding instructional methods, students prefer technology-based learning, active discussions with lecturers, and interactive approaches that boost both confidence and listening skills. Conversely, negative perceptions emerge when methods are not relevant to student proficiency levels, materials are either too easy or too difficult, or explanations lack depth. These findings can guide educators in developing innovative media and methods to enhance English listening skills.

It is recommended that the development of more diverse technology-based media—such as interactive applications or podcasts featuring native speakers—be considered, alongside improvements in audio quality and the selection of relevant topics. Adaptive teaching methods tailored to student proficiency levels, as well as lecturer training in technology usage and interactive discussion strategies, are also crucial for maximizing instructional effectiveness. Nevertheless, this study has limitations, including the use of a descriptive survey design that cannot establish causal relationships, reliance on questionnaires and interviews that may not fully capture the depth of perceptions, a relatively short data collection period, and a sample restricted to English Education students. Future research should therefore employ broader samples, longitudinal approaches, and mixed-method designs such

as classroom observations or experiments to provide deeper insights and strengthen the validity of findings.

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CHAPTER IV

REFLECTION

This chapter reflects on the achievements and challenges encountered during the execution of the non-thesis final project, specifically regarding the writing and publication of a scholarly article. This reflection serves as a comprehensive evaluation, highlighting not only the successful drafting and publication of the article but also the challenges faced throughout the process. The first section discusses the project's key achievements, emphasizing the successful completion and publication of the scholarly article. The subsequent section details the difficulties—academic, procedural, and personal—that arose during the writing and publication process. Ultimately, this chapter underscores how the experience contributed significantly to the student's professional development as both a writer and a researcher, while providing practical insight into the dynamics of transforming research findings into a publishable scholarly work.

4.1 Results of the Article Writing Project

The primary outcome of this non-thesis final project is the successful completion, submission, and publication of scholarly articles in reputable, SINTA-indexed journals—specifically Linguistic, English Education and Art (SINTA 4), English Language Teaching Journal Jambi (SINTA 5), and Journal on English Language Teaching and Learning, Linguistic and Literature (SINTA 3). Rather than generating empirical findings, this project demonstrates the student's ability to navigate the entire cycle of academic writing and publication, a key indicator of academic competence in higher education. The successful publication of these articles signifies that the manuscripts met established academic standards, passed editorial screening, and underwent the peer-review evaluation process.

From an academic perspective, this project provides students with tangible and valuable experience in academic writing. Transforming initial ideas into a publishable article requires meticulous planning, precision in utilizing relevant references, and the application of appropriate research methods. Through a

rigorous, iterative process of drafting and revision, students have learned how to construct and sustain academic arguments, support them with theory-based evidence, and refine their work to meet the standards of scholarly journals. A key outcome of this project is the students' improved ability to respond to reviewer feedback in a structured and professional manner.

Reviewers often request incremental revisions—particularly to clarify ideas, elaborate on methodologies, and improve language usage. These revisions encourage students to think more critically and carefully about their work, thereby developing their ability to self-evaluate their writing. This entire writing and revision process not only enhances the quality of the articles but also fosters the resilience and adaptability that are essential for academic writing and research. This project has also helped students become more familiar with journal publication procedures.

Students have learned to select appropriate journals, format articles according to specific templates, and meet editorial requirements. These experiences provide practical knowledge that extends beyond classroom learning and is highly beneficial for future academic innovation. Consequently, students are better prepared to engage in academic writing, publication, and research activities in the future. Overall, the outcomes of this scientific article writing process demonstrate that a non-thesis final project can serve as an effective alternative to the traditional thesis. Unlike the traditional thesis, which typically focuses on reporting research findings, this approach provides students with hands-on experience in the academic publication process—ranging from manuscript preparation and journal submission to revising work based on peer-review feedback—thereby better equipping them to meet future academic and professional demands.

4.2 Challenges and Difficulties

Although this project yielded positive results, the process of writing and publishing the article presented various challenges. A primary difficulty was addressing reviewers' comments, which often demanded substantial revisions—such as restructuring the content, strengthening arguments, and clarifying methodology. This process required careful interpretation, multiple rounds of refinement, and intensive consultation with supervisors to ensure the manuscript met academic standards and journal requirements.

Furthermore, maintaining the precision and consistency of academic language posed a distinct challenge. Writing for publication demands a higher level of linguistic precision than standard academic assignments; consequently, repeated reviews and meticulous refinement were necessary, particularly during the final stages when revision deadlines coincided closely with publication schedules. Time management was also a crucial factor. Researchers had to simultaneously balance writing, data collection, consultations, and submission deadlines. Delays in receiving reviewer feedback and demands for rapid revisions added to the pressure, although more effective time-management strategies were successfully developed over time. Beyond academic aspects, there were also personal challenges.

The waiting period for feedback often gave rise to self-doubt, while requests for major revisions could trigger mental fatigue and emotional stress. As this was a first experience with scholarly publication, the high standards of reputable journals added a psychological burden, including anxiety about potential rejection and perfectionist tendencies. Therefore, maintaining a balance between academic demands and personal commitments required consistent discipline and emotional resilience.

CHAPTER V

CONCLUSION SUGGESTION AND IMPLICATIONS

This chapter presents the conclusions and recommendations derived from the non-thesis final project, which involved the writing and publication of a scholarly article. Its purpose is to summarize the project's key findings and highlight the relevance of scholarly publication as an alternative to the conventional thesis. The discussion is divided into two sections: first, conclusions outlining the results and primary contributions; and second, recommendations for students, supervisors, and educational institutions based on the experience gained during the project's execution.

5.1 Conclusion

Overall, this final project has demonstrated that writing and publishing scholarly articles serves as a robust and beneficial alternative to the conventional undergraduate thesis. By completing and successfully publishing these articles, students gain first-hand experience in authentic academic practice that meets professional standards. The process has proven that students are capable of satisfying rigorous academic expectations while simultaneously acquiring practical experience in research and publication.

Preparing articles for publication has provided students with extensive experience in scholarly writing. This experience encompasses articulating ideas in academic prose, linking theory to research topics, adhering to the specific submission guidelines of the chosen journal, and employing appropriate academic language. Furthermore, the process has trained students to respond constructively and comprehensively to feedback from reviewers—a crucial aspect of developing academic communication skills. Ultimately, this experience fosters maturity, self-reflection, and a sense of responsibility in the production of scholarly work.

This project has also helped students gain a deeper understanding of how academic publishing systems operate. Students learned to use Open Journal Systems (OJS), followed procedures for manuscript submission, gained insight into the peer-review process, and observed how editorial decisions are made. Such experiences are generally not encountered during the traditional thesis-writing process.

Consequently, this non-thesis project did more than merely satisfy graduation requirements; it equipped students with practical skills valuable for their future academic endeavours. Overall, the project demonstrated that article-based final projects possess significant educational value by directly linking classroom-acquired knowledge and theoretical foundations with actual academic practice. The project also encouraged students to participate actively in academic discussions, thereby building their confidence, skills, and readiness for scholarly publication. By bridging theory and practice, this approach has more effectively prepared students to meet the demands of both academic and professional research.

5.2 Suggestions

Based on the experience gained during this project, several recommendations are proposed for students and supervising lecturers. First, students opting for article publication as their final project are advised to prepare their manuscripts early to allow sufficient time for drafting, revising, selecting a journal, and addressing reviewer feedback. Active and continuous consultation with supervisors is also strongly recommended to ensure the article meets academic standards and journal requirements. Second, students are expected to understand academic writing conventions and publication ethics, including plagiarism prevention, accurate citation, and adherence to journal guidelines. Mastering academic writing skills prior to manuscript submission can significantly reduce the number of revisions required during the review process. Third, supervisors are encouraged to provide clearer guidance and structured support for final projects that take the form of an article rather than a traditional thesis. Training on academic

writing, journal selection, and submission procedures via OJS would greatly assist students throughout the publication process.

5.3 Implications of Writing the Article

The first article, titled *"English Education Students' Perception of English as an International Language,"* offers valuable implications for English language learning. The study's findings can serve as a reference for educators as they strive to enhance awareness and motivation regarding effective English language learning. Furthermore, teachers can develop appropriate instructional methods to help students gain the confidence to speak English in both formal and informal settings.

The second article, titled *"Learning Experiences and English Exposure of English Education Students at Universitas Palangka Raya,"* presents research implications that are valuable for the development of English language learning. This study can serve as a reference for educators in guiding students through a more formal, educational, and instructive English learning process. This is particularly relevant given the study's findings, which indicate that students tend to be exposed more frequently to English learning media that are informal and intended solely for entertainment. Consequently, English Education students can achieve a balance in their English language proficiency across both formal and informal contexts.

The third article, *"Students' Perception Towards the Use of Particular Media and Methods in the English Listening Classroom,"* also provides benefits in the field of English language education. This article can serve as a reference for English listening lecturers to always pay attention to the use of media and the application of English listening learning methods that are relevant to students' learning needs. This is because these two components are the same factors.

The implications of these three articles for the English Language Education Study Program at the University of Palangka Raya are that they can serve as a reference for strengthening the curriculum and instructional strategies—emphasizing student awareness of English as an international language while fostering more effective learning motivation—as well as for integrating formal and informal exposure so that students do not rely solely on entertainment media but also gain educational and instructive learning experiences; and for optimizing the use of media and teaching methods relevant to student needs, particularly regarding listening skills. By leveraging these research findings, the study program can develop a research-based curriculum, update syllabi, and enhance lecturer competence through continuous training, thereby enabling students to achieve a comprehensive balance of English language skills in both formal and informal contexts.

APPENDICES

Appendix 1: Letter of Acceptance of the Article 1 "*English Education Students' Perception of English as International Language*"

Work on this article began in early 2025 as part of a Scientific Writing course; following discussions with the academic supervisor, it was designated to serve as the final project. The article was completed in late April 2025 and submitted on May 20, 2025, to the Journal of English Language Teaching and Learning (JETLe), which holds Sinta 4 accreditation. However, in late July 2025—coinciding with the Student Community Service (KKN) program—the author received a rejection via email, a disappointing outcome. Upon returning from the KKN program on August 19, 2025, the author consulted the supervisor again to refine the article. In early September 2025, the author explored journals listed on the Ministry of Education and Culture's Sinta website but found that most involved lengthy publication processes.

Acting on the supervisor's advice, the author considered a "fast-track" option to expedite revision and publication, given the need to prepare another article and the upcoming Field Experience Program II (PLP II). On September 19, 2025, the author discovered the Linguistic, English Education and Art (LEEA) journal and contacted the editorial team via WhatsApp, having previously received no response from other journals contacted via email. Discussions with the journal team led to an agreement to use the fast-track option for a fee of IDR 800,000, which the author accepted. The revised manuscript was submitted on September 21, 2025, featuring minor improvements such as additional material in the literature review; the revision process was manageable thanks to the supervisor's guidance. The article was resubmitted on September 23, 2025, alongside a request for a Letter of Acceptance (LOA) on the same day. The journal finalized and published the article on December 22, 2025, with the publication costs shared with the second supervisor.



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LETTER OF ACCEPTANCE (LOA)

NO : 01/23.09/IPM2KPE/LEEA/2025

Kepada Yth

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Universitas Palangka Raya^{1,2,3,4,5}.

Berdasarkan hasil telaah tim Jurnal LEEA, artikel yang berjudul “**ENGLISH EDUCATION STUDENTS’ PERCEPTION OF ENGLISH AS INTERNATIONAL LANGUAGE**”, akan diterbitkan pada edisi Vol. 8, Nomor 4, September-Desember 2025. Demikianlah Letter of Acceptance (LOA) ini dibuat semoga dapat dipergunakan sebagaimana mustinya.

Lubuklinggau, 23 September 2025

Journal Manager

Dr. AHMAD GAWDY PRANANOSA, MPd

ENGLISH EDUCATION STUDENTS' PERCEPTION OF ENGLISH AS INTERNATIONAL LANGUAGE

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ABSTRACT

English is an international language that has an important role to communicate between countries. Today, English is the main language that enters into every aspect of life, one of which is education. In Indonesia itself, English is also included in the school curriculum and must be taught to students. Therefore, this study aims to find out the perception of English students towards English as a language, because English students will be prepared to become educators. The results of this study showed that every English student has a good perception of English. They also agree that English provides many benefits for personal and professional development. Some students also gave reasons why they liked English and their purpose of learning English. However, although the students have a good perception of English, most of the English students rarely use English in their daily life. In conclusion, a good perception of a language does not necessarily mean that the language is used in life.

Keywords: English, Perception, Students

INTRODUCTION

At the present time, most citizens of the world have used English as the main language and also as a tool to communicate with each other from various regions of the world (Utami et al., 2022). Based on data obtained from the British Council book (2013), it is known that there are 1.75 billion people who use English. There are several reasons why English is important to learn. The first is to facilitate a person in finding a job, improve the ability of social interaction with people abroad, expand the search for knowledge or literature internationally, and also to open the horizons of understanding of the use of technology (Putri & Wijayanti, 2008). According to Crystal (1997) at present English is the most superior international language and is used by many people.

Factors that make English an international language include; (1) Political factors. Based on history, the British Empire has conquered various countries such as Australia, Asian countries, Africa, ancient India and also most of the American continent. The British made a rule to use English when communicating with local people. (2) Expansion factor. The expansion factor in this context can be interpreted as language expansion. The language expansion factor at that time occurred in the United States, and after World War II, the United States took a role in expanding trade and using English as a means of communication. Ultimately, English did not only develop in Great Britain or the European region, but also began to dominate in various regions of the world (Baugh, Albert C. 1935. *A History of the English Language*). Up to the present, English has an important role in aspects of life, not only has a role in politics, but English also plays an important role in education.

English is the first foreign language in Indonesia. This statement was based on the decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967 (Kartono, 1980: 126). The factor that made English chosen as the first foreign language in Indonesia among other foreign languages was because currently, Indonesian could not be used to communicate with the outside world. Another factor is because English is an international language that plays an important role in various fields, such as politics and education. In politics, English is used as a communication tool to establish cooperation and friendship with other nations. In the field of education, someone can obtain, learn, and understand new knowledge delivered in English. Someone can also have extensive opportunities to study abroad with mastery of English as a default capital (Kartono, 1980: 125). Thus, English is a main priority that must be learned among other foreign languages.

However, Indonesians' perceptions of English as a language are still very diverse. Indonesians who learn English are usually interested in the culture of European society. Based on the theory conveyed by Nababan (1993: 82) Someone who has an interest in learning a language, usually has an interest in the culture of

the place where the language comes from. Nababan also states that language and culture have an interrelated relationship, namely (1) language is part of culture (phylogenetic), and (2) person learns culture through his language (ontogenetic).

Some people who learn English have the aim of communicating with people from various parts of the world, and also as motivation and a means when someone wants to continue their education abroad. Based on research by Eliza Putri Ananda (2023), it was revealed that Indonesian people, especially teenagers, tend to insert English when communicating. This means that they have a positive perception of English. On the other hand, there are still some Indonesians who are not interested in learning English. This can happen because their main focus is not on language development or because they are not interested in the culture of European society.

Many people are willing to make an effort to learn English because they realize that English will provide many benefits for the development of quality of life. Some of the efforts people make to learn English include attending courses, practicing regularly using media such as videos or watching movies, and choosing to enter the English education department to deepen their knowledge of grammar. Someone who is interested in learning English must be influenced by strong motivation. Ellis (2013) states that motivation in learning English cannot be separated from two things, namely the attitudes and affective conditions of learners which will directly affect students' effort in learning a foreign language. These attitudes and affective conditions are factors that will encourage students to make more effort in learning, so that the goal of mastering English can be achieved.

English language learning is mandatory for students. Launder (2008) states that English is a subject that must be studied for three years in junior high school and three years in senior high school. English has been an optional subject since the 1994 curriculum was implemented in Indonesia. However, in reality there are still many students who do not make good progress in their English language skills even though they have been taking English lessons at school for years (M. Thalal, 2010).

Several previous studies, such as research conducted by Ema Dauyah and Yulinar (2018) regarding students' perceptions of English, show that 84% of students are motivated to study English to expand their knowledge pertaining to the world of education. This is because participants feel that English really helps them to understand the world for the better (through reading, films, news, etc.). In addition, 76% of participants agreed that learning English would improve relationships and have an impact on the world of work.

Apart from that, research conducted by Diah Rosyani Meisani (2021) regarding students' perceptions of English as local content showed that 84.54% of 97 participants gave positive responses to English. The participants felt that English could help them get many opportunities. Therefore, the participants were very

enthusiastic about participating in the English learning process in class. On the other hand, there were 15.46% of participants who were not interested in learning English. Some of the reasons put forward by participants included; they have difficulty memorizing vocabulary, understanding vocabulary, understanding English grammar, and also have difficulty pronouncing English words correctly.

Therefore, it is important to know students' perceptions of English as a language. A person's perception of English as a language will influence the process of learning that language. As is known, English is a language that has an important role in various aspects, one of which is the educational aspect. Even though English has an important role as an international language and is a mandatory subject in school, not all students have a positive view and interest in English. This also applies to students in the English language education study program. Consequently, in this case study, researchers explored in more depth the perceptions of English language education study program students towards English as a language, because these students are being prepared to become educators, who will later teach English.

This research was conducted on students of the English language education study program at Palangka Raya University. In Palangka Raya itself, research related to the perception of English as a language is still very rare. Palangka Raya is a province that rarely interacts with people from abroad, and people in Palangka Raya themselves rarely speak out about the importance of English as an international language. The people who will play a role in providing an understanding of the importance of English are those who are currently being prepared to become English teachers in the English language education study program. It is hoped that this research will provide benefits and become reference material for further research.

LITERATUR REVIEW

English has been officially designated as the first foreign language in Indonesia, as stipulated in the Decree of the Minister of Education and Culture No. 096/1967 issued on December 12, 1967 (Kartono, 1980). One of the primary reasons for this policy was the limited capacity of the Indonesian language to function as a medium of international communication at that time. In addition, English was selected because of its status as an international language with significant influence across various domains, particularly politics and education. In the political sphere, English serves as a key means of communication for fostering international cooperation and diplomatic relations. In the educational context, proficiency in English enables individuals to access, acquire, and comprehend new knowledge that is predominantly presented in English, as well as to pursue study opportunities abroad. Therefore, English has been prioritized over other foreign languages in Indonesia's education system (Kartono, 1980).

Chaer (2013: 177) states that English is the primary means of international communication and has become the lingua franca for nations around the world. Therefore, English plays an important role for anyone who wants to build extensive relationships with people from various countries. English also plays an important role in acquiring knowledge in a broader and more detailed manner. According to Nevid (2017), perception is a process of interpreting the world as seen through sight or experience. Perception can mean a response or point of view towards something. Djamarah (2011) states in his theory that students are the main subjects in the field of education. Students are subjects who have the goal of seeking knowledge in educational institutions. They need support, guidance, and motivation to explore their potential.

METHOD

In this study, researchers utilized a mix method. Mix method is a synthesis of quantitative and qualitative methods. This mixed method is commonly used by researchers to solve complex problems that are unable to always be achieved using only one method, be it qualitative or quantitative methods (John W Creswell, 2009). In the first step, researchers distributed questionnaires as a form of application of quantitative methods. Based on a statement from Creswell (2014), a questionnaire is a data collection technique that uses questions or written statements to respondents to answer. Another opinion was also expressed by Sugiyono (2017: 42) that a questionnaire is a data collection technique that is done by giving a set of questions or statements in writing to participants. The participants in this study were students of the English education study program at Palangka Raya University class of 2022. There were 106 students in the class of 2022, and those who responded to the questionnaire distributed amounted to 78 people.

The survey given by the researcher, it contains statements related to English as a language. Participants are given a score for these statements (for example 1-5, yes or no, agree or disagree, and others). In the second step, the researcher used qualitative methods through interview instruments. The researcher used open-ended interviews with the participants. According to Creswell (2014) interviews are a technique for collecting data by conducting direct interactions with participants. Qualitative interviews have the aim of obtaining information and also a deeper and more reliable understanding of the phenomenon being studied. The researcher selected 8 participants from batch 22 to be interviewed. 4 of the 8 participants were students who initially did not plan to enter the English education study program. In the meantime, 4 out of 8 participants had very good English skills.

From the results of this interview, it is known that there are various perceptions towards English based on the participants' backgrounds. In the data analysis process, researchers accomplished several stages. For quantitative

methods, researchers used descriptive statistical techniques. Before conducting statistical data analysis, researchers tested the validity and reliability of questionnaire statements. According to Sugiyono (2020: 202) the validity test is a process to test the real data with the data collected by the researcher. The validity test is used to determine whether each item in the instrument is valid or not. According to Sugiyono (2020: 209) reliability is the process of measuring the same object with the aim of producing the same data. should be done only on questions that have met the validity test. In this study, researchers conducted validity and reliability tests using SPSS. Descriptive statistical data analysis is included in the type of inferential data analysis. Based on the statement from Sugiyono (2014) inferential data analysis is a method of data analysis by describing data without making conclusions that apply to the public. In processing interview data, researchers made very clear interpretations of each participant's diverse answers, making it easier for readers to understand participant perceptions well.

FINDING

Based on the results of the study, the researcher presents the findings obtained from the distribution of questionnaires and answers to interviews. These findings and discussions will describe clearly and in detail about English students' perceptions of English as an international language. This data is presented in two forms. The first is in the form of quantitative percentages taken from the questionnaire statements, and also the results of the description of the interview answers regarding the perceptions of English Education Students Perception of English as International Language. The following are the results of the validity and reliability of each aspect of the questionnaire.

There are two ways to prove the validity of an instrument. The first way is to compare it with the r table value, the second way is to compare the number with the significance value. The way to compare numbers with the r table value is to pay attention to the total value of the person correlation. The number of respondents is 78 people with a significance level of 5% and the comparison number is 0.223. This figure will be compared with the person correlation of the results of the spss validity test. If the number is greater than the value of 0.223, the questionnaire statement is declared valid. While the reference for the significance value itself is, an instrument is declared valid if the resulting number is <0.05 . The reliability test is used to test the reliability of the research instrument. A questionnaire is said to be reliable if the answers it produces are consistent over time. The requirement is if the resulting Cronbach' alpha value is > 0.6 . the result showed the reliability of English use in daily life was 0.73. Then, the reliability of the English benefits in everyday life was 0.974. Moreover, the reliability of attitude and motivation in learning English was 0.834.

In the questionnaire distributed by the researcher, there were three aspects of the statement that became a reference to see the overall outline of the perception of English students towards English as a language. The three aspects of the questionnaire included: The use of English in daily life (consisting of 5 statements), the benefits of English in daily life (7 statements), and also the attitude and motivation in learning English (10 statements). For each statement, the participants gave a score. The score consists of 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). The results of the tool can be seen below.

The Use of English in Daily life

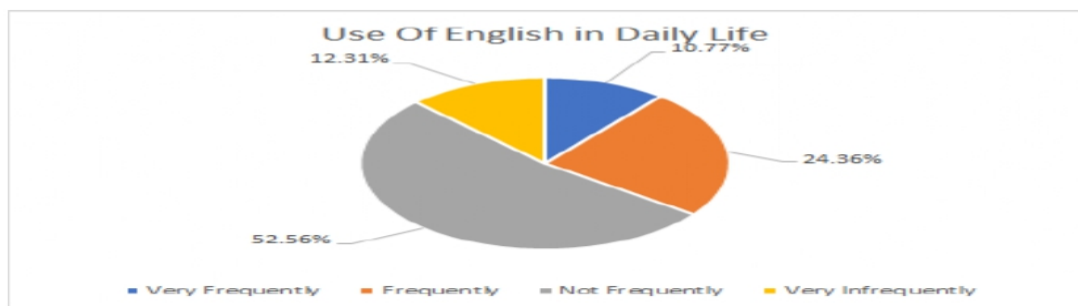


Figure 1.

The five statements in the first aspect of the questionnaire were about how often English students use English in daily life. The results show that more English students do not often use English in their daily lives. This can be seen from 52.56% of students who answered that they do not often use English in their daily lives. Furthermore, 24.36% of students answered that they often use English in their daily lives. 12.31% of students answered that they do not use English very often in their daily lives, and 10.77% of students answered that they use English very often in their daily lives. The percentage of answers from each questionnaire statement can be seen in the histogram below.

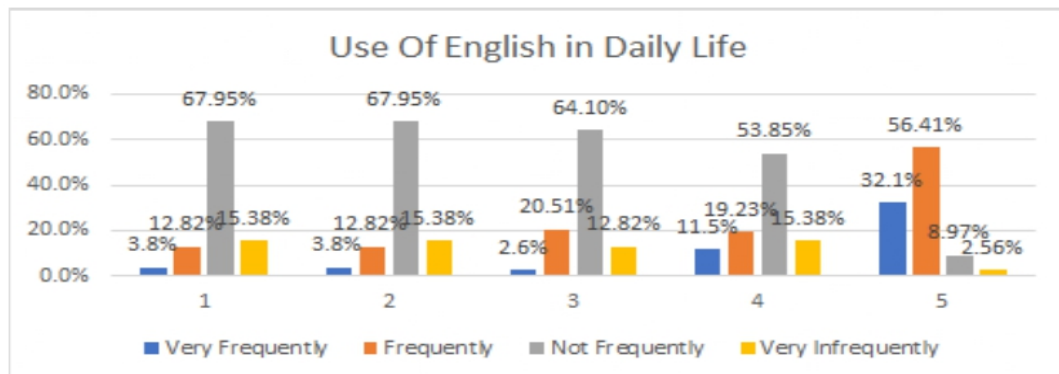


Figure 2.

The first questionnaire item was about all the time using English when on campus. In the first statement, the results showed that 67.95% (53) out of 78 English students did not use English when on campus. The second questionnaire statement was about using English when having informal conversations with friends. The results show that 67.95% (53) out of 78 English students do not often speak English with friends. The third questionnaire statement was about always using English when talking to lecturers, either during study or consultation. The results showed that 64.10% (50) out of 78 English students do not often use English when talking to lecturers.

The fourth statement is about frequently using English in almost all daily life. The results showed that 53.85% (42) out of 78 English students do not use English often in their daily lives. The last item of the questionnaire in the first aspect contained a statement about always looking for new vocabulary to become more fluent in English. The results showed that 56, 41% (44) out of 78 English students often look for English vocabulary to improve their English proficiency. The conclusion that the researcher draws from this first aspect of the questionnaire is that although there are many English students who look up their English vocabulary, the English students tend not to use English in their lives.

2. The Benefits of English in everyday life

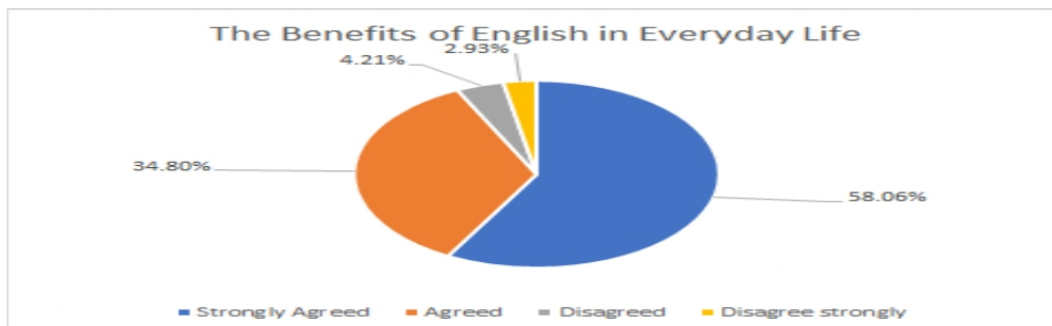


Figure 3.

The seven statements contained in the second aspect contain the benefits of English in everyday life. From the diagram above it can be seen that 58.06% of English education students strongly agree about the positive benefits when learning English. 34.80% agreed about the good benefits of learning English. 4.21% of students disagree with the questionnaire statement. 2.93% of students strongly disagreed with the questionnaire statement. As for the percentage of answers from each questionnaire statement can be seen in the histogram below.

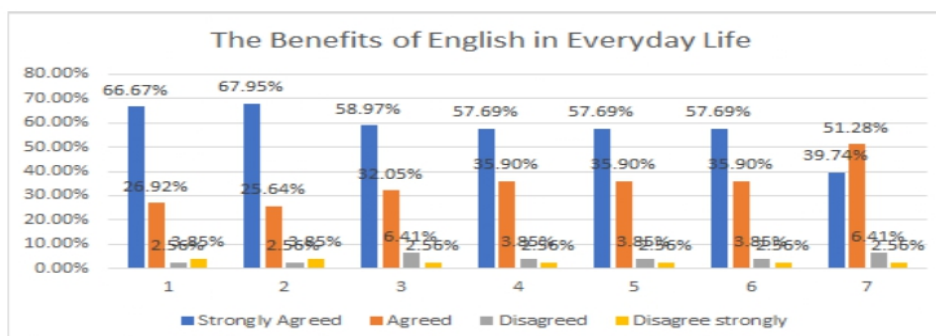


Figure 4.

The first questionnaire item contained a statement about the perceived agreement that English is an important language among other languages to communicate internationally. The percentage results showed that 66.67% (52) of 78 English students strongly agreed with the statement. The second questionnaire item contained agreement with the perception that English can open up opportunities to gain wider relationships. The results showed that 67.95% (53) out of 78 English students strongly agreed with the statement. The third questionnaire item contained a statement about the approval of perceptions related to self-confidence to be able to compete in the world when mastering English well. The results showed that 58.97% (46) out of 78 English students strongly agreed with the statement.

The fourth item of the questionnaire contained agreement with the statement regarding the acquisition of good knowledge with English. The results showed that 57.69% (45) of 78 English students strongly agreed with the statement. The fifth item of the questionnaire contained a statement about agreement with the perception of the role of English in accessing today's technology. The results showed that 57.69% (45) out of 78 English students strongly agreed with the statement. The sixth questionnaire item contained a statement about perceived agreement regarding the role of English in understanding different cultural perspectives. The results showed that there were 57.69% (45) out of 78 English students who strongly agreed with the statement.

The seventh questionnaire item asked about the perception agreement regarding companies that tend to consider prospective employees with good English language skills. The results showed that 51.28% (40) of the 78 English students agreed with the statement. This shows that most English students strongly agree on the benefits of learning English

Attitude and Motivation in Learning English

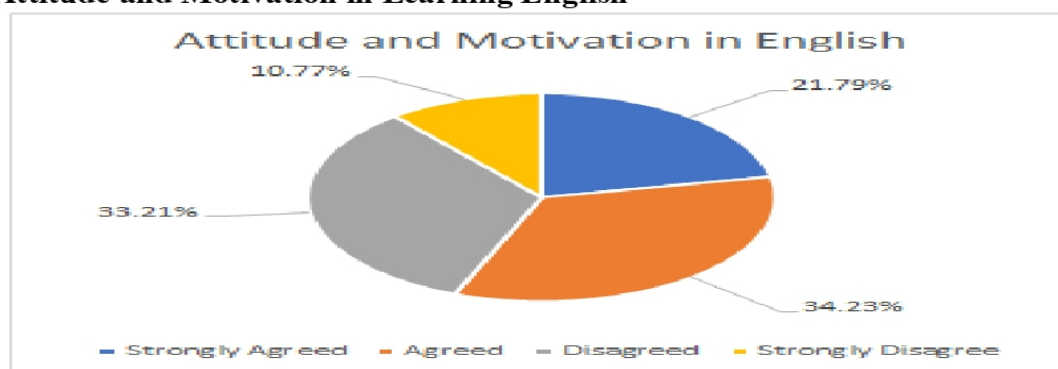


Figure 5.

The 10 statements of the third aspect of the questionnaire were about their attitude and motivation when learning English. The results show that 34, 23% of the English language students strongly disagree (can also be conditioned as strongly disagree) to the statements of the questionnaire. 33.21 % of the students disagreed (not often) with the questionnaire statements. 21.79 % strongly agreed (not often) with the questionnaire statements, and 10, 77 % agreed (often) with the questionnaire statements. The answers to the 10 statements can be seen in the histogram below.

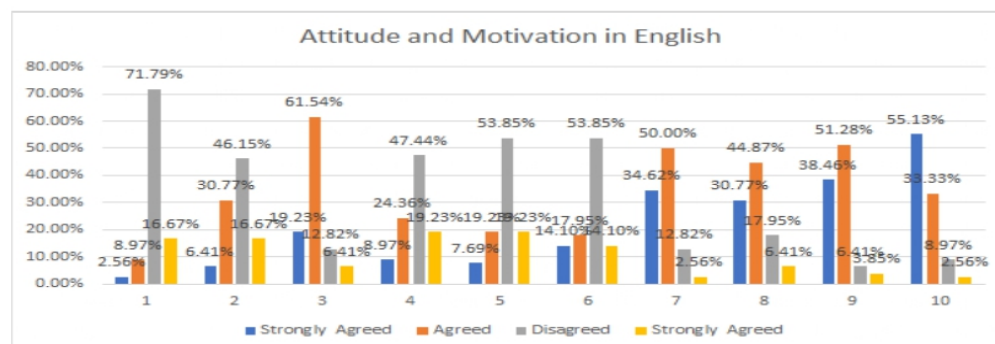


Figure 6.

The first questionnaire item contained the statement that students often practiced their English. The results showed that 71.79% (56) of the English students did not often practice their English. The second questionnaire item contained a statement regarding the agreement of self-perception, that their English is very good for communication. The results showed that 46, 15% (36) of 78 English students disagreed with the statement. The third questionnaire item contained a statement about the seriousness of learning English during college. The results showed that 61.54% (48) of 78 English students agreed with the statement. The fourth item of the questionnaire contained a statement about whether one is confident when speaking English.

The results showed that 47.44% (37) out of 78 English students disagreed (not confident) with the statement. The fifth item of the questionnaire contained a statement about fluency in explaining presentation materials in English. The results showed that 53.85% (42) of 78 English students disagreed (not fluent) with the statement. The sixth questionnaire item contained a statement about not being afraid to make mistakes when speaking English. The results showed that 53.85% (42) out of 78 English students disagreed (still afraid) with the statement.

The seventh item of the questionnaire contained a statement about the desire to learn English well in order to introduce local culture to the international level. The results showed that 50.00% (39) out of 78 English students agreed with the statement. The eighth questionnaire item contained a statement about perceptual agreement when entering the English education study program based on their own motivation. The results showed that 44, 87% (35) of 78 English students agreed with the statement. The ninth questionnaire item contained a statement regarding perceived agreement with the liking of associating with people who speak English. The results showed that 51.28% (40) of 78 English students agreed with the statement. The tenth questionnaire item contained a questionnaire statement about the motivation of learning English to go abroad. The results showed that 55, 13% (43) of 78 English students strongly agreed with the statement.

After obtaining data from distributing questionnaires to 106 English students in batch 2022 of Palangka Raya University, researchers also obtained data from the interview process. Data was collected using semi-structured interviews. According to Sugiyono (216: 430) semi-structured interviews are interviews whose questions are freer than structured questions, but do not get out of the line of questions that have been arranged. The main aspects of the questions asked in this study relate to the perceptions, motivations, and also the frequency of use of English by English language students. The responses of the eight participants have been thematically analyzed for depth, meaning, and relevance to the main topic of the study.

Perceptions of English Before Entering the English Education Study Program

In this section, the researcher asked the eight participants about their initial motivation to enter the English education study program. The researcher also asked questions related to their views on English before entering the English education study program. Motivation is usually related to perception before realizing something. The following are the answers from each participant.

Participant 1: *"I did like English before I entered the English education study program. I want to understand many things that are said in English."*

Participant 2: *"I like English because I think people who can speak English are cool. I like playing games, listening to English music, and watching English movies. That's why I want to understand English better."*

Participant 3: *"I did like English before entering this study program. When I was in middle school, I joined an English club and also an English debate competition. From there I felt that English is very important to obtain useful achievements."*

Participant 4: *"I have liked English for a long time, I also have aspirations to travel the world. I am motivated to learn English more deeply so that I can gain a wide range of relationships and experiences."*

Participant 5: *"I have liked English for a long time. I am also interested in English literature. I realized that language skills can help people to develop better."*

Participant 6: *"Before entering the English Education Study Program, I realized that English plays an important role in every aspect of life. Therefore, I wanted to study English in depth, the aim was to reach the stage of broad communication and relationships."*

Participant 7: *"Before entering English education, I really liked English because I wanted to go abroad. I wanted to develop my language skills because when I was in middle school, I majored in languages."*

Participant 8: *"I really liked English from elementary school. I realized that English can open up wider opportunities."*

Based on the statements given by each participant, the researcher drew the conclusion that all participants had a good perception of English. All participants also felt that English has an important role in the aspect of broad communication

and to obtain useful achievements. English also has an important role in developing self-quality.

Perceptions of English after entering the English Education Study Program

In this section, the researcher asked the participants whether their perceptions of English changed when they entered the English education study program. In addition, the researcher also asked the participants whether they were serious in learning English. The following are the statements from each participant.

Participant 1: *"After entering the English Education study program, I studied English seriously. However, there were times when I felt inferior when I saw other people who were more fluent. In addition, my view of English has also changed. I think English is a special language. I realize that in Palangka Raya itself there may still be many people who cannot speak English, so English is a special language that I can learn here."*

Participant 2: *"After entering the English Education study program, I immediately realized that English is very, very important to support the quality of life. I saw that people who are good at English have good jobs. Some people who are good at English also have the opportunity to go abroad. As for myself, I am still learning English in moderation, I also adjust it to the abilities I have."*

Participant 3: *"After entering the English Education study program, my views on English have also changed. I even want to become a linguistics lecturer. The reason is that I want to teach students that the basis of good English is to learn and understand linguistics well first."*

Participant 4: *"Yes, I am very serious about learning English. After entering the English education study program, my views on English have also changed. I increasingly think that English should be taught to school-age children. I eventually want to become an English teacher because I want to make students realize that English is an important language today."*

Participant 5: *"During my time in the English education study program, I studied English seriously. My views on English have also changed. First, I found out that English has a level of difficulty when applied to formal situations. For example, when doing scientific writing, I had to try harder to learn it. All this time I thought that English was an easy language because I used it in informal situations."*

Participant 6: *"I am serious about learning English because of the demands and responsibilities. My view on English after entering this study program is still the same, where I feel that English is so important to improve myself. In my personal opinion, I don't care about grammar or pronunciation with a certain accent. For me, learning English is about people understanding what we say. The purpose of language is to strengthen communication with each other."*

Participant 7: *"I am very serious about learning English. My views on English have also changed. Firstly, I realized that a lot of knowledge can be acquired through English. English is also useful in information acquisition and employment."*

Participant 8: *"While studying in the English education study program, I was very serious in studying, I also tried to maintain my GPA. My view on English has also changed. I see that English is a tool that has great potential for many things. I was very inspired when I saw young lecturers going abroad. I also saw that English could provide a good*

opportunity to gain a wide range of relationships. The point is I want to develop in English so that I can also have the same opportunities"

Based on the statements made by the participants above, the researcher drew the conclusion that all participants were very serious in learning English. In addition, their perception of English is also good, because they increasingly realize that there are many benefits that can be obtained when learning English.

Focus on the Development of English Language Aspects

In this section, the researcher gave interview questions to participants related to the development aspects of English. The researcher wanted to know which aspects the participants focused on in honing their language skills, be it listening, speaking, reading, or writing. The following are the answers from the participants.

Participant 1: *"I focus more on speaking and listening. I don't like reading and writing in English. When writing, we have to pay attention to grammar and writing structure. I think the process is a bit complicated. I feel more comfortable when listening and speaking in English. I can slowly listen to good pronunciation and learn to practice speaking English at the same time."*

Participant 2: *"I focus more on speaking. This is because I feel that the most important thing about language is when other people understand what we say."*

Participant 3: *"I learn all aspects of English. Be it speaking, listening, reading, writing and also grammar. For now I am focusing on learning linguistics. I find linguistics very interesting but it is very rare to find friends who like to study linguistics too. The reason I study linguistics is because linguistics is the basis of language that can help us to be able to speak like a native speaker."*

Participant 4: *"I myself focus more on listening and speaking. Because I think learning a language requires input and output. We have to get used to listening, then practice speaking."*

Participant 5: *"I myself focus more on speaking and listening. The more I listen, the more I know how to pronounce English well. I still have difficulty in learning to write because I have to pay attention to the correct language structure. In addition, I am also less interested in reading English, especially scientific articles, because I find many difficult words."*

Participant 6: *"I focus more on adding vocabulary and speaking. I don't really care about grammar because the important thing is that what I say can be understood."*

Participant 7: *"I focus more on the speaking aspect. I also pay attention to my grammar, because I feel that as an English student, I should also pay attention to the language structure in every aspect of the language."*

Participant 8: *"I focus on learning all aspects of English. Although I find it difficult to learn grammar, I think grammar plays an important role in producing a good language. In addition, I also increase my vocabulary by reading."*

Based on the perceptions conveyed by the participants, the researcher concluded that the speaking aspect is the aspect that is the main focus to be

developed by all participants. Some aspects such as listening, writing, reading, grammar and vocabulary were also developed gradually. One participant was even interested in studying linguistics with the aim of being able to master English well.

Frequency of English Usage

In this section, the researcher asked the participants questions about their use of English. The researcher wanted to know whether the participants used English in their daily lives such as; (1) when studying in class and consulting with lecturers. (2) having informal conversations with friends both on and off campus. In addition, the researcher wanted to know how often the participants practiced their English. Although the perception of English is quite good and the participants are serious in learning English, it is also necessary to know whether they have practiced the English they have learned. The following are the answers from the participants.

Participant 1: "Now that I'm in college, I practice English every day. Sometimes I also practice English outside of class hours. I always listen to songs and also watch English movies. However, I rarely use English with my friends because there is no culture of speaking English on campus. When consulting or studying with lecturers, I just follow the lecturer. There are lecturers who do not mind the use of language."

Participant 2: "Actually, I practiced English by myself. As for speaking English with friends, I rarely do that. Many of my friends on campus can't speak English. Maybe we only occasionally slip words like 'omaigat' or 'what' into our conversations. For consultations with lecturers, I try to use English even though it's still messy."

Participant 3: "I practice my English almost every day. I like to watch short videos in English, then I like to practice the new words that I hear. I also like to read English comics. However, I very rarely use English when talking to my friends on campus. We usually chat in Indonesian and Banjar. For consulting or studying with lecturers, I only use English in the first semester, and the lecturers don't mind what language I use."

Participant 4: "I usually practice English alone, through songs and movies. I rarely speak English with my friends on campus. But there are some of my close friends who usually invite me to speak English with light topics. When it comes to consulting and studying with lecturers, I usually use Indonesian only. This is because the lecturers I meet do not want to be complicated and do not make a big deal about the language I use."

Participant 5: "I happen to have a close friend who usually speaks English with me. Every day, we have daily conversations in English. I always try not to lose my English. Speaking English with other friends on campus is rare. Yes, because my other friends don't speak English either. When it comes to consulting and studying with lecturers, I usually adjust to the lecturer. If the lecturer asks in English, then I will also answer in English."

Participant 6: "I practice my English by getting used to reading and listening. However, I almost never use English with my friends on campus. I only practice for myself. When it comes to speaking English with lectures during study and consultation, I only use a little bit of it, mostly using Indonesian."

Participant 7: "When practicing English, I have a habit of watching videos or reading English passages. I usually record vocabulary on notepads and then repeat it back. Speaking English with friends on campus is very rare, we usually use Indonesian and local languages. English is only used during class hours. As for speaking English with the

lecturer, I adjust to the lecturer's will. If the lecturer asks a question using English, then I will try to answer in English too."

Participant 8: *"As for practicing English, I always practice by myself. I usually look for vocabulary through twitter, instagram and also English comics that I read. From there, my vocabulary is increasing. Speaking English with friends on campus is very rare. My friends tend to use Indonesian and Banjar. I always speak English with my lecturers when I'm studying in class because I'm a komti. However, when I do consultations, I only use Indonesian."*

Based on the answers from all participants, it can be concluded that the participants were more comfortable speaking English alone. Although they were in an English education study program, there was no rule or initiative to speak English. The intention to learn English emerged from the awareness of each participant. The participants also had different ways to develop their English language skills. In addition, the lecturers of the English education study program mostly did not have strict rules related to language use.

Constraints in Learning English and Confidence in Speaking English

In this section, the researcher asked the participants about the difficulties they experienced while learning English. The researcher also asked whether the participants had good confidence when speaking English in front of others. The researcher also asked the participants whether they felt that their English was good enough to communicate. The researcher also asked the participants whether they were able to explain the presentation material using English. The following are the answers given by each participant.

Participant 1: *"The difficulties I usually experience are in the vocabulary and pronunciation. Sometimes I also feel that I don't explore vocabulary with difficult levels, so I think I need to learn more. My pronunciation is also still very lacking and I need to learn more. I am actually not very confident to speak English in front of other people, my ability is still very limited. I think my English is still at 30%. When it comes to explaining English presentation materials, I always try to use English. Although my English is very stuttering. Before the presentation, I always write down the main points to explain spontaneously. If the material is difficult, then I will memorize the text."*

Participant 2: *"There are many difficulties that I experience. I am not focused enough on studying. First, my grammar is still messy, my vocabulary is also lacking. I do learn vocabulary from several media, but I always find vocabulary with a difficult level that is very difficult to remember. Honestly, I am very insecure when speaking English in front of others. I feel that my English ability is at the level of 20-30%. In addition, I also have problems with pronunciation, so I am more comfortable speaking by myself. If I want to explain presentation material using English, I tend to memorize or read the text."*

Participant 3: *"At the beginning of the semester, I found it difficult in the grammar section. In previous semesters, my grammar grades always went up and down. That's why I needed more time to study grammar seriously to catch up. When it comes to speaking English in front of other people, I am already quite confident. To be honest, when speaking I pay too*

much attention to my grammar. I mostly only focus on plural, singular and plural nouns or time conditions. Except when writing, I will try to pay attention to grammar properly. Because when speaking, it is very rare to be reviewed, so I focus more on what I convey that can be understood well. When presenting, I am able to explain the presentation material using full English.

Participant 4: *"I usually have difficulty understanding grammar when speaking English. I am honestly afraid to speak English because I am afraid of being judged badly by others. I feel that my English is at level 40 %. The things that I need to improve are understanding grammar, adding vocabulary, and also pronunciation. When presenting material in class, I usually memorize the text or read the English text first.*

Participant 5: *"I have difficulty in the listening aspect. People's accents are certainly different and I have to get used to listening to difficult accents in order to understand. In addition, I also sometimes forget some vocabulary, so I have to remember and memorize a lot of new vocabulary. I am also very confident when speaking English, because I often practice with my friends. My English is at 80%. The rest I have to practice a lot of English for formal situations. During presentations, I am also quite fluent in explaining the material using English spontaneously."*

Participant 6: *"The obstacle I experienced was in the vocabulary section. I am actually quite confident when speaking English, as long as I master the topic I am discussing. I think my English is at 70%, the rest I have to memorize difficult vocabulary again. I do not experience any obstacles in pronunciation, because it can follow. During presentations, I usually need to study more, and if the material is difficult then I will memorize or read the text."*

Participant 7: *"Honestly, I still have problems with speaking. This is influenced by my level of confidence. I am only confident when speaking English in front of my friends. But when I enter a formal situation, I need thorough preparation. My English level is probably around 80%, the rest I have to be more confident. For presentations in class, I can explain the material using full English. Only sometimes, when answering questions from friends, can I mix English with Indonesian."*

Participant 8: *"The obstacle I experienced in English is the grammar structure. I really had difficulty understanding grammar at the beginning of the semester. However, now I feel better and understand more. My English is already at 80% level, the rest I need to learn vocabulary at a difficult level. I am also able to explain the material using full English, and I can also answer questions spontaneously using English.*

Based on the answers given by the participants, the researcher concluded that most participants had difficulties when speaking English. Several factors such as lack of vocabulary, low self-confidence, and also inappropriate accent pronunciation were triggers in producing language. In addition, there were several participants who had difficulty in understanding grammar. However, the participants also slowly improved during the process of learning English. This can be seen from several participants who were already able to explain the material using English, although there were several participants who still had to memorize and read English texts when explaining the material.

DISCUSSION

The findings of this study indicate that most of the English education students of Universitas Palangka Raya class of 2022 agree with the good benefits of English. This is shown by the percentage of 56.06% of English students who answered strongly agree with the questionnaire statement. 34, 80% of English students answered agree with the statement given. This strong perception is also consistent with previous research conducted by Ema Dauyah and Yulinar (2018) where 84% of students are highly motivated to learn English because they realize the good benefits of learning English. In addition, in Ema Dauyah and Yulinar's research there were also 76% of English students who agreed that English had a good impact on the world of work. Another study conducted by Diah Rosyani Meisani (2021) also shows a connection with this study, where 84.54% of 97 students strongly agree with the benefits gained from learning English. Of course, most students have a good perception of English itself. However, the thing that makes the difference between this research and the previous research is that this research not only describes the perception statement towards English, but also explores whether English is used or not in their daily lives. The perceptions obtained by interviewing the participants themselves have shown that they have a good perception of English.

The participants in this study also explained the benefits they get from learning English. Research conducted by Diah Rosyani Meisani (2021) also contains statements from participants explaining their perceptions. "English is very interesting to learn, because it can help me to expand relationships with people from various countries" is one of the perceptions of participants contained in the research of Diah Rosyani Meisani (2021) where these perceptions have the same relationship with the perceptions of the participants involved in this study. In previous research conducted by Ema Dauyah and Yulinar (2018), it shows that motivation in learning English arises because of the students' awareness of the importance of English for life. This is also related to the perception statements given by the participants of this study. However, in this study, it is not only about the participants' perceptions of English, but also about the frequency of using English in their daily lives, the difficulties they experience in speaking English, as well as their fluency and confidence in speaking English. All these points have been listed and explained in detail.

The results of this study also have a relationship with previous research conducted by Raynesa Noor Emilia Sari and E. Kosmajadi (2019) where the purpose of this literature finding is to see students' perceptions of English and also perceptions of English learning. The method used in the literature finding is descriptive statistics, where the results show the percentage of numbers from student perceptions. The method used in this literature review is also used in this study. The findings of this literature also explain the difficulties of students to learn

English well. These difficulties include: lack of understanding of pronunciation, limited understanding of reading texts, and also slow in understanding English vocabulary when listening to audio. This is also similar to the answers given by the participants in this study. The participants in this study also experienced the same difficulties when learning English. For students' perception of English itself, the findings of this literature contain a statement that as many as 206 (24, 52 %) students answered agreeing with the perception of good English. This is also in line with the results of this study, where English students are more likely to answer in the affirmative regarding the benefits of English in daily life even though they do not use English often.

CONCLUSION

This study indicated that English students of Palangka Raya University had a good perception of English as an international language. However, although students had a good perception of English and agreed with the benefits obtained, students also experienced difficulties in learning English and still rarely used English. The conclusion is that a good perception and a good level of English ability are not necessarily followed by their application in everyday life. There are also some students who do not want to show their abilities to others. On the other hand, there are some students who are not confident when speaking English. It should be understood that the perception and motivation to learn English must be followed by real practice to produce quality English learners. In addition, environmental factors and motivation that come from within oneself greatly influence improving a person's English ability. When English is always practiced diligently, then a person will slowly become proficient in using it.

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Appendix 2: Letter of Acceptance of the Article 2 “*Learning Experiences and English Exposure of English Education Students at Universitas Palangka Raya*”

Work on the second article began early, with the research title approved in January 2025. For this article, the researcher served as a co-author, and their contribution was consequently limited. The author was involved in gathering references and refining the academic writing in accordance with the first author's guidance. The research framework was revised and approved in late January, enabling the systematic drafting of the article. Subsequent stages—comprising the development of research instruments, data collection, and data analysis—were carried out in a phased manner, ultimately yielding a manuscript ready for publication. In February, the focus shifted to drafting the literature review and methodology sections, ultimately adopting a mixed-methods approach. The preparation of the results, discussion, and conclusion sections involved intensive consultation to ensure accurate data analysis and a clear research contribution, particularly in highlighting the study's novelty.

The publication phase began with the submission of the manuscript to the journal on June 16, 2025. A request for revisions was received on July 13 but could not be completed on time due to connectivity issues during the Community Service Program (KKN); consequently, the journal initially deemed the manuscript unsuitable for further processing. However, the journal granted an opportunity for corrections; once the revisions were completed, the manuscript was resubmitted on September 24, 2025. The process continued until the article was finally accepted and published on November 2, 2025. This experience provided valuable lessons regarding time management, the importance of responding promptly to revision requests, and a deeper understanding of the dynamics of scholarly publication.

LETTER OF ACCEPTANCE

(E-ISSN: 2503-3840)

Date: June 4, 2026

Dear,

Leni Romarta Matondang, Maria Inggrita Vadelaine Panyat, Muhammad Subhan Fikri, and Akhmad Fauzan

Universitas Palangka Raya, Indonesia.

Warm Greetings!

It is our great pleasure to inform you that after the peer-review process, your article,

"LEARNING EXPERIENCES AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITAS PALANGKA RAYA"

has been **ACCEPTED** and successfully **PUBLISHED** in journal of **Jambi-English Language Teaching (JELT)** (<https://online-journal.unja.ac.id/jelt/article/view/45569>) Volume 9 Number 2, November 2025 regular issue.

The manuscript has successfully fulfilled the academic and editorial requirements of the journal and has been officially published as part of the journal issue mentioned above.

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LEARNING EXPERIENCES AND ENGLISH EXPOSURE OF ENGLISH EDUCATION STUDENTS AT UNIVERSITAS PALANGKA RAYA

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Abstract

This study discusses the learning experiences and level of exposure to English among English Education students at the University of Palangka Raya. This issue is important because English proficiency in Indonesia is still relatively low according to the EF EPI 2023 report, making an understanding of students' learning experiences and exposure relevant to improving the quality of learning. Previous studies have mostly focused on learning strategies, while the aspects of students' real experiences and their level of exposure have rarely been studied, especially in the local context. This study aims to describe the learning experiences and English exposure of students. The research design uses a mixed method involving 42 students as participants. Data were collected through closed questionnaires (Likert scale) and open-ended questions, then analyzed descriptively, quantitatively, and qualitatively. The results show that most students have fairly positive learning experiences, especially in terms of motivation and engagement in learning. However, active use of English is still inconsistent. Informal exposure through digital media, especially entertainment content, is more dominant than educational content. Meanwhile, formal exposure in the classroom and exposure through the social environment is still limited. These findings emphasize the importance of learning strategies that are able to integrate formal and informal exposure and independent learning in a balanced manner in order to support students' English language proficiency more optimally.

Keywords: *Education, English Exposure, Learning experience.*

INTRODUCTION

Language is an important tool used by people to communicate and interact with one another. In this era of rapid globalization, especially in the world of education, the use of foreign languages has become increasingly crucial, particularly English, which has become the primary language of communication in the exchange of knowledge, technology, and global culture. (Gallowa & Numajiri, 2020) state that globalization has strengthened the position of English as a lingua franca in various forms of international communication. This is reinforced by (Rose & Galloway, 2019) who emphasize the importance of the Global English's approach in teaching, given that English has now become a basic cross-cultural and functional skill.

English language learning in Indonesia has started since the colonial era, which in the current era has become a compulsory subject at various levels of formal education. This is certainly an opportunity for students in Indonesia to learn more about English and implement it into their daily lives, but it is also a challenge during the learning process. Based on data released by (EF EPI, 2023), Indonesia is ranked 80th out of 112 countries regarding English proficiency. This condition is the impetus for the need for in-depth

research on the learning experience of students in Indonesia, especially English education students.

The learning process and experience play an important role in improving students' mastery and skills, because meaningful learning occurs when students are actively involved. (Kolb & Kolb, 2018) emphasize that meaningful learning experiences are formed through a cycle of concrete experiences, reflection, concepts, and active experimentation. Unfortunately, implementing this approach in Indonesia poses its own challenges. Positive perceptions and active student participation are also crucial in shaping meaningful learning experiences. (Hidayat & Fauzan, 2021) highlight that supportive academic environments directly strengthen students' motivation and participation in EFL classrooms. These challenges include the varying quality of educators and their teaching methods, as well as the lack of adequate facilities and infrastructure. Educators in Indonesia, particularly those teaching English, must create an effective learning system that does not rely solely on lecture-based methods but is balanced with hands-on student practice. Various efforts can be employed by educators during the learning process, including leveraging advancing technology and adapting teaching methods that encourage students to engage directly.

Active learning at school must be accompanied by personalized learning. Personal learning experiences also affect the stimulation of individual development in achieving satisfactory learning outcomes. At this stage students will be challenged to take an active role as autonomous, who are able to manage time, choose material that suits their needs and maintain consistency of interest (Pahlevi, 2021). (Benson & Huang, 2020) states that students who consume English learning independently (movies, podcasts, articles, etc.), will show 25% faster development than ordinary students. In other words, learning experiences outside the classroom certainly make a significant contribution and benefit.

Based on the previous explanation, students must form a learning strategy that produces of course. As the saying goes that a building that stands firmly starts from a strong foundation, language learning also requires a strong foundation. (Richards, 2015) asserts that mastery of the four basic skills of listening, speaking, reading and writing is the key to success in language. To achieve the four basics of language, of course, supportive learning resources are needed, one of which is the utilization of digital media. The utilization of digital media, such as online learning platforms and technology-based applications, provides opportunities for students to practice the four skills flexibly and independently. Various interactive features offered by digital media allow students to access a variety of authentic materials, do repetitive exercises according to individual needs, and get instant feedback.

In addition, technology also facilitates direct interaction through social media, online forums, or virtual collaboration, making the language skills acquired more relevant and practical. As stated by (Godwin-Jones, 2018), the utilization of mobile and digital technologies in language learning significantly expands learning opportunities outside the formal classroom, as well as supporting the development of learning autonomy and increasing student motivation in mastering English. In addition, several studies emphasize the role of digital and entertainment-based media in supporting language learning. (Hanafiah, 2019) found that the use of films can increase students' speaking participation, while (Syahira et al., 2024) revealed that entertainment-based digital media has a strong appeal for learners, although it tends to encourage the use of English more in informal contexts than in formal academic settings.

Apart from the challenges described earlier, the most dominating is the absence of dedication to the introduction of foreign languages from an early age, which then has an

impact on students' unpreparedness in developing optimal English language competence. The introduction of an object or subject early on, will help the child's progress to understand and master it, which of course must be balanced with systematic support through communicative and student-centered teaching strategies, so that early exposure to language does not only become a discourse, but is truly embedded in the learning process. Another factor that contributes to this challenge is that the development of English language learning in Indonesia is hampered by limited digital infrastructure and suboptimal adaptation of learning media and curriculum load (Yulianti & Arifin, 2022).

Although both in-school and personal learning experiences play an important role, they are still not fully able to fulfil students' learning needs in developing English as a whole. One aspect that is often overlooked, especially in education, is the level of students' exposure to English in their daily lives. Students' exposure to English plays a crucial role in shaping students' linguistic character and confidence in communication. The more often students are exposed to the use of English in real contexts, whether through digital media, social environments, or the consumption of authentic content, the greater their chances of realizing the language naturally. (Liu, 2022) also notes that many EFL contexts, including in Asia, are characterized as "input-rich but output-poor," meaning learners receive sufficient exposure but often lack opportunities to produce the target language. This condition can hinder the development of speaking and writing skills if not addressed properly.

But unfortunately, in Indonesia the realization of the use of English in everyday life, still cannot be said to be achieved because the exposure that takes place is still minimal and less authentic. This is what causes many students to think that English both at school and in everyday life is only a formality of the world of education (Meisana et al., 2020). This statement can be proven by the results of research conducted by (Astuti, 2017) in several high schools in Yogyakarta, which shows that most students feel less confident speaking English, due to the lack of direct practice opportunities in the surrounding environment. It can be concluded that the absence of a practical environment that supports authentic language causes students to only master theoretical aspects, not real communicative skills.

Given these challenges, it is important to understand that each student has a unique learning experience, which greatly influences how they receive and develop English language skills. In addition to classroom learning experiences, exposure to English through digital, environmental and independent activities also plays an important role in shaping students' language proficiency. However, to date there is little research that specifically explores how learning experiences and exposure levels affect their English learning process, especially in a local context such as Indonesia. Many previous studies have focused more on developing learning models or strategies (Alfiah, 2020; Hapsari, 2019), without considering in depth the individual conditions of students, variations in learning experiences, and their level of exposure to English. Therefore, this study aims to fill this gap and is expected to answer the question "what are the learning experiences of English education students at the University of Palangka Raya? and how do English education students at the universitas of Palangka Raya experience English in their academic and social contexts?" by exploring in depth the learning experiences and levels of exposure to English experienced by English education students in Palangka Raya.

Without this research, understanding of the factors that influence students' learning experiences and exposure to English in the local Indonesian context will remain limited, making it difficult to develop appropriate learning strategies. The main purpose of this study is to describe and analyse the extent of learning experience and the level of exposure

to English among English education students. This research carries the title "Learning Experience and Exposure of English Education Students." This title reflects an attempt to answer the challenges of English language learning in Indonesia through a more contextualized approach and based on students' real experiences. The results of this study are expected to contribute both theoretically in the development of language learning literature, as well as practically in the formulation of learning strategies that are more contextual and relevant in the educational environment.

METHOD

This study uses a mixed-method approach, combining qualitative and quantitative approaches to obtain more in-depth and holistic results. According to (Creswell, 2018), mixed methods allow researchers to combine numerical and descriptive data in a single study, resulting in richer and more comprehensive findings. The quantitative approach was used to collect data through closed-ended questionnaires, while the qualitative approach was obtained through analysis of open-ended questions in the questionnaire. This combined approach aligns with the views of (Fraenkel et al., 2019), who state that in research on second language learning, the simultaneous use of quantitative and qualitative methods is crucial to capture aspects of the learning experience that cannot be fully represented by statistical data alone.

The data obtained were analysed using two techniques, in accordance with the principles of mixed methods. Quantitative data, consisting of 29 closed-ended statements, were analysed using descriptive statistics, including frequency distribution, percentage, and mean value. The use of descriptive statistics is in accordance with the recommendation of (Fraenkel et al., 2019), which states that descriptive statistics are effective for summarizing data in survey-based educational research. Meanwhile, Qualitative were analysed using a descriptive thematic content analysis technique, with the aim of identifying key patterns in students' responses regarding the use of digital media as a means of learning English. This technique allows the researcher to organize the open-ended responses into meaningful themes, and support them with direct quotes from the respondents, in order to make the understanding of the phenomenon under study richer and more contextual (Vais Moradi et al., 2019).

This study was conducted in the English education study program, Faculty of Teacher Training and Education, University of Palangka Raya, Central Kalimantan, with 42 English education students from the 2022 cohort participating. The selection of location and participants was done purposively, with a diverse background of students, enabling the researcher to obtain varied data. The participants in this study were English education students from the 2022 cohort, with a total of 42 participants. The selection of participants in this study was conducted using purposive sampling, with criteria including having actively participated in English language courses for at least five semesters and being willing to serve as respondents in this study. The use of purposive sampling aligns with the views of (Fraenkel et al., 2019), who state that purposive sampling is a technique for determining samples based on specific considerations to ensure that the data obtained is more robust.

Data collection on this questionnaire was carried out using a questionnaire containing 30 statement items, which have been compiled based on theories related to learning experience and language exposure, and have been adapted to the context of students' daily lives. According to (Fraenkel et al., 2019) the use of contextualized

questionnaires is very important in language research, so that the data obtained truly reflects the real experiences of participants. All questionnaires were distributed online via google form, to provide easy access for students. This online distribution is in line with recent research trends which show that the use of online questionnaires can increase efficiency and flexibility in data collection (Evans & Mathur, 2018). By combining these two techniques, it is hoped that the research can provide a comprehensive picture of the learning experience and exposure to English of English Language Education students at Palangka Raya University, as well as answer the research objectives that have been set.

RESULTS AND DISCUSSION

This section presents the findings and discussion of the study, organized according to the research questions. The first part discusses students' learning experiences (RQ1), followed by their English exposure across academic, digital, and social contexts (RQ2).

Research Question 1: What are the learning experiences of English Education students at the University of Palangka Raya?

Learning experiences and exposure to English have a role in shaping students' English language skills. Broadly speaking, this study aims to describe how English education students at Palangka Raya University build learning experiences and the level of English exposure they experience.

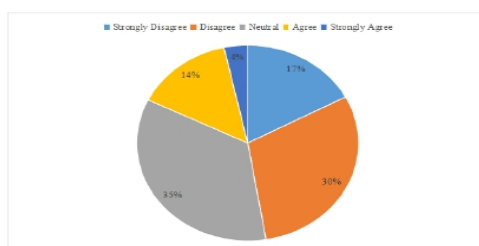


Figure 1: Students Learning Experience

The diagram above illustrates 9 statements regarding students' learning experience in the English language learning process. 35% of students chose the neutral category for their learning experience. This shows that most students still assess their learning experience at a moderate level, not fully positive or negative.

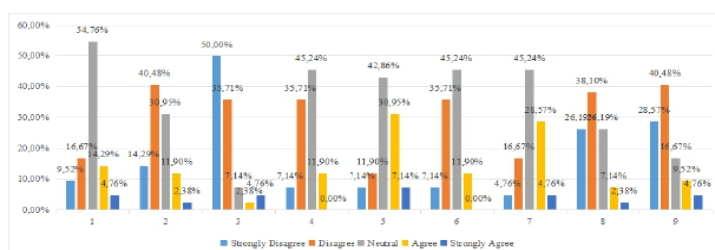


Figure 1: Students Learning Experience

Based on the bar graph of "learning experience" which illustrates the responses to nine statements in the form of a Likert scale (sts-ss), it can be seen that most students tend to be in the category of *agree* (s) and *neutral* (n) in answering statements related to their

experience during English learning. In the first statement, the majority of students 54.76% gave a "neutral" answer which indicated an attitude that was not clearly leaning, meanwhile, 16.67% chose to *agree*, and only 9.52% *strongly agreed*. This shows that there is still a distance between the expectations and reality felt by students in the learning process.

In contrast to the results of the initial statement, the second and third statements showed a positive response. there were 40.48% and 50.00% of respondents who chose to agree with the two statements. Based on the existing results, it can be said that students feel more motivated and benefit from the learning process they are undergoing, although they still do not have a very strong level of confidence in the quality of the learning experience as seen from the graph. the average strongly agree is below 15%. in line with the findings of (Hidayat&Fauzan, 2021), which states that positive perceptions of the learning experience are closely related to active participation and reinforcing support from the academic environment.

For example, in the fourth and sixth statements, 45.24% of respondents chose *neutral*, which indicated their uncertainty about the effectiveness of the teaching materials and methods used. Only 10-15% of respondents chose to agree. This finding identifies that language barriers are still a significant challenge for some students who tend to be passive-minded regarding English. Statement nine shows quite interesting results. The data shows 40.48% of respondents disagree (ts) while only 4.76% strongly agree (ss) on this statement. This result quantitatively shows that there is still resistance or doubt from most students towards the effectiveness of digital media in learning English. At first glance, this data seems to contradict the general assumption that the digital generation is very close to technology.

However, the results of the above statements contradict the qualitatively analysed open-ended answers, where more complex and rich narratives were found. In fact, some students actually mention YouTube, Tik-Tok, Spotify, Duolingo, Quizzes and other applications such as cake and character ai as media that they actively use to learn English. one of the participants 7 and 8 wrote interconnected answers: *"I am more interested in learning English through digital media such as YouTube and quizzes application. digital media provides many options for students to learn in the way they like to learn."* participant 24 also mentioned *"I agree because digital media such as you tube, Tik-Tok, and Instagram reels help me learn English in a fun and easy to understand way."*

From these responses, it can be seen that although some students explicitly disagree with the 9th statement on the Likert scale, in practice they still use and rely on digital media as a means of learning. this indicates a mismatch between explicit perceptions (attitudes towards digital media as the main approach) and actual behaviour (frequency of using digital media for learning).Further explained, the various reasons put forward by students reflect that digital media provide flexibility, interactivity, and accessibility that are difficult to match by conventional learning. students mentioned that media such as you tube provide a variety of educational and entertainment content in English that is fun, including podcasts, ted talks, songs, movies, to autocorrect features in applications such as character ai.

This finding is in line with the research of (syahira et al., 2024) which concluded that digital media has a significant role in improving English speaking skills, because students can learn according to their learning styles, whether visual, auditory, or kinaesthetic. (Hanafiah's study, 2019) confirms that the use of media such as movies can increase students' interest and active involvement in the language learning process. In addition, the flexibility of time and place, as well as the ability to learn independently and

access content at any time are the main reasons for choosing digital media. one student wrote: *"I prefer to learn using digital media because I can adjust the flexibility of time and place. I can also monitor my own progress."* However, not all students expressed the same preference. Some respondents actually stated that they did not like digital media because they considered it not in-depth enough, or because they preferred a direct learning approach with the lecturer. as stated by one respondent: *"no, I prefer to learn English directly and tangibly so that it is easy to capture and understand the material."*

This statement confirms that preference for digital media is relative and influenced by learning style, independent ability, and previous learning experience. Therefore, an effective learning approach must accommodate blended learning between face-to-face and digital media support. as stated by one student: *"in my opinion, the approach should be balanced. On campus, we get direct guidance from lecturers, while digital media can be a useful complement to practice independently outside of class."* As such, this section reinforces the importance of learning strategies that not only focus on formal approaches, but also facilitate the pedagogical and purposeful use of digital media, in order to maximize the potential of technology as an authentic, flexible, and enjoyable source of English exposure and practice.

In general, based on the results of quantitative and qualitative data, this data shows that the majority of students have a fairly positive learning experience during the English learning process, especially in the aspects of motivation and engagement. it's just that it is still necessary to pay attention to effective learning strategies, which not only focus on formal approaches but also facilitate the use of digital media in a pedagogical and directed manner, in order to maximize the potential of technology as an authentic, flexible, and enjoyable source of exposure to English. This is in line with Gardner's (1985) opinion that good attitudes and learning experiences can strengthen motivation and student engagement in second language learning. This is in line with Gardner's (1985) opinion that good attitudes and learning experiences can strengthen students' motivation and engagement in second language learning. The dominance of the "agree" category can be an indicator that the teaching methods used are quite effective and accepted by students, although the high "neutral" category also signals that there is still room for improvement in terms of more individualized and contextualized learning approaches or support. This analysis will be the basis for assessing the relationship between learning experiences and motivation in English language acquisition.

Research Question 2: How do English Education students experience English exposure in their academic, digital, and social environments?

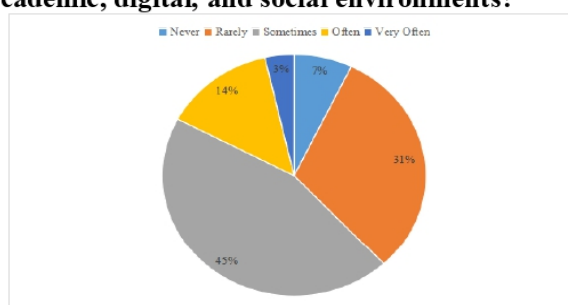


Figure 2: Formal English Exposure

The second diagram illustrates 5 statements on the level of exposure of students to the use of English in formal contexts. From the diagram above, it is known that 45% of

students chose the category Sometimes in terms of formal exposure to English. This means that the use of English in the classroom has occurred, but it has not taken place regularly and consistently.

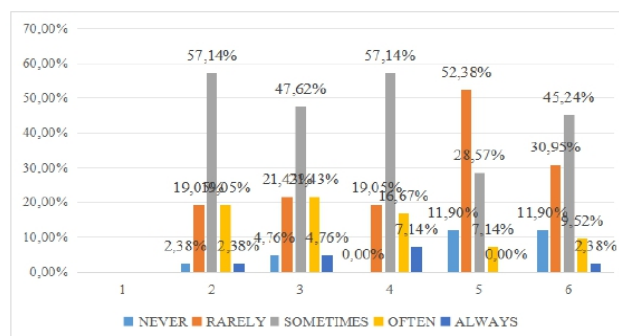


Figure 2: Formal English Exposure

Based on the results of data processing from the second bar chart, the results show that the categories sometimes and rarely are the two dominant categories that appear in almost all questionnaire statements. This shows that although the use of English in learning activities takes place, the intensity is still not high or uneven. Meanwhile, the fourth statement ("*I use English to complete school assignments*") shows 52.38% of students chose *rarely*, which means, there is still minimal application. This may be related to the point of view of students who are more comfortable completing assignments in Indonesian or the factor of habitual use of the language used daily. Similarly, statements 2 and 5 also show a tendency to dominate the category *sometimes*. This means that the use of English is still not done consistently. This contradicts the statement conveyed by (Gokcan&CobanogluAktan, 2019), "the consistency of formal exposure to the target language in an academic context greatly affects the development of students' language skills." Thus, it can be concluded that exposure to English in formal contexts in this population is classified as low intensity. The sometimes category that dominates the most reflects the potential for ongoing exposure, but not yet stable or consistent.

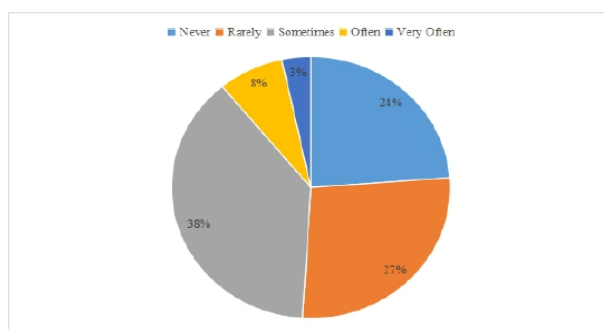


Figure 3: Informal exposure through media

In the third pie chart, the results of a statement related to exposure to English students through various digital media are shown. 38% of students chose the category

sometimes in utilizing digital media as a means of exposure to English. These results indicate that students are quite often exposed to English through the media, although there are still opportunities to get the intensity of its use.

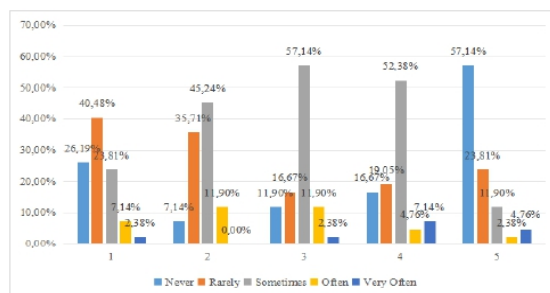


Figure 3: Informal exposure through media

Based on the results of data processing from the third bar chart, it is found that the sometimes and often categories are the two most dominant categories in almost all questionnaire statements. This shows that students are quite active in utilizing digital media as a source of exposure to English, although not yet fully consistent. In the fifth statement "*I listen to songs in English*" became the highest indicator, with 42.86% of respondents choosing the category very often. Meanwhile, in the first statement ("*I watch movies or TV series in English*"), there is a dominance of the categories often (38.10%) and sometimes (33.33%), which shows that the consumption of visual content is also quite high among students. However, in the third statement "*I read online articles or news in English*" and the fourth "*I watch news, podcasts, and other platforms in English*", there are results in the sometimes category where 57.14% in item 3 and 52.38% in item 4 dominate, while the often category is still relatively low. This shows that students are more likely to access entertainment content than informative or academic content.

The results found above are in line with research conducted by (Syahira et al., 2024) which states that "entertainment-based digital media has a higher appeal than media that are formal educational in nature." However, this statement contradicts the findings of (Rakhman et al., 2021), which states that "online consumption of academic content can enrich students' critical reading skills", so the current condition shows a gap that needs to be improved. Thus, it can be concluded that English education students at Palangka Raya University focus more on entertainment content. Therefore, it is necessary to encourage students to utilize digital media in a more balanced manner between entertainment and educational content, to strengthen their overall mastery of English.

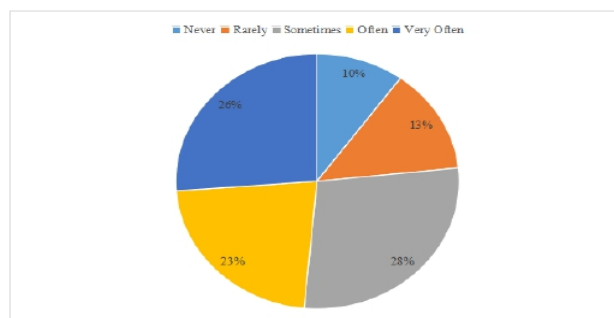


Figure 4: Informal Exposure through Environment

The fourth pie chart explains the results of the average extent to which students get exposure to English through their social environment. from the diagram above, it can be seen that 28% of students chose the category sometimes in interaction. This shows that interaction using English in the student's social environment has occurred but not optimally.

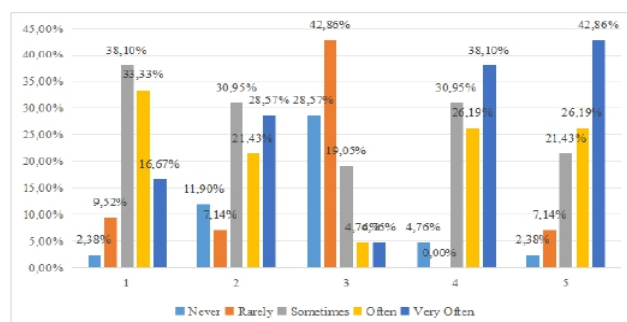


Figure 4: Informal Exposure through Environment

Based on the results of data processing from the fourth bar chart, it is found that the sometimes and often categories are the most dominant categories in most of the questionnaire statements. This shows that students' interaction with English through the social environment is already running, although not yet fully optimized. The fifth statement "I often attend activities or events (communities/clubs) that use English" occupies the highest position, with 42.86% of respondents choosing the category very often. In addition, in the first statement "I speak English with family, close people, and friends outside of class", with the category sometimes as much as 38.33% and the category often as much as 16.67% quite dominant.

On the other hand, the second and third statements show that exposure through digital environments such as social media is quite high. while direct interactions such as making friends with strangers or taking online courses are still relatively low, with a dominance in the sometimes and rarely categories. This low exposure, can be a concern for the party This finding is in line with the opinion of (Zainuddin et al., 2021), which states that "exposure through the digital environment is now one of the most accessible forms of exposure for students." However, this also needs to be balanced with an increase in direct interpersonal interactions, because as (Tan & Tan, 2021) stated, "the most effective language learning experiences still occur through direct communication in real social situations."

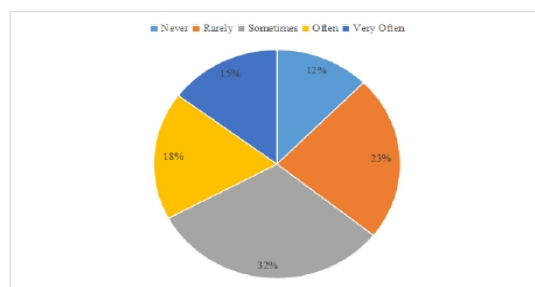


Figure 5: Active Use of English

On pie chart 5, regarding the aspect of active use of English by students in various productive activities such as writing and speaking. A total of 32% of students chose the category sometimes in terms of active use of English. This shows that most students begin to use English actively related to productive activities, although the consistency and intensity of its use still need to be improved.

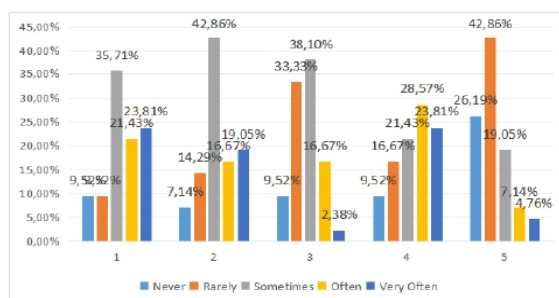


Figure 5: Active Use of English

Based on the results of data processing from the fifth bar chart, it was found that the categories sometimes and often became the most dominant categories appearing in almost all questionnaire statements. This shows that students are starting to have an awareness of using English actively, but not yet fully consistent. In the fifth bar chart with the statement "I try to translate text or sentences into English", being the highest indicator, with a total percentage of 42.86 respondents choosing the category very often, this shows that many students take advantage of translation activities as a way to practice their understanding and use of English. While in the third bar chart with the statement "I read articles or books in English independently", with a frequent category as many as 33.33% of respondents, and a category sometimes as many as 38.10%, which means it reflects the interest of students in improving their reading skills, or in other words reading has become part of the learning habits of some English language education students at Palangka Raya university.

However, in the first and second statements, which relate to writing personal journals or actively writing on social media, the sometimes and rarely categories are still dominant. This shows that productive activities based on personal expression in English are still not fully formed as a habit. (Liu, 2022) states that "the main challenge for EFL learners is the input-rich but output-poor environment, so speaking and writing skills develop more slowly." Therefore, although students have shown enthusiasm in reading and translation activities, there needs to be a stronger push to encourage them to actively

reproduce in English, either through reflective writing activities or project-based assignments. Thus, although the development of active use of English is already underway, efforts to improve the balance between receptive skills and productive skills need to be continued so that students' mastery of English becomes more optimal.

CONCLUSION

This study shows that learning experiences and exposure to English, both formally and informally, play a major role in shaping students' language skills. Although most students demonstrate positive motivation and engagement, the use of English remains largely passive and uneven, particularly in formal contexts and productive activities such as writing or speaking. Exposure to digital media is the most widely utilized source, but it is more dominated by entertainment content than educational content, resulting in suboptimal learning outcomes. From this, it is important for educational institutions to develop more balanced learning strategies—combining classroom approaches, technology use, and encouraging English-language social interaction. Moving forward, further research is recommended to explore the long-term impact of such strategies and examine how learning experiences and language exposure evolve in a broader and more diverse campus environment.

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Appendix 3 : Letter of Acceptance of the Article 3 “*Students’ Perception Towards the use of Particular Media and Methods in English Listening Classroom*”

Work on the third article began in early October 2025. Although development had actually proceeded concurrently with the previous articles, the author was only able to devote full attention to it once the first two articles were completed. The author worked diligently, engaging in regular consultations, drafting the background, determining the research methodology, and gathering references and data. The article underwent revisions following a proposal seminar on February 12, 2026, and was subsequently approved for submission by both supervisors in late February 2026. However, the study program later informed the author of a change in supervisors, as the previous primary supervisor had retired. The author consulted the new supervisor regarding the article and found that many sections required improvement. Ultimately, the author revised and rewrote the article and re-collected data, as the previous data did not meet research standards. This process took place from March 14 to June 5, 2026.

After obtaining approval from the first supervisor, the author consulted the second supervisor and received suggestions for minor revisions. Following the revision process, the second supervisor approved the article for submission to a journal on June 24, 2026. During the preparation phase for this third article, the author actively contacted relevant journals and identified four potential options accredited as Sinta 4 and Sinta 3. The author contacted these journals to discuss the possibility of using a fast-track submission process—an option driven by the need to meet the defense registration deadline of July 14, 2026. Ultimately, the author consulted Journal IDEAS (Sinta 3) regarding the availability of fast-track processing services. The journal agreed to the fast-track option, provided the article met their quality standards and a fee of IDR 1 million was paid; for comparison, the standard publication fee is IDR 700,000. Before deciding to submit the article to Journal IDEAS, the researcher had also contacted a Sinta 4-indexed journal but found the costs to be higher, ranging from IDR 750,000 to IDR 800,000.

After reaching an agreement with the IDEAS journal, the author promptly created an account and submitted the article, hoping for a rapid review process. On June 26, 2025, the journal indicated that while the article largely met their standards, additional research implications were required to ensure the content was complete. The author paid the fee for the fast-track service and immediately revised the requested sections. The revision process was brief, as the relevant parts had already been refined based on suggestions from the new primary supervisor and the second supervisor. The author resubmitted the revised article on June 28, 2026, and requested the issuance of a Letter of Acceptance (LOA) as soon as possible, explaining that the document was needed for the thesis defense application process. After the LOA was sent via email, the journal stated that the article would be published in December 2026 and would undergo further review to ensure it met publication standards.

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LETTER OF ACCEPTANCE

No. 11504.628/LoA-Ideas/VI/2026

Dear

Maria Inggrita Vadeltime Panyat, Yulitriana, Muhammad Subhan Fikri
Universitas Palangka Raya

Assalamu'alaikum Warahmatullaahi Wabarakaatuh

We respectfully inform you that the editorial team has received article **ID 11504** entitled **"Students' Perception Towards the Use of Particular Media and Methods in English Listening Classroom"** and has deemed it suitable for publication in the **Volume 14 Nomor 2 December 2026** edition of Ideas Journal.

Thank you for your attention.

Wassalamu'alaikum Warahmatullaahi Wabarakaatuh



Palopo, June 28, 2026
Editor in Chief



Dr. Masruddin., SS., M.Hum.
NIP. 19800613 200501 1 005

STUDENTS' PERCEPTION TOWARDS THE USE OF PARTICULAR MEDIA AND METHODS IN ENGLISH LISTENING CLASSROOM

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Abstract

This study explores English education students' perceptions towards the use of particular media and methods in listening classroom, employing a descriptive survey design that incorporates questionnaires and semi-structured interviews. Students from the University of Palangka Raya were selected as participants because understanding their perspectives is crucial for lecturers seeking to innovate in the teaching of listening skills. While similar studies often focus on primary or secondary school students, research at the university level—particularly in Palangka Raya—remains limited. The results indicate that the majority of students hold positive perceptions. Audio-visual media—such as PowerPoint slides, clear audio, and interactive discussions—were the most highly appreciated elements. Interview findings reinforce this, highlighting factors that influence perception: student interest in high-quality audio, relevant and educational topics, and strong visual support. Conversely, negative perceptions arose from poor audio quality, technical issues, and monotonous content. Regarding teaching methods, students valued technology-based collaborative learning, active lecturer-student discussions, and interactive approaches that boosted their confidence in listening skills; however, irrelevant or unsuitable materials triggered negative perceptions. Overall, this study underscores the importance of interactive media and effective teaching methods in developing English listening skills. At the same time, it emphasizes that improper implementation can hinder learning outcomes, thereby highlighting the need for the careful integration of media and methods when teaching listening skills at the university level.

Keywords: English; students; perception; listening; media; methods

Introduction →

Listening is the process of acquiring information through the sense of hearing while simultaneously capturing nonverbal cues such as body language and facial expressions (Martoredjo, 2014). The primary goal of this skill is to analyze facts and ideas and support the improvement of speaking skills in foreign language learning (Gultom et al., 2023). In the English context, listening plays a crucial role as a receptive skill that supports other productive skills, such as writing and speaking, as it allows for the acquisition of a broader vocabulary and information (Thi et al., 2024). However, listening skills often receive less attention in schools, as teachers emphasize reading and speaking, assuming that listening develops naturally (Kutlu & Aslanoglu, 2009). However, teaching listening presents its own challenges and requires full concentration, so teachers need to recognize its importance in supporting other English language skills (Mappapoleonro, 2024).

Differences in English language learning backgrounds, particularly listening skills, influence students' ability development. Students who have never studied English listening tend to be slower to master it. Therefore, the use of media and the application of methods in listening classroom are crucial factors in supporting the development of this skill. Learning media serves as a source of material delivery and a means of supporting the learning process (Hasan, 2021), as well as playing a role in creating an effective learning environment and fostering student understanding. In the context of listening classes, media functions include: serving as a source of information and knowledge, as a means of motivating students, and as a supporter of the English listening learning process (Trikesumawati, 2025).

Audio-visual media is an important tool in learning English listening, defined as media with electronic sounds and images that can be heard and displayed (Harsa et al., 2020). These include video recordings, YouTube, television broadcasts, or audio slides (Suryadina, 2023). Audio with subtitles is also useful because it helps students listen and memorize vocabulary (Mustofa & Sari, 2020). Audio-visual media is divided into two: statistical, which presents sound and still images such as sound slides; and animated, which displays sound with moving images such as films and videos (Pham, 2021). The use of electronic media is more effective because it includes pronunciation, intonation, rhythm, tone, and emphasis that resemble native speakers (Harmer, 2008).

Learning methods are teaching techniques mastered by teachers to convey material to students (Ilyas & Armizi, 2020). Therefore, learning methods play a crucial role in the process of learning English listening since they can motivate students to continue learning and improve the specific skills they are currently learning (Susanto et al., 2025). Subsequently, the learning method is a process or method that needs to be understood, designed, and implemented to achieve successful learning. The learning method is a technique for transferring knowledge carried out by teachers so that students can understand the learning material

presented (Olufunminiyi, 2015).

Dictation is one of the strategies that can be used in a listening classroom to familiarize students with listening and writing English vocabulary. Another strategy is listening and conveying information, which can be implemented in two ways: oral-to-written and oral-to-oral. In oral-to-written, a person writes while listening to information, whereas in oral-to-oral, a person listens to information and conveys it through speech. The last strategy is interactive listening and speaking (related to meaningful experiences). This activity can be conducted in groups, where each student takes turns speaking in English about their meaningful experiences, while the other students focus on noting down new vocabulary or key points from the conversation they hear (Khan, 2014).

Based on this statement, it is clear that there are a lot of listening learning methods that teachers can learn and apply, with the aim of improving students' English listening skills. Several previous studies have discussed students' perceptions of the use of media in teaching listening skills in the classroom. Harsa et al.,(2020) demonstrated that the use of audiovisual media in high school listening classes has a highly positive impact on improving students' listening skills. This indicates that instructional media in listening classroom is a crucial factor requiring careful consideration, as it can significantly influence the development of students' listening abilities. Intan et al.,(2022) also conducted a similar study, where the results showed a positive impact of using video and audio-visual media in the process of learning English listening skills. This study is very consistent with other studies conducted by Laus et al.(2025) where the results of the study showed that most students found it easier to process the information they heard from audio if it was accompanied by visuals for clear depiction.

Other study also highlighted blended learning as a combination of face-to-face and online learning through technology and methodology (Oliver & Trigwell, 2005). However, other study also reported that students prefer the listening comprehension conducted in class because they can focus more on the learning process and more easily understand the learning material delivered by the teacher (Tandy Rerung, 2018), since face-to-face learning can maintain students' focus and teachers can effectively help students improve their ability to grasp, analyze, and understand English vocabulary from the audio they listen to (Hassan et al., 2023). Previous studies addressing the use of media and the application of teaching methods in listening classes serve as a reference for this research. Interestingly, those studies examined the use of media and the application of teaching methods in listening classroom separately.

Therefore, this study examines the use of media and teaching methods in listening classes without separating them, given that the two components complement each other. Furthermore, the researcher notes that previous studies have tended to focus on primary or secondary school students and are rarely found at the university level, particularly in Palangka Raya. Understanding the perceptions of English majors regarding the use of specific media and teaching methods in listening classes is crucial, as these perceptions can assist lecturers in fostering innovation in listening instruction. Thus, the research questions for this study are as follows:

1. What are students' perceptions towards the use of particular media and methods in the English Listening Classroom?
2. What are the factors that influence students' perceptions towards the use of particular media and methods in the English listening classroom?

Method → **Design**

The method used in this study is descriptive survey research. In the field of education, studies that seek to determine students' levels of satisfaction with a particular learning strategy or the use of instructional media generally employ descriptive survey research. Descriptive survey research is a research method aimed at gathering opinions, beliefs, or perceptions regarding a phenomenon from a group of people. Survey can provide valuable information about a population using a relatively small sample (Lodico et al., 2010). Therefore, the results of this study provide answers to students' perceptions regarding the use of media and methods in listening classroom.

Instrument

The research instruments were questionnaires and interviews. The questionnaire was created using Google Forms using a Likert scale of 1–4 (1 = strongly disagree, 4 = strongly agree) without a neutral option to avoid uncertain answers (Dörnyei & Taguchi, 2010). The questionnaire was developed based on a previous study by Hardiah, M. (2019) and consists of two parts: The first part contained 13 closed-ended questions regarding students' perceptions of media and was designed with two themes: learning media and students' interest (items 1-4) and learning media to enhance students' listening skills (items 5-13). The second part of the questionnaire contained 12 closed-ended questions regarding students' perceptions of methods, and was divided into two themes: teaching methods and students' interest (items 1-5), and teaching methods to enhance students' listening skills (items 6-12). Next, pilot testing was conducted for the questionnaire and interview to ensure the validity and reliability so that they could be distributed to a wider population or the actual research sample (Creswell, 2014).

Furthermore, the number of participants in the questionnaire trial was 30, as this number is considered to produce reliable data (Sugiyono, 2020). Validity and reliability tests using SPSS showed that the media perception aspect was valid ($0.000 < 0.05$) and reliable ($\alpha = 0.950 > 0.6$), while the method perception aspect was also valid ($0.001 < 0.05$) and reliable ($\alpha = 0.884 > 0.6$). For the interviews, the questions were piloted on six participants and feedback indicated no difficulty in understanding the questions, making them suitable for distribution (Lodico et al., 2010). Interviews were used to identify factors influencing participants' perceptions of the questionnaire items, with two aspects explored: perception towards media (eight questions) and perception towards method (seven questions). Interviews were conducted semi-structured, with questions that could be adjusted to the participants' circumstances to obtain clear responses (Sugiyono, 2020).

Participants

The study population consisted of 312 students from the English Education Study Program who had completed listening courses at the basic, intermediate, and advanced levels. Given time and access constraints, the researcher employed simple random sampling to ensure that every member of the population had an equal chance of being selected. Out of the total population, 170 students (54.49%) responded to the questionnaire, thereby meeting the minimum sample adequacy criterion of 50% (Mcmillan & Schumacher, 2004). For the selection of interview participants, the researcher used purposive sampling, selecting individuals based on specific characteristics deemed relevant to achieving the study's objectives (Mcmillan & Schumacher, 2004). The participants comprised six students: three with strong listening skills and three with weaker listening skills. These criteria were determined based on academic grades reported in the questionnaire and were corroborated by the researcher's observations.

The data revealed that the three students with strong listening skills had more extensive English learning experience, had earned grades of A or B over the previous four semesters, and actively participated in class. Conversely, the three students with weaker listening skills had limited English learning experience, had earned grades of C or D over the previous four semesters, and tended to be passive during learning activities. These differing characteristics resulted in a diversity of perceptions that enriched the understanding of the phenomenon under study, as each individual could interpret the learning experience from a unique perspective (Andrade, 2021). The researcher also ensured that all participants had consented to take part in the study, whether by completing the questionnaire (for both the pilot and main samples) or by participating in interviews (as an additional sample). Furthermore, the researcher committed to maintaining participant confidentiality, thereby ensuring the integrity and ethical standards of the research.

Data collection technique

In mid-April 2026, the questionnaire was distributed to 170 students (54.49%) of the English Language Education Study Program via WhatsApp group, where this number was considered representative enough to represent the population (Lodico et al., 2010). To further explore the factors influencing participants' perceptions of each questionnaire item, the researchers continued with interviews with six students. These interviews took place on campus in mid-April 2026.

Data analysis technique

Data were analyzed descriptively using Microsoft Excel 2019 for three methodological reasons: transparency (the COUNTIF and percentage functions can be directly tracked, thus minimizing errors in "black box" statistical software) (Upsher et al., 2025); suitability for nominal and ordinal Likert scale data that do not require complex inferential tests, so frequencies and percentages can be displayed through pie charts and questionnaire tables, in accordance with the objectives of descriptive research (Taherdoost, 2021), and increased replication because the results can be run without a paid license, where small-to-medium scale survey analysis is generally conducted with spreadsheets, especially Excel (Creswell, 2014). Meanwhile, the interview data were analyzed thematically by extracting key points and identifying themes relevant to the research objectives. These themes were organized into an interview table and categorized into two aspects. The first aspect concerns perceptions of the media and comprises two themes: learning media and student interest, and learning media for enhancing students' listening skills. The second aspect concerns perceptions of the methods and comprises two themes: teaching methods and student interest, and teaching methods for enhancing students' listening skills (B. Miles et al., 2014).

Results



The findings in this study are used to answer the research questions; first regarding students' perceptions towards the use of particular media and methods in listening classroom, which are displayed through pie charts (dominant responses from the results of the overall questionnaire aspects) and questionnaire tables (frequency of responses to each questionnaire theme from each aspect). Meanwhile, the interview table is used to answer the second research question regarding factors that influence students' perceptions towards the use of particular media and methods in listening classroom.

A. Students' perception towards the use of particular media

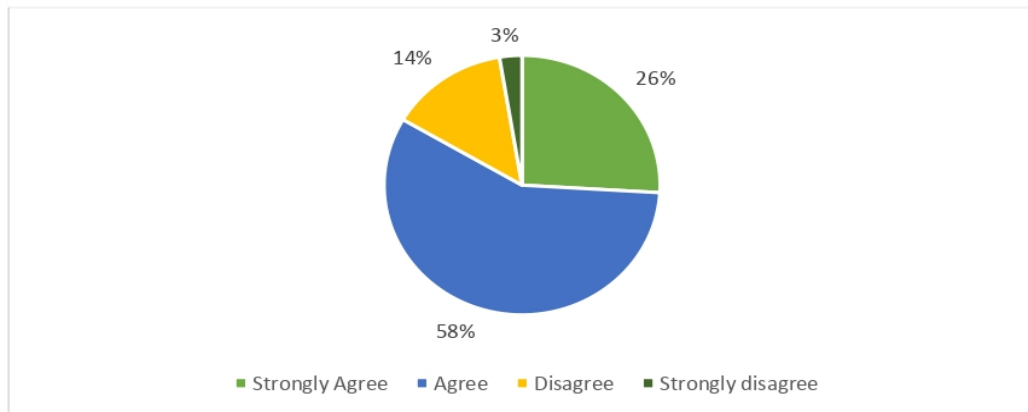


Figure 1

The pie chart reveals that, among the 170 respondents, a positive perception towards the use of particular media in listening classroom predominates, with 58% (99) of students indicating "agree" and 26% (44) indicating "strongly agree." These findings demonstrate that the majority of students consider instructional media effective in supporting listening skills. From an analytical perspective, the pie chart provides an overall indication that the use of media in English listening classes is widely accepted. However, it is necessary to examine the factors contributing to the negative perceptions held by some students so that the results can serve as a basis for developing more inclusive instructional strategies.

Table 1.1 Students' perception towards the use of particular media across questionnaire aspects (n=170)

Questionnaire Aspects	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P
Learning media and students' interest	73	43%	69	41%	22	13%	6	4%
Learning media to enhance students' listening skills	53	31%	94	55%	18	11%	5	3%

The questionnaire table shows that, regarding the aspects of learning media and student interest, the dominant perception was very positive, accounting for 43% (73) of the responses. Regarding the aspect of learning media for improving students' listening skills, positive perceptions were also the dominant perception,

accounting for 55% (94) of the responses. This indicates that learning media can attract student interest and is quite effective in supporting the development of listening skills.

Table 1.2. Students' perception towards the use of particular media across interview aspects

Interview Aspect	Positive perception factors	Negative perception factors
Learning media and students' interest	Audio+ PowerPoint slides	Audio and PowerPoint slides commonly used
Learning media to enhance students' listening skills	Good quality audio	poor quality audio

In the first theme, factors influencing positive perceptions include the use of audio and PowerPoint slides, which are considered interesting and effective as visualization tools in listening lessons. Conversely, negative perceptions are influenced by factors that consider audio media too common due to its frequent use. In the second theme, positive perceptions are influenced by factors such as good audio quality, which helps enhance listening skills such as understanding information, understanding difficult words, recognizing emotions, summarizing main ideas, and practicing pronunciation. Meanwhile, negative perceptions are influenced by factors such as poor audio quality, distractions, difficult accents, and flat intonation, which hinder comprehension.

B. Students' perceptions towards the use of particular methods

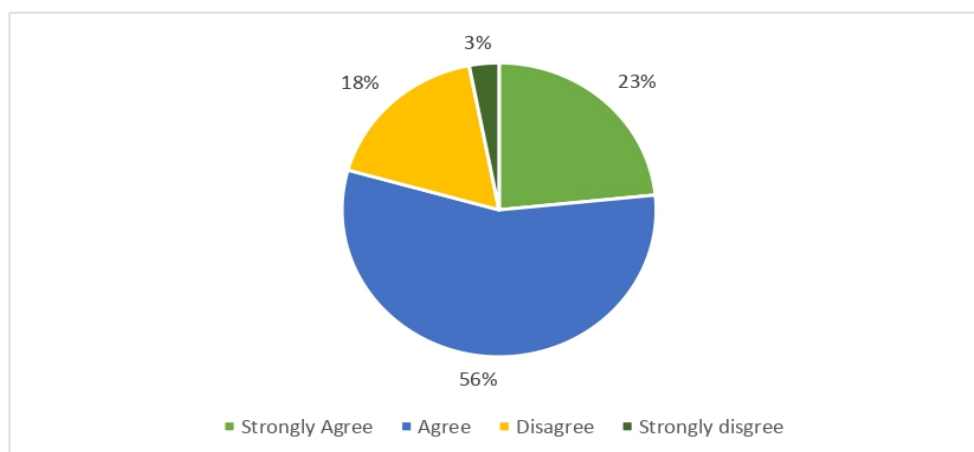


Figure 2

The pie chart shows that among the 170 respondents, positive perceptions towards the use of a particular method in the listening classroom predominate, with 56% (95) of students indicating "agree." These findings confirm that the majority of students consider the method used to be quite effective in supporting listening skills. However, the data distribution also reveals some variation, with some respondents selecting other categories such as "strongly agree," "disagree," or "strongly disagree." This indicates that while the positive response is strong, there are differences in learning experiences that warrant attention in order to gain a more comprehensive understanding of the method's effectiveness.

Table 1. 3. Students' perception towards the use of particular methods across questionnaire aspect (n=170)

Aspects	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P
Teaching methods and students' interest	43	25%	105	62%	18	11%	4	2%
Teaching methods to enhance students' listening skills	48	28%	91	54%	25	15%	6	4%

The questionnaire table on the aspects of teaching methods and students' interests, positive perceptions were the dominant perception with 62% (105) responses. Then, for the aspect of teaching methods to enhance students' listening skills, positive perceptions were also the dominant perception with 54% (91) responses. Overall, the method was largely received positively, although a small number of students expressed negative perceptions.

Table1. 4. Students' perception towards the use of particular methods across interview aspect

Interview Aspect	Positive perception factors	Negative perception factors
Teaching methods and students' interest	Technology-based methods (YouTube, movies, songs)/audio from native speaker	Method without using technology/native speaker audio
Teaching methods to enhance students' listening skills	Discussions method; Motivation; Relevant.	Discussion method not employed; Not relevant

In the first theme, technology-based listening methods in the classroom were a factor influencing positive perceptions because they were considered interesting and insightful. Furthermore, non-technology methods were a factor contributing to negative perceptions because they were less interesting and effective for listening lessons. In the second theme, discussion methods were a factor influencing positive perceptions because students were able to understand the listening learning material during discussions with the lecturer. This method also fostered motivation and was quite relevant to students' learning needs. Negative perceptions were influenced by factors that considered the learning method only helped understand the learning flow, and did not involve in-depth discussions.



Discussion

The discussion in this study aims to answer the first two research questions: What are students' perceptions towards the use of particular media and methods in English listening classroom? and the second research question: What are the factors that influence students' perceptions towards the use of particular media and methods in English listening classroom? These questions are examined in depth by comparing the study's findings with previous research and relevant theories. Furthermore, this section addresses broader implications for listening pedagogy, digital learning, and learner-centered learning. Additionally, aspects of speech that serve as contributing factors to students' perceptions are also analyzed.

Students' perception towards the use of particular media

a. Learning media and students' interest

The first theme was developed to examine students' interest towards particular media in English listening classroom. This discussion refers to table 1.1, number 1. The findings on this theme indicate that most students have a very positive perception regarding the use of audio and power point slides as represented by the answer "strongly agree." Student 1 argued that the use of audio and PowerPoint slides made listening media very interesting, because listening comprehension requires visualization so that students can form a clear picture of the information conveyed through audio: *"The use of audio and PowerPoint slides in listening class makes the media very interesting."* Student 1 also stated that interesting media can motivate students to actively engage in the learning process. This statement is highly relevant to the previous study which show that interest in learning media (listening) will motivate students to learn more actively and make faster progress (Trikesumawati, 2025).

However, student 2 gave a different opinion, saying that listening media was not very interesting, because audio or PowerPoint slides were commonly used media in listening classroom at various levels of education: *"Audio and PowerPoint slides are not very interesting because these media are commonly used in listening*

classroom." In addition, Student 2 also thought that diverse and useful topics could make audio very interesting, and make the listening learning very pleasant: "*audio media would be very interesting if the conversation topics were varied and useful.*" From the above statement, it can be concluded that combining audio and PowerPoint presentations is an effective way to learn English listening skills, as visualization is needed to make the information heard more vivid. Furthermore, a variety of useful topics (such as speeches, podcasts, simple conversations, and interview excerpts) should be included and carefully considered, the diversity of topic can increase the appeal of the media (Laus et al., 2025).

b. Learning media to enhance students' listening skills

This theme examines students' perceptions of the quality of the learning media in listening classroom, as shown in Table 1.1, point 2. The findings on this theme indicate that most students have a positive perception, as indicated by the dominant answer of "agree." Student 3 gave a positive statement: "*The learning media in listening classroom is a quite good quality, so it can stimulate me to understand and catch difficult English words.*" He added that good enough audio quality can help students enhance their listening skills, especially in identifying main ideas, summarizing conversations, identifying emotions, and following simple instructions, while also helping them learn how to pronounce English correctly from audio. From another perspective, student 4 added that to be able to identify conversational emotions from audio, good enough audio quality must also be supported by expressive conversation topics with clear intonation: "*Listening media must be of good quality and contain expressive conversations, so emotions can be identified.*"

However, student 5 expressed a negative opinion: "*The learning media in the listening classroom is of very poor quality and frequently cuts off, making it completely unhelpful in understanding the information.*" She also stated the learning media contains inexpressive and flat conversations, so she cannot identify the emotions. Furthermore, she argued that it was quite difficult to understand information from audio if it used a British accent. These findings indicate that media quality can significantly enhance students' listening skills, especially in processing the information heard effectively (Intan et al., 2022). Conversely, poor audio hinders comprehension. However, listening skills and focus also play a role, as skilled listeners may still be able to understand information even with poor audio (Mappapoleonro, 2024). Accent choice is another important factor, as unclear or difficult accents can hinder comprehension, especially for beginners. Therefore, audio recordings should use clear and easily recognizable accents to support students' listening skills at any levels (Hasan, 2021).

The implications of the findings regarding the aforementioned themes suggest that selecting appropriate instructional media—such as a combination of audio and PowerPoint slides covering diverse topics—can serve as an effective strategy to boost student motivation and engagement in listening classroom (Febrita & Ulfah, 2019). Furthermore, these findings and their alignment with prior research and theories encourage lecturers to consider factors such as audio quality, material variety, and visual support, thereby making the listening process not only more interesting but also more meaningful. Consequently, this study can serve as a reference for educators in designing innovative and relevant instructional media, ultimately fostering optimal development of students' listening skills.

Students' perception towards the use of particular methods

a. Teaching methods and students' interest

This theme aims to examine students' interest in listening learning methods in the classroom that utilize technology, referring to table 1.3 number 1. The findings show that most students have a positive perception with the answer "agree." Student 6 expressed his appreciation for the listening method in the classroom that uses the YouTube application and audio from native speakers, because YouTube often displays challenging, diverse, and educational topics. In addition to practicing listening skills, students can also expand their knowledge. He added that audio from native speakers helps understand the correct pronunciation of English vocabulary: *"I really like it when the method in the listening class uses the YouTube application and audio from native speakers."* In addition, he argued that technology-based methods can be varied through English films or songs, which helps prevent boredom while supporting students in learning different accents and pronunciations.

However, Student 1 stated that listening learning methods are still traditional, such as dictation without the use of audio from native speakers. He believes this method is uninteresting and ineffective because students need to learn correct vocabulary pronunciation from native speakers, not just from lecturers: *"The learning method in listening class becomes very uninteresting if they don't use technology, such as audio from native speakers."* This statement aligns with the theory that emphasizes that listening methods are more interesting and effective when combined with technology-based electronic media, as they can provide pronunciation, intonation, rhythm, and emphasis that resemble native speakers (Harmer, 2008). Research findings also indicate that students prefer native-speaker-based media methods because they emphasize accurate vocabulary pronunciation. Technology such as the YouTube app has proven beneficial in listening practice, not only improving skills but also providing interesting learning material (Laus et al., 2025). This theory is also consistent with the explanation that

technology-based methods that utilize films and songs through the YouTube application also help reduce learning boredom in students.

The implications of these findings suggest that integrating teaching methods with technology-based media—such as YouTube, films, and songs—into listening classes can significantly boost student motivation and engagement. Educators are encouraged to design listening activities that combine authentic audio from native speakers with diverse, meaningful topics, supported by visual aids where appropriate. This approach not only enhances listening comprehension and pronunciation accuracy but also fosters a more dynamic and enjoyable learning environment. Thus, this research offers valuable insights for educators to implement innovative strategies that align with student preferences and promote the development of more effective listening skills.

b. Teaching methods to enhance students' listening skills

This theme, referring to table 1.3, point 2, explored the role of learning methods in helping enhance students' listening skills and fostering motivation and awareness of the importance of listening skills. Furthermore, this theme highlights the relevance of teaching methods to students' learning needs. The findings on this theme indicate that most students have a positive perception, as indicated by the dominant answer of "agree." Student 2 expressed a positive perception of the discussion-based learning method in the listening class. He said that the lecturer always actively discussed the function and meaning of English vocabulary heard from audio in various contexts: *"The teaching method in the listening class is very good in helping to understand the function and meaning of English words in various contexts."*

He added that the lecturer also discussed techniques for enhancing listening skills, such as shadowing and practicing listening by playing audio once with subtitles and then again without, so students could practice noting the vocabulary they heard. He further said that the discussion method helped students gradually gain confidence and motivation to continue honing their listening skills and actively participate in class. Furthermore, Student 3 assessed the teaching method as relevant to their learning needs because the lecturer provided materials tailored to their ability level: *"The teaching method in the listening classroom is quite relevant to learning needs."* Conversely, Student 4 had a negative perception, stating that the method only helps understand the general learning flow without discussing listening material in depth: *"The teaching method in the listening class does not involve discussion and only focuses on understanding the learning flow."* Student 4 added that students typically study independently to understand the meaning of vocabulary they hear.

He also considered the listening material not quite relevant to students' learning needs: *"The materials used are not quite relevant, because sometimes the audio is too difficult or even too easy."* Furthermore, he argued that classroom methods are not the only factor influencing motivation, as motivation stems from self-awareness. This finding aligns with previous research showing that most students prefer in-depth discussion-based learning methods. In the context of listening skills, this method not only trains students' ability to capture words, but also helps them understand the function of vocabulary in various real-world contexts (Tandy Rerung, 2018).

Furthermore, face-to-face English listening instruction is considered more appropriate because it creates an intimate and interesting discussion atmosphere between lecturer and students. This allows students to more freely express their learning needs, is motivated to actively participate, and is encouraged to continuously develop their listening skills (Hassan et al., 2023). Student motivation in learning English listening can stem from both internal and external factors. Internal factors include personal awareness of the importance of listening skills, while external factors include encouragement from lecturers through interactive methods such as discussions, which contribute to increased self-confidence (Susanto et al., 2025). Furthermore, the difficulty level of learning media, particularly audio, needs to be considered to ensure it's neither too easy nor too difficult.

Adjusting the difficulty level is crucial to maintaining the method's relevance to students' learning needs and ensuring effective learning (Hasan, 2021). The implications of these findings emphasize the importance of aligning teaching methods with students' learning needs by incorporating interactive discussion and adjusting the difficulty level of listening materials. Lecturers are encouraged to integrate techniques such as shadowing and repeated listening with varied levels of support, while also fostering face-to-face discussions that build confidence and motivation. By balancing internal factors of student awareness with external encouragement from lecturers, listening classroom can become more interesting and effective. Thus, this study provides valuable insights for educators to design listening instruction that is both relevant and motivating, ultimately supporting the optimal development of students' listening skills.

Conclusion

The research results indicate that the majority of students hold positive perceptions regarding the use of particular media and methods in listening classrooms. Media deemed effective include audio and visual aids (such as PowerPoint presentations) featuring high-quality sound and educational conversation topics, whereas negative perceptions arise from poor audio quality,

technical issues, and monotonous subject matter. Regarding instructional methods, students prefer technology-based learning, active discussions with lecturers, and interactive approaches that boost both confidence and listening skills. Conversely, negative perceptions emerge when methods are not relevant to student proficiency levels, materials are either too easy or too difficult, or explanations lack depth. These findings can guide educators in developing innovative media and methods to enhance English listening skills.

It is recommended that the development of more diverse technology-based media—such as interactive applications or podcasts featuring native speakers—be considered, alongside improvements in audio quality and the selection of relevant topics. Adaptive teaching methods tailored to student proficiency levels, as well as lecturer training in technology usage and interactive discussion strategies, are also crucial for maximizing instructional effectiveness. Nevertheless, this study has limitations, including the use of a descriptive survey design that cannot establish causal relationships, reliance on questionnaires and interviews that may not fully capture the depth of perceptions, a relatively short data collection period, and a sample restricted to English Education students. Future research should therefore employ broader samples, longitudinal approaches, and mixed-method designs such as classroom observations or experiments to provide deeper insights and strengthen the validity of findings.

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The fast-track option is generally used for urgent reasons deemed acceptable by the journal—for instance, to meet requirements for a final project or semester examination that mandates journal publication. An additional fee covers the expedited review process. In contrast, the standard (non-fast-track) route processes submissions based on a queue, which can take weeks or even months. Journals will typically approve the fast-track option provided the article meets the journal's standards and quality requirements.

