Factors Influencing Indonesian EFL Students' Decisions and Time Spent For Utilizing Podcasts in Extensive Listening Classes

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Abstract

The current study investigates the factors influencing EFL students' decisions and how much time most students spend listening to podcasts in extensive listening courses by English students in the Education Department at a public university in Indonesia. In this study, 113 EFL students were asked what factors influenced their decisions and how much time they spent listening to podcasts in their extensive listening classes. Students were also instructed to participate in monthly reports to help them understand what they heard. The teacher accomplished this by distributing podcasts over four months during long listening sessions. A closed-ended survey via Google Forms inquired about the factors that matter and how long to use a podcast in a listening class. The closed-ended questionnaire's mean and standard deviation percentages were calculated using SPPS version 20, and there is no significant statistical finding. The amount of time spent on podcasts was thoroughly examined. The study's findings revealed that the usefulness factor greatly influenced EFL students' decisions to use podcasts in their listening classes. Then, the enjoyment and relative advantages factors differed significantly from the other four factors. Furthermore, it was discovered that most students set aside 15-30 minutes during their extensive listening classes to use the podcast. Moreover, this study suggests that educators incorporate podcasts into their instructional practices to improve students' listening skills. This recommendation recognizes podcasts as an effective technology-mediated learning tool for enhancing EFL teaching and learning while also assisting students in academic success, particularly in extensive listening skills.

INTRODUCTION

Most people today start their search for a dynamic learning center online. Given the trend, language learning has evolved into a more flexible, cost-effective,

and geographically unrestricted structure (Ben-Itzhak, 2021; Durongbhandhu & Suwanasilp, 2023; Mustafa, 2022). Due to advances in information and the fast growth of technology, people have many ways to learn a language outside of school and at their own pace. In ELT, teachers and students should use digital technology to support English language learning, Hafifah (2020); Maru et al., (2021). Therefore, podcast is one emerging form of digital technology in the millennial generation, particularly for language learning.

Podcasts are a digital technology getting more attention in learning and teaching, particularly in ELT. A podcast is an accessible medium that can be accessed utilizing audio playback on various electronic devices such as computers, laptops, and Android smartphones (Hasibuan & Male, 2022). Also, these devices allow students to access their learning materials anywhere, particularly for students who must travel long distances to school or study on the go. Interactive podcasts require student participation and help students practice listening and speaking with authentic listening materials (Stefancik & Stradiotová, 2020). Next, by combining video and audio, the podcast's content would appeal to both the eyes and ears, making it more engaging than audio alone (Adu & Ed, 2017). In sum, popular technological advances like podcasting can support learning English as a foreign language in ELT settings because it can increase learner autonomy in language learning, particularly in extensive listening courses because the podcast can assist students in perceiving course material, motivate them to learn language skills, enhance their enjoyment of learning, and result in higher.

Podcasting is a popular learning tool initiative that has increased in many countries, particularly developing ones (Abdulrahman et al., 2018; Kafes & Caner, 2020; Strickland et al., 2021). Podcasting allows instructors to record and distribute their lectures to their students regularly, giving them access to high-quality audio and video resources (Chan, 2014). Elekaei and Tabrizi (2019) stated that students could learn on their timetables and in their own way with audio and video podcasts, depending on their preferred learning styles, thanks to the convenience of audio and video podcasts. Additionally, they can encourage students to engage actively in the course content (Goldman, 2018; Stefancik & Stradiotová, 2020). The use of podcasts in educational institutions is increasing as a means of better serving their current students and their following teaching careers, as well as reaching out to those who are unable to attend regular classes (Gönülal, 2020; Özkan & Güler, 2018).

Using podcasts gives teachers access to high-quality audio and video resources and encourages active learning.

Language learning has embraced podcasts. Podcasts are a diverse and widespread source of information (DeMarco, 2022). Fluent native-speaker podcasts provide an authentic language context without being pedagogical (Indahsari, 2020). Podcasts are online audio or video files. Podcasts improve motivation, engagement, cognitive processes, learner autonomy, and innovative teaching and presentation (Hall & Jones, 2021). Podcasts offer personalized learning outside the classroom. Thus, podcast research in education is ongoing but insufficient, particularly on how podcasts contribute to extensive listening with themes discussed by teachers and students, and students can find the listening materials themselves.

Moreover, in this study, students could choose their extensive listening materials after discussing themes with the lecturer. They had to consistently submit monthly reports to their lecturer based on their selected materials. These reports were essential to extensive listening class monthly projects. In conclusion, since some students are unfamiliar with such innovative tools, understanding their podcasts is an essential viewpoint; discussing themes first with the lecturer and submitting the monthly project after listening to them in listening classes seems worthwhile.

However, despite the ample use of podcasts in education, it is debatable whether podcasting technology benefits student learning, particularly in listening classes, even though the amount of podcast-related literature has grown in recent years. Due to their limited vocabulary, beginning students need more time to understand podcasts, which are time-consuming and expensive (Alfa, 2020). Following McKinney et al. (2009) findings, students benefit most from podcasts if they take notes while listening, listen to the podcast more than once, and generally behave like they would in a traditional lecture setting.

Some research studies have demonstrated that podcasting can be a valuable educational tool for students in various situations, as shown in the following examples. First, podcasts have the same educational impact on student learning as other review materials (Berti, 2021; Harahap, 2020; Saeedakhtar et al., 2021). Second, podcasting to deliver distance education in various subject areas has reduced isolation-induced anxiety and increased a sense of belonging to a learning community (Hall & Jones, 2021). Third, podcasting facilitates the development of a more robust student-instructor relationship, thereby enhancing students' motivation

while accommodating their individual learning preferences (Suzani, 2020). In sum, utilizing podcasts in the ELT setting has become increasingly popular because of many advantages, particularly as a pedagogical tool.

Although podcasts are becoming increasingly popular among students, a growing body of literature has received little attention from researchers. This has resulted in the urgent need for a new study to assist practitioners and researchers in better understanding the factors influencing Indonesian EFL students' decisions and the length of time utilizing podcasts in listening classes. There's also little research on students' podcast use in the extensive listening course, with lecturers discussing themes first. As a result, new research is needed to help practitioners and researchers understand student podcast adoption and listening time. To summarize, podcasts can help practitioners because they can encourage students to learn a language; podcasts can inspire students to study English; and podcasts are an interesting technological tool to help students learn a language.

Previous studies with specific case studies or small participant groups have been conducted to understand better the adoption and dissemination of podcasts among students (Korucu-Kis & Sanal, 2020). This is just a sampling of the authors who have written about this topic in their respective works (Alastuey & Nemeth, 2020; Yeh et al., 2021). Furthermore, the existing studies suffer from limitations, primarily the utilization of small sample sizes, which hinders the ability to generalize their findings to broader factors that impact the adoption of podcasts. When investigating the educational potential of technology, a comprehensive model to explain technology adoption in education and data from more significant numbers of learners is required (El-Masri & Tarhini, 2017). The educational potential of this technology can only be fully explored if and when this occurs. This study collected data from 113 students and investigated factors influencing Indonesian EFL students' decisions and the length of time utilizing podcasts in extensive listening classes. It also contributes to the literature by filling in the gaps that have previously existed in the field. Moreover, in this study, the themes in the extensive listening classes were discussed first in the class forum with the students. So, the students bounded to the materials prepared and listened by them in the extensive listening classes.

Related to the utilization of podcasts, this study seeks to accomplish two goals and provide a more comprehensive explanation of podcasts utilizing extensive listening. First, it investigates the factors influencing students' decisions to use

podcasts in extensive listening classes. Second is the length of time the students spend utilizing the podcast in the extensive listening classes. In this case, this study aims to provide answers to the two research questions listed below:

1: What factors influence Indonesian EFL students' decision to use podcasts in the extensive listening classes?

2: How much time do most students spend listening to podcasts in extensive listening classes?

LITERATURE REVIEW

In this digital age, digital technology undeniably impacts language education. Various teaching media that can be used in language teaching have recently been developed (Abdulrahman et al., 2018). Podcasts are currently being addressed as an example of digital media. Podcasts as media educational technology can be used for EFL students (Al-Harbi, 2019). Furthermore, it is plausible that podcasts can enhance students' listening abilities by facilitating skill development and fostering knowledge acquisition through engagement with podcast content (Sotlikova & Haerazi, 2023). In sum, using podcasts as media in educational technology and some ideas for EFL teachers to use in their classrooms could improve students' listening skills and teach them about topics of interest.

Podcasting is interesting to academics in all fields. Several researchers discussed how podcasts could provide new language exposure. Podcasts affect radio, online radio, and streaming music listening settings, width, depth, routine, and use (Olmsted & Wang, 2020). Podcasts improved listening class instruction. Podcasts help EFL learners listen (Abdulrahman et al., 2018). Podcasts may support extensive listening programs and incidental vocabulary learning (Meier, 2015). In conclusion, using podcasts to teach listening and podcasts pedagogically allows students and teachers to shift time.

Podcasts can improve English listening skills. Since using podcasts could motivate language learners (Indahsari, 2020). Transcriptions and word lists derived from prominent, refined, and widely recognized radio station podcasts can assist individuals engaged in language learning (Abdi & Makiabadi, 2019). Then, using English podcasts in listening classes significantly impacts students' listening comprehension (Abdulrahman et al., 2018). Next, podcasts are one type of learning media that engages and motivates students to learn English listening skills. Podcasts

are one type of learning media that engages and inspires students to learn English listening skills. (Saragih et al., 2022). In addition, podcasts have the potential to foster the development of active listening skills and enhance students' confidence in comprehending speech delivered by native speakers (Hasibuan & Male, 2022). In sum, podcasts could enhance students' listening skills, motivate them to learn English and boost their confidence when listening to native speakers.

Podcasts, particularly in extensive listening classes, can be an effective medium for encouraging language learning. Numerous prior investigations have been undertaken regarding using podcasts in extensive listening classes. Podcasts may enhance target language input in extensive listening classes and encourage autonomous evaluation of new technology (Yeh, 2013). Then Angelia and Juliaty (2021) stated that EFL learners benefitted from podcasts for extensive listening classes. Following, podcasts are an excellent tool for teaching listening and engaging students in English, particularly for extensive listening (Camelia et al., 2021). In sum, EFL learners benefitted from podcasts for extensive listening classes because podcasts provide rich target language input to encourage independent exploration and the use of new technology.

METHOD

Data Collection

This study included 113 English education students from an Indonesian university where English is a foreign language in the province of Banten. The participants were English education departments in their first year from the teacher education and training faculty. In this study, the students received a digital information letter and consent form sent via Google Forms before answering the questions voluntarily. The information letter and informed consent were written in English, the participant's second language. Every time the researcher and the students interacted; the researcher confirmed the students' understanding of the research by speaking to them in English.

The sample was selected using causal, non-probabilistic sampling, with the most common acceptance criterion for subjects being easily accessible. In this study, accessibility was the main reason for involving those research participants since the researcher also served as a lecturer in the English education department. Participants were chosen based on the following criteria: i) being enrolled in an EFL

listening class in the first semester where the instructor used podcasts, and ii) volunteering for the study.

A survey was conducted to determine what the students thought about using podcasts in listening class, and the results were publicized. This study included 113 Indonesian students from a public university's English education department in Banten. For about four months, podcasts were used in extensive listening classes as a learning tool to help students review and make up lost material.

Next, in this study, the researcher and students who enrolled in the extensive listening course discussed the materials before the students downloaded the listening materials from podcasts. Then, when students needed to review and make up lost material, they used and listened to the podcast as required, submitted the monthly extensive listening course report, and provided feedback at the end of the month. Moreover, the lecturer designed a monthly podcasting project for advanced and motivated students, integrating in-class activities to scaffold and guide podcast exploration for language learning.

The closed-ended questionnaire was adapted from Merhi (2015) and Ghunaim Al-Harbi (2019) because these two studies had previously discussed podcasts for EFL learners. Then, in this study, the questionnaire was used to assess the use of podcasts for this study concerning the factors influencing students' decisions to use podcasts in extensive listening classes and the length of time students spend using podcasts during these classes. It asks 15 questions, divided into six categories: usefulness, enjoyment, relative advantage, mobility, self-efficacy, and intention factors. The participants were asked 15 questions, each with a 5-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree, and their responses were recorded. In addition, a Google form was used as the conduit for delivering the questionnaire to the participants in this study.

Data analysis

The researcher used SPSS 20 to analyze closed-ended questionnaire data to determine the mean and standard deviation percentages of the total. The mean score from the first research question was interpreted under the SILL scoring method by Oxford's (1990).

Table 1. SILL (Oxford, 1990)

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

RESULT

Respondents spent an average of fewer than 15 minutes listening to podcasts, with 57.6 percent spending between 15 and 30 minutes, 9.3 percent spending between 31 and 45 minutes, and 1.7 percent spending between 46 and 60 minutes or more than an hour listening to podcasts, according to the results. The responses received were used to generate additional descriptive statistics about the respondents' characteristics, presented in Table 2.

Table 2. Respondent characteristics

Measure	Frequency	Percentage
The time spent on podcast		
Less than 15 minutes	33	29.7
15-30 minutes	65	57.6
31-45 minutes	11	9.3
46-60 minutes	2	1.7
More than 1 hour	2	1.7

It was decided to compile descriptive statistics about the constructs used in this investigation, as shown in Table 3. It is clear from the data presented in the following table that students exhibit a high level of enthusiasm regarding the potential utilization of podcasts for educational purposes, particularly within the context of extensive listening classes. On a scale of one to five, all of the means in the table, except for the image, received a rating higher than three out of five. Then, in this study, the students who participated positively reacted to the concept of usefulness. Several aspects of self-efficacy are confirmed, including intentions and relative advantage, which are discussed further below. Podcasts are becoming increasingly popular among students because they are perceived as both educationally beneficial and entertaining resources.

Table 3. Descriptive statistics

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Usefulness	113	1	5	3.9557	.41639
Enjoyment	113	1	5	3.4779	.52382
Relative-Advantage	113	1	5	3.6253	.53332
Mobility	113	1	5	3.3142	.69499

Self-Efficacy	113	1	5	3.7231	.47969
Intention	113	1	5	3.6814	.58654
Valid	113				

This factor of student mobility appears to be less important to them than was previously assumed, contrary to what had been once considered. In this study, podcasts were perceived to be more beneficial than other methods or techniques used in the past in the classroom. Students in this study have also reported that podcasts have helped them to feel more confident, which they believe is beneficial. It is mobile, meaning it can be accessed at any time of day or night from any location. The students conclude that the adoption of podcasts depends on the student's intention to listen to them.

Table 4. ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Usefulness	Between Groups	.180	4	.045	.253	.907
	Within Groups	19.238	108	.178		
	Total	19.419	112			
Enjoyment	Between Groups	3.316	4	.829	3.266	.014
	Within Groups	27.414	108	.254		
	Total	30.731	112			
Relative-Advantage	Between Groups	2.851	4	.713	2.654	.037
	Within Groups	29.005	108	.269		
	Total	31.856	112			
Mobility	Between Groups	2.792	4	.698	1.469	.217
	Within Groups	51.305	108	.475		
	Total	54.097	112			
Self-Efficacy	Between Groups	1.030	4	.257	1.124	.349
	Within Groups	24.742	108	.229		
	Total	25.772	112			
Intention	Between Groups	.801	4	.200	.573	.683
	Within Groups	37.730	108	.349		
	Total	38.531	112			

Considering the factors influencing decision-making and podcast use, enjoyment and relative advantage differ statistically. This means that enjoyment has

a .014 value, whereas relative advantage has a .037 value, as shown in the table above, according to the sign value. However, it is important to emphasize that no statistically significant differences were observed among the remaining factors with the Sig. value for usefulness factors was .907, mobility factors was .217, self-efficacy factors was .349, and intention factors being.683 for each factor. In conclusion, usefulness arrived as the most prominent factor in this study compared to other factors concerning the utilization of podcasts within extensive listening classes.

DISCUSSION

Researchers discovered that usefulness, enjoyment, relative advantage, mobility, self-efficacy, and intention were the most critical factors influencing students' podcast use. As mentioned earlier, the findings indicate that usefulness significantly affects students' intentions to engage with podcasts, with all means from category six being represented within this factor.

In this study, six factors made the user use podcasts, particularly in teaching and learning. Therefore, this factor has several components: usefulness, self-efficacy, intention, relative advantage, enjoyment, and mobility. Furthermore, this finding aligns with the previous study from Gökmen (2021) and Phillips (2017) that these factors are available when a student uses a podcast, particularly for teaching-learning.

Usefulness factor

In this study, the mean usefulness factor was 3.9557. It means the usefulness factor was in the high position and usually used by the students to listen to the listening material from podcasts. Then, regarding the result of the questionnaire in terms of the usefulness factor after using podcasts for the students in the extensive listening classes, podcasts impressed students with their usefulness for listening as well as understanding activities, and students were excited to learn listening from different topics whose themes were discussed first with the lecturer in the extensive listening classes.

This finding supports the previous research that students' perceptions of ease of use in the context of this study play a significant role in their intention to adopt and use a podcast in the future (Andini & Burhanuddin, 2022; Konig, 2021). Following these findings, podcasts allow students to access and learn the material in their respective classes. These findings are consistent with Retno et al. (2021) and

Shamburg (2020). Within higher education institutions, students' perspectives regarding a particular technique can serve as a valuable source of information for instructional designers, decision-makers, and instructors operating within the realm of learning. This perspective can shed light on the efficacy of the technique in facilitating students' learning processes and its overall utility to their educational endeavors. Following the explanation provided above, students believe that they require a certain level of technical ability to download and use podcasts, which supports the use of podcasts for students and may assist institutions in determining whether or not to use podcasts as a tool in listening classes. While downloading and using podcasts, students believe they must have a certain level of technical proficiency.

In this study, the mean of the usefulness category was 3.9557, indicating that it was in the high-frequency-of-use category of the survey. These findings support the previous research from Hikmah et al. (2022) that regarding the pleasure derived from technological use, this factor is entirely independent of any adverse consequences of using technological devices. Based on the information presented above, it is possible to conclude that students who used podcasts to support their listening activities, particularly in the listening class, had a distinct advantage over their classmates regarding usefulness.

Self-efficacy factor

Self-efficacy is a variable that can be measured in numerous ways. The self-efficacy factor can be defined as a person's confidence in their ability to implement the actions necessary to achieve overall success. In this study, the second position for its factor was the self-efficacy factor, with a mean of 3.7231. This aligns with Koşar et al. (2022) that students with a more significant academic self-efficacy are likelier to succeed than their counterparts. Subsequently, students show heightened dedication toward their assignments and demonstrate increased perseverance in their scholarly endeavors (Merhi, 2015). The likelihood of students putting forth more significant steps in their studies and being more persistent in their academic purposes decreases as academic self-efficacy decreases. Next, self-efficacy is a person's confidence in their ability to carry out the actions necessary to succeed in a given situation (Merhi, 2015). This experience will positively or negatively influence one's self-efficacy concerning technological endeavors. Therefore, it can be reasonably inferred that a positive relationship exists between a student's level of technology

self-efficacy and their perception of podcasts as being both easily comprehensible and advantageous in achieving their educational and developmental goals.

Intention Factor

In this study, the third position was the intention factor. This factor assesses an individual's ability to carry out the actions necessary to succeed in a specific situation, with an average score of 3.6814. The position of this score was high because it is usually used. Then, the findings revealed that intention factors are related to the influence of other students and lecturers' use of podcasts in extensive listening courses. Also, before conducting this study, the lecturer had listened to and used the podcast for several semesters before using it. Next, related to the students' attitudes after using podcasts in extensive listening, from the intention factor seen that In terms of students' attitudes, the intention factor reveals that the students downloaded materials from certain websites, wrote monthly reports based on materials in podcasts, listened to audio presented in a few minutes, and comprehended the materials in the extensive listening classes.

There are two types of intention to consider when studying podcasters: perceived intention toward the technology and academic intention, both of which are important. Then, the intention factor positively affects podcast listening intentions (Ifedayo et al., 2021). According to this study, perceived enjoyment, image, usefulness, ease of use, self-efficacy, and relative advantage influence students' podcast usage intentions. Students successfully applied their podcast learning intention. In conclusion, students use podcasts with intention because they believe they help language learning in the extensive listening classes that assist students in accessing and learning the material.

Relative Advantage Factor

The concept of relative advantage (also referred to as comparative advantage) is the perception that new technology is superior to an existing method or technique used before the latest technology's introduction (Darrington & Dousay, 2015). In this study, the researcher found that the fourth position was the relative advantage factor, with a mean of 3.6253. Furthermore, Merhi (2015) stated that how technology is used is directly and indirectly related to its perceived advantage. Moreover, this finding aligns with the previous study that students are more receptive to learning material delivered through podcasts than learning material provided through a traditional lecture or textbook format (Rodman & Trivedi, 2020). In sum the

relative advantage would be used as an innovation to provide students with a competitive advantage because it could be implemented as early in their lives and learning process as possible; it would give students a competitive advantage.

Enjoyment Factor

The next enjoyment factor in the fifth position that significantly impacts users' intention to adopt a website is a concept further developed and expanded upon by other researchers and practitioners. More specifically, this study's findings revealed that the mean rating for enjoyment was 3.4779 points, which placed it in the category of being highly frequently used according to the study's findings. According to the researchers, this study lends credence to previous research, which supported the previous study from Darwis (2016) that perceived enjoyment is a critical factor in determining whether or not a person adopts new technology. In sum, perceived enjoyment is critical in determining whether or not a person adopts new technology.

Mobility Factor

Mobile access can allow them to show others that they are current with the technology associated with their educational endeavors. In line with this study, the findings for the mobility factor were 3.3142, which was associated with this relative advantage factor, placing it in the category of highly frequently used factors according to the study findings. Furthermore, the results of previous studies by Olmsted and Wang (2020), (Jalali & Bialy, 2019), and Zafari (2020) have confirmed that iPods and handheld computers are capable of playing podcasts. In sum, the more students perceive podcasts as mobile technology, the easier they will be used, particularly for language learning.

In this study, the second research question is the length of time students listen to podcasts in extensive listening classes. The present research categorized the time allocated for podcasts into five positions. The first position encompassed podcasts lasting between 15 and 30 minutes, while the second included less than 15 minutes. The third position consisted of podcasts lasting between 31 and 45 minutes, while the fourth and fifth positions encompassed podcasts lasting between 46 and 60 minutes and more than 60 minutes, respectively. Then, the factors of EFL students' decisions to use the podcast and the length of the podcast have significantly impacted the EFL listening comprehension of the students in this study. This is because the podcasts are engaging and relevant to real-life situations; students found that the time spent

listening and doing the monthly report in extensive listening classes was worth it; fun and challenging problems motivated students to complete extensive listening reports every month. Next, students learn new vocabulary and content by participating in podcast activities and tasks. As a result, students perceived that their vocabulary and listening comprehension had improved. The students found podcast monthly report assignments exciting and challenging, particularly in the extensive listening classes.

The study's findings indicate that several factors, namely usefulness, self-efficacy, intention, relative advantage, enjoyment, and mobility, have a significance on students' intention to utilize a podcast. Then, demonstrate that usefulness significantly impacts (Sig at .907). This finding suggests that students use podcasts as a useful tool in language learning in the extensive listening classes that help students access and learn the material.

This is in line with the previous studies that the length of use of podcasts has significantly impacted EFL listening comprehension (Şendağ et al., 2018). Related to the factors involved in using podcasts, several factors influence the adoption of new technology (Dulaud et al., 2020; Ifedayo et al., 2021; Martins et al.,2020). These previous studies found that podcasts for teaching and learning increase context to the materials, students' motivation in learning language, mainly English, weekly activities for students, and personality acceptance and awareness on a hierarchy of time scales (hour, day, week), and also podcasts used by students due to interpersonal pressure and performance expectations.

Then, the impact of podcast length and its interaction with enjoyment factors were found to be predictions of podcast adoption. From a relative advantage perspective, students employed podcasts because they experienced them more beneficial, particularly concerning ELT language learning. In the following paragraphs, the significance of enjoyment and relative advantage are discussed with regard to dual benefits: first, enjoying the device's use while having easy access to class materials; second, enjoying the device's use while having easy access to class materials. This is because the enjoyment factor is the extent to which a new technology is perceived as enjoyable for the students to download and listen to the materials from podcasts in this study. Then, in terms of relative advantage, it refers to how effectively students benefit from the use of technology. Both significantly impact the likelihood that users will adopt a website, a vital key to an individual's

technology adoption. It provided dual benefits: first, enjoyment of the device and easy access to class materials, and second, improvement in language learning skills. In light of the previous explanation, two factors demonstrate statistically significant differences in podcast listening time among listening class students. In conclusion, the podcast supported the students' performance and comprehension in extensive listening classes because when students spent more time on the podcast in extensive listening classes, it made them understand, comprehend, and their performance to master the content of materials better than before.

CONCLUSION

The findings of the first research question in this study indicate that the usefulness factor substantially impacts students' propensity to participate in extensive listening classes that utilize podcasts. This study investigated several factors, namely usefulness, enjoyment, relative advantage, mobility, self-efficacy, and intention, which were determined to be the primary determinants of students' adoption of podcast usage. The second research inquiry focuses on how much time students spent to podcasts in extensive listening classes. The current study divided podcast duration into five distinct categories, with the first comprising podcasts lasting between 15 and 30 minutes. The students' various technologies are considered in podcasts as to why the students are embracing technological progress. Even though the technology is complex and challenging to grasp, users, particularly adults, are likelier to experiment with it than other language-learning tools.

Furthermore, a podcast allows students to learn just in time, taking advantage of unexpected opportunities for free time because many people always have their devices with them. Consequently, the discussion above emphasizes the importance of using podcasts, which promotes intrinsic motivation and has two advantages: first, it allows students to enjoy using the device while accessing course materials more quickly. Second, it will enable students to enjoy using the device while having access to course materials more quickly.

The present study found a significant difference between EFL students' decision-making factors and the classroom time allocated to podcast listening. Hence, to achieve success, educators must effectively introduce podcasts as a valuable technological tool to support students in attaining academic accomplishments. The podcasts can potentially make language learning enjoyable

for students, as well as their engagement and motivation, and they can also cater to students' different preferences, needs, and learning styles. Next, concerning the strategies to promote student podcast utilization, each student will require access to a listening platform in pairs or groups, a list of questions to prepare before listening to the material in the podcast, a listening device, and headphones.

Additionally, podcasts are widely regarded as an effective tool for enhancing education, primarily because they provide learners with an adaptable and portable experience. In sum, the students can also reduce the notes they need to take by using podcasts, actively engaging with the podcast content, and utilizing podcasts to teach listening, given their effectiveness as a technologically-based learning tool.

LIMITATION

Due to the small sample size and the sampling methodology used in this study, drawing comprehensive conclusions regarding college students' attitudes and actions is challenging. This can be attributed to the limited number of participants and the specific approach used for participant selection in the present investigation. Consequently, deriving overarching conclusions regarding the attitudes and actions of college students based on the outcomes of this study is a challenging task. To facilitate future research, obtaining a more extensive sample of college students stratified according to their class standing is imperative, and distinguishing between first-year and sophomores, juniors and seniors, and graduate students is compulsory. Next, the sample size selection should prioritize demographic factors like age, gender, race, and ethnicity. Sampling was selected as the data collection method for this project due to its expediency and simplicity. Future research should prioritize the acquisition of a substantial and inclusive sample of college students encompassing diverse academic program areas.

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