



Student's Perception in Using Online Listening Media in Improving Listening Skills at Junior High School

Alfina Safitri¹, Alief Noor Farida²

^{1,2}Universitas Negeri Semarang

Article Info	Abstract
<p>Received: 2026-05-19 Revised: 2026-05-26 Accepted: 2026-06-05</p> <p>Keywords: Perception, online media, listening skills, TAM, junior high students.</p> <p>DOI: 10.24256/ideas.v14i1.10700</p> <p>Corresponding Author: Alfina Safitri alfinasafitri0308@students.unnes.ac.id Universitas Negeri Semarang</p>	<p><i>This research aimed to investigate the junior high school students' perceptions on the use of online listening media in improving their listening skills based on the Technology Acceptance Model (TAM). The study focused on three indicators; Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention to Use (BI). This research used a descriptive quantitative design where the data was gathered using a questionnaire as the main instrument. The population of this study consisted of ninth-grade, with 64 students as the sample. The data were analyzed using descriptive statistics in the form of frequencies and percentages. According to the results of the questionnaire, the conclusion is students demonstrated positive perception of the use of online listening media for English learning. Students also showed positive perceptions regarding usefulness, ease of use, and the intention to continue using online listening media. These findings indicate that online listening media such as YouTube and podcasts can support students' listening comprehension, enhance learning effectiveness, and encourage independent learning, but also promote learner engagement and independent learning among junior high school EFL learners. Furthermore, the positive responses indicate that technology-assisted listening activities have the potential to increase students' motivation and acceptance of digital learning media in English language learning contexts. This study is important because junior high school students are still developing their English listening abilities and require appropriate technological support to improve engagement and comprehension in language learning.</i></p>

1. Introduction

Listening is widely recognized as a fundamental skill in learning English as a foreign language (EFL), yet it remains one of the most challenging skills for learners to master. Listening involves complex cognitive processes, including decoding sounds, recognizing vocabulary, interpreting grammatical structures, and constructing meaning simultaneously in real time (M. Newton et al., 2018; Graham, 2017). In addition, exposure to authentic listening input is essential for developing comprehension skills, especially in EFL contexts (Chang & Millett, 2016).

Globally, listening continues to receive less instructional attention compared to other skills. Listening activities are often limited to answering comprehension questions rather than engaging students in active meaning-making processes (Graham, 2017; Gilakjani & Sabouri, 2016). This situation may lead to difficulties such as anxiety and lack of concentration, especially when learners are exposed to unfamiliar accents or fast speech (Graham, 2017; Hidayati et al., 2020). This occurs because learners often experience cognitive overload and emotional tension when processing unfamiliar or rapid spoken input, which may make it difficult for them to understand the message effectively.

In the Indonesian EFL situation and condition, students commonly struggle while listening because of limited vocabulary and lack of exposure to authentic spoken English (Sari & Fithriyana, 2019; Ramadhianti & Somba, 2022). Therefore, integrating technology into listening instruction becomes increasingly important.

Along with technological advancements, online listening media such as YouTube and podcasts have been increasingly used in language learning. These media provide authentic input, flexibility, and support learning through both audio and visual elements, which can help improve students' understanding and engagement (Alwehaibi, 2018; Chaves-Yuste & de la Peña, 2023). In particular, videos help students understand content by providing visual context, while podcasts support independent learning and allow students to listen repeatedly (Indahsari, 2020). The use of online listening media may also support learner autonomy, where students are encouraged to practice listening independently outside the classroom through flexible digital platforms.

Previous studies on online listening media generally report positive outcomes, particularly regarding motivation and listening improvement. Research indicates that video-based platforms like YouTube support comprehension by providing visual context and multimodal input (Alwehaibi, 2018; Kabooha & Elyas, 2018). However, many of these studies focus on university or adult learners, while younger learners receive limited attention. Moreover, some studies highlight challenges such as distraction, cognitive overload, and the need for teacher guidance when using online media (Wang, 2022; Martin et al., 2025).

However, the use of online listening media may also present several challenges, such as limited internet access, unequal digital skills among students, and distractions from social media platforms during learning activities. In addition, excessive dependence on visual and multimedia support may reduce students'

ability to comprehend pure audio input independently.

From a theoretical perspective, this study is grounded in the Cognitive Theory of Multimedia Learning (CTML) proposed by Richard E. Mayer (2001), which explains that learners understand information more effectively when it is presented through both auditory and visual channels. This theory suggests that multimedia input can enhance comprehension by allowing learners to process information through dual channels while reducing cognitive overload.

In the context of English listening, online media such as YouTube videos and podcasts provide both audio and visual support, which helps learners better understand the spoken language and also maintain their attention during listening activities. Previous studies have also shown that digital learning media, such as podcasts, can enhance students' comprehension and engagement in language learning (Chaves-Yuste & de-la Peña, 2023).

The Technology Acceptance Model (TAM), developed by Fred D. Davis (1989), describes that users are more receptive technology when they think it as useful and easy to use. These perceptions influence students' attitudes, motivation, and their intention to continue using technology in learning (Venkatesh & Davis, 2000; Lai, 2017). When students perceive online listening media as useful for improving their listening skills and easy to use, they are inclined to interact actively with the media and use it in the future. Previous studies have also shown that perceived usefulness and perceived ease of use have a significant impact in motivation and behavioral intention in technology-based learning environments of students' (Jung & Lee, 2016; Lai, 2017).

Previous studies have widely examined the effectiveness and students' perceptions of online listening media such as YouTube and podcasts, particularly in improving listening skills and learning motivation. However, most of these studies were conducted at the university level, with limited attention given to younger learners, especially junior high school students. Moreover, prior studies have primarily concentrated on the perceived usefulness of digital media, while students' actual listening experiences and their awareness of their own comprehension during listening activities remain underexplored. Therefore, further research is needed to investigate how younger EFL learners perceive and experience the use of online listening media in supporting their listening development.

This research attempts to fill this gap through an exploration of students' perceptions and experiences regarding the use of online listening media in junior high school learning. Therefore, this study is guided by the question "What are students' perceptions of how online listening media support the development of their listening skills?"

This study aims to investigate junior high school students' perceptions of the use of online listening media in improving their listening skills in English as a Foreign Language (EFL) learning. It specifically examines students' perceptions of the usefulness and ease of use of online listening media, as suggested in the TAM, as well as their influence on students' motivation and engagement in learning (Kukulska-Hulme, 2019).

Furthermore, this study explores students' learning experiences and the challenges they encounter when using online listening media, such as distraction and cognitive load. The novelty of this study is focus on EFL learners in junior high schools and in exploring not only students' perceptions of online listening media, but also their listening experiences and challenges through the perspective of the Technology Acceptance Model (TAM).

2. Method

This research used a descriptive quantitative research design junior high school students' perceptions of the use of online listening media in improving their listening skills. A descriptive quantitative design is appropriate because it aims to describe students' perceptions by collecting numerical data and presenting them in the form of frequencies and percentages (Creswell, 2014). This study focused on a group of junior high school students who used online listening media during English lessons. Data were compiled using a questionnaire using a Likert scale, which allowed students to indicate their level of agreement with statements related to the support of online listening media in developing their listening skills.

This design aligns with the research question, which aims to describe students' perceptions rather than test the effectiveness of the media or establish cause-and-effect relationships. The result of this study are intended to present a clear description of students' views regarding the use of online listening media in the learning process.

This study involved 64 ninth-grade students from a public junior high school in Central Java. This study employed random sampling, in which the participants were selected randomly to provide equal opportunities for participation in the research. All students participated in the listening activity, listening test, and questionnaire administration. That public junior high school was selected as the research location because the school has implemented the use of online listening media in English learning, so students have experience using the media. In addition, This selection is in line with the focus of the research, which explores students' perceptions in specific educational contexts.

Quantitative data were collected using a questionnaire adapted from the Technology Acceptance Model (TAM) proposed by Davis (1989). The questionnaire items were adapted from previous TAM-based studies and modified to suit the language proficiency and learning context of junior high school students. The questionnaire was designed to investigate students' perceptions of using online listening media in learning English listening skills. The questionnaire was reviewed

by an English education lecturer to ensure the clarity and relevance of the statements before being distributed to the students.

It consisted of thirteen statements representing three main TAM constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention to Use (BI). Statements 1–5 measured Perceived Usefulness, focusing on students' views of how online listening media support their understanding, effectiveness, and performance in listening activities. Statements 6 - 9 addressed Perceived Ease of Use, describing students' perceptions of the accessibility, simplicity, and ease of operating online listening media during listening lessons. Statements 10 - 13 examined Behavioral Intention to Use, reflecting students' willingness and intention to continue using online listening media both during classroom activities and in their independent learning outside of class.

The questionnaires used a five-point Likert scale, ranging from 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), to 1 (Strongly Disagree). A reliability test was also conducted using Cronbach's Alpha to measure the internal consistency of the questionnaire. Before completing the questionnaire, students were asked to watch an English listening video from YouTube. To ensure students' attention and engagement with the material, several simple multiple-choice questions were provided prior to the questionnaire administration.

The data collection was conducted after the students had participated in a listening activity using YouTube and was carried out in several stages. First, the researcher selected an online listening video from YouTube that was suitable for ninth-grade students and presented it during an English learning session. Students listened to the audio as part of a regular listening activity. Second, after completing the listening activity, all students completed in the TAM-based questionnaire to express their perceptions of using online listening media in supporting their listening skills.

The questionnaire was completed in the classroom under the researcher's supervision to ensure clarity of instructions and consistency in data collection. Prior to data collection, permission was granted by the school and also by English teachers. Students participated voluntarily, and their responses were kept confidential and used solely for research purposes.

The quantitative data collected through the questionnaire were examined using descriptive quantitative analysis. Students' responses to each questionnaire item were tabulated and calculated in terms of frequencies and percentages for each Likert-scale option. The data were processed using IBM SPSS Statistics 22, specifically by applying the frequency analysis feature to obtain the distribution of responses. The analysis focused on describing students' perceptions based on the three TAM constructs: Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention to Use.

The results were presented in the form of tables and descriptive explanations to illustrate general trends and patterns in students' responses. In addition to frequencies and percentages, the questionnaire results were also interpreted using percentage criteria, where 81%–100% indicated Strongly Positive perception, 61%–80% indicated Positive perception, 41%–60% indicated Neutral perception, 21%–40% indicated Negative perception, and 0%–20% indicated Strongly Negative perception. This analysis aimed to provide an accurate and systematic description regarding how students perceive the function of online listening media in supporting the improvement of their listening skills, without testing hypotheses or establishing causal relationships.

3. Result

Students' perceptions of the usefulness video

The first aspect of the Technology Acceptance Model (TAM) is Perceived Usefulness (PU). As presented in the table below, the five statements included under this indicator were designed to address the research question concerning how far students recognize the usefulness of online listening media in the context of learning English.

Table 1. Questionnaire result of students' perceptions on the usefulness in using online listening media for learning English

No.	Statements	N (%)					Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1	Using online listening media (such as YouTube or podcasts) helps me understand English listening materials better.	11 17.2%	33 51.6%	16 25%	2 3.1%	2 3.1%	3.77 75.31%	Positive
2	Online listening media help improve my English listening skills.	9 14.1%	37 57.8%	12 18.8%	3 4.7%	3 4.7%	3.72 74.38%	Positive
3	Using online listening media makes learning listening more effective.	6 9.4%	35 54.7%	17 26.6%	4 6.3%	2 3.1%	3.61 72.19%	Positive

Deni Hazmi, Siti Halimah, Yusnaili Budianti
Development of Adobe Flash-Based Learning Media Integrated with Local Wisdom to
Improve Literacy, Learning Interest and Moral Character of Students in Integrated Islamic
Elementary Schools

No.	Statements	N (%)					Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
4	Online listening media help me understand the topic of the listening more easily.	9 14.1%	30 46.9%	18 28.1%	4 6.3%	3 4.7%	3.59 71.88%	Positive
5	Using online listening media supports my learning performance in English listening class.	7 10.9%	30 46.9%	21 32.8%	6 9.4%	0 0%	3.59 71.88%	Positive
Average		8.4 13.13%	33 51.56%	16.8 26.25%	3.8 5.94%	2 13.3%	3.66 73.20%	

Perceived Usefulness (PU), the first indication of the Technology Acceptance Model (TAM), had an average score of 3.66, according to Table 1 above. The responders' achievement level was 73.20%, which falls into the favorable category. This indicates that students believe internet listening resources are beneficial for learning English.

The findings show that most students responded positively toward the usefulness of online listening media, as reflected in the high percentages of “agree” and “strongly agree” responses across all PU items. Students generally believed that online listening media helped them understand listening materials, improve listening skills, and support their learning performance in English listening activities.

This positive perception may be influenced by the flexibility and multimedia features of online listening media, which provide audio and visual support that help students understand listening materials more effectively. However, the presence of neutral responses suggests that some students may still feel uncertain about the effectiveness of online listening media, possibly due to differences in learning preferences or limited experience with digital learning platforms.

Students' perceptions of the ease of use of video

The second aspect of the Technology Acceptance Model (TAM) is Perceived Ease of Use (PEOU). As illustrated in the table below, the ten items under this indicator were intended to answer the research question regarding how far students view online listening media as easy to use in the context of learning English.

Table 2. Questionnaire results of students' perceptions on the ease of use in using online listening media for learning English

No.	Statements	N (%)					Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	Learning how to use online listening media is easy for me.	5 7.8%	26 40.6%	24 37.5%	7 10.9%	2 3.1%	3.39 67.81%	Positive
2.	I find online listening media easy to use during listening activities.	6 9.4%	34 53.1%	18 28.1%	5 7.8%	1 1.6%	3.61 72.19%	Positive
3.	It is easy for me to access and operate online listening media.	4 6.3%	38 59.4%	17 26.6%	4 4.7%	2 3.1%	3.61 72.19%	Positive
4.	I can use online listening media without much effort.	6 9.4%	20 31.3%	24 37.5%	11 17.2%	3 4.7%	3.23 64.69%	Positive
10	I do not find it difficult to follow listening activities using online media.	5 7.8%	19 29.7%	33 51.6%	5 7.8%	2 3.1%	3.31 66.25%	Positive
Average		5.2 18.13%	27.4 42.81%	23.2 36.25%	6.4 10%	2 3.13%	3.43 68.6%	

Perceived Ease of Use (PEOU), the second component of the Technology Acceptance Model (TAM), had an average score of 3.43, according to Table 2 above. The responders' achievement level was 68.6%, which falls into the favorable category. It indicates that students think using online listening resources to learn English is simple.

The findings show that most students responded positively toward the ease of use of online listening media, as reflected in the high percentages of “agree” and “strongly agree” responses across the PEOU items. Students generally considered

online listening media easy to access, operate, and use during listening activities.

However, compared to the Perceived Usefulness (PU) construct, the lower PEOU score and the relatively high percentage of neutral responses suggest that some students may still experience difficulties in using online listening media effectively. The lower score of PEOU compared to PU may indicate that students focus more on the benefits gained from online listening media rather than on the convenience of using the platforms themselves.

In other words, students still consider online listening media useful for improving listening comprehension even though some of them encounter difficulties related to navigation, technical operation, or internet access. This result suggests that perceived usefulness may play a stronger role than perceived ease of use in influencing students' acceptance of online listening media. This hesitation may be influenced by limited digital skills, unfamiliarity with certain online platforms, or technical problems such as unstable internet connections and device limitations during learning activities.

In addition, several students may face technical barriers during online learning activities, such as internet network instability, limited digital access, or difficulties in operating certain online platforms. These challenges can reduce students' comfort and confidence when using online listening media, especially for students who are less familiar with technology-based learning environments.

Students' behavioral intention to use video

The third aspect of the Technology Acceptance Model (TAM) is Behavioral Intention to Use (BI). As presented in the table below, the five items within this indicator were aimed at addressing the research question about the extent to which students show an intention to use online listening media in learning English.

Table 3. Questionnaire results of students' behavioral intention to use online listening media for learning English.

No	Statements	N (%)					Mean	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	I intend to continue using online listening media to practice English listening.	7 10.9 %	33 51.6%	21 32.8 %	2 3.1%	1 1.6%	3.76 73.44 %	Positive
2.	I plan to use online listening media	5 7.8%	31 48.4%	22 34.4	2 3.1%	4 6.3%	3.48 69.69	Positive

	when listening in the future.			%			%	
3.	I am willing to use online listening media regularly to improve my listening skills.	6	33	22	3	0	3.66	Positive
		9.4%	51.6%	34.4	4.7%	0%	73.13	
				%			%	
4.	I would like to use online listening media even outside the classroom.	6	28	20	8	2	3.44	Positive
		9.4%	43.8%	31.3	12.5	3.1%	68.75	
				%	%		%	
	Average	6	31.25	21.25	3.75	1.75	3.43	
		9.38	48.83	33.2	5.86	2.73	68.6%	
		%	%	%	%	%		

Behavioral Intention to Use (BI), the third indicator of the Technology Acceptance Model (TAM), had an average score of 3.43, as shown in Table 3 above. The respondents' level of achievement reached 68.6%, which is classified as a positive category. This suggests that students have a positive intention to use online listening media in learning English.

The findings show that most students responded positively toward their intention to continue using online listening media for learning English. Students generally expressed willingness to use online listening media regularly, both during classroom activities and outside the classroom, to improve their listening skills.

This result indicates that online listening media may encourage continuous listening practice and support learner autonomy in English learning. However, the presence of neutral responses suggests that some students may still feel uncertain about consistently using online listening media independently, possibly because they still depend on teacher guidance or experience distractions while using digital platforms for learning activities.

Furthermore, some students may struggle to maintain motivation and concentration during independent online learning. The availability of entertainment content and social media distractions on digital platforms may affect students' consistency in using online listening media regularly for educational purposes. This finding shows that although students generally demonstrate positive behavioral intentions, challenges in self-regulated learning still exist in digital learning contexts.

Overall, among the three constructs of the Technology Acceptance Model (TAM), Perceived Usefulness (PU) obtained the highest mean score (3.66), followed by Perceived Ease of Use (PEOU) and Behavioral Intention to Use (BI), both with a mean score of 3.43. This result indicates that students mainly perceive online

listening media as beneficial for improving their English listening skills. However, students' perceptions regarding the ease of using the media and their intention to continuously use it were slightly lower.

The difference between the constructs suggests that although students recognize the usefulness of online listening media, some of them may still experience difficulties in operating digital platforms or maintaining consistent engagement in online learning activities.

Table 3. Questionnaire results of students' behavioral intention to use online listening media for learning English.

TAM Construct	Mean	Category
Perceived Usefulness (PU)	3.66	Positive
Perceived Ease of Use (PEOU)	3.43	Positive
Behavioral Intention to Use (BI)	3.43	Positive

Table 4 presents the overall comparison of the three constructs in the Technology Acceptance Model (TAM). Perceived Usefulness (PU) obtained the highest mean score (3.66), indicating that students strongly recognized the benefits of online listening media in learning English. Meanwhile, Perceived Ease of Use (PEOU) and Behavioral Intention to Use (BI) both obtained a mean score of 3.43. These findings suggest that although students generally viewed online listening media positively, some still experienced minor challenges in using digital learning platforms effectively and consistently. Nevertheless, students still showed a positive intention to continue using online listening media in future learning activities.

4. Discussion

Students show positive perceptions toward the use of online listening media in learning English, as seen from all TAM components: Perceived Usefulness (PU) (73.20%), Perceived Ease of Use (PEOU) (68.6%), and Behavioral Intention to Use (BI) (68.6%). This means that students generally view online listening media as helpful, fairly easy to use, and something they are willing to continue using in the future. These results are in line with the Technology Acceptance Model, which explains that people tend to accept and use a technology when they find it useful and easy to operate.

In terms of Perceived Usefulness (PU), students feel that online listening media help them understand listening materials better, improve their listening skills, and makes learning activity more effective. This shows that students are

aware of the benefits of using online listening media like YouTube in learning.

This finding also supports the Cognitive Theory of Multimedia Learning, which states that combining visual elements with audio can improve listening skills of the students. In addition, this result is consistent with previous studies showing that platforms such as YouTube and podcasts provide authentic input and help learners understand the material more easily (Alwehaibi, 2018; Kabooha & Elyas, 2018). Nevertheless, excessive dependence on subtitles may limit students' ability to develop natural listening comprehension skills if they rely more on reading the text than understanding spoken language directly.

Regarding Perceived Ease of Use (PEOU), most students consider online listening media easy to access and use. However, the slightly lower percentage and some neutral responses suggest that a few students still face minor challenges when using the media. These challenges may also be related to differences in students' digital literacy skills, as not all learners have the same ability to access, operate, and manage digital learning platforms effectively during online learning activities.

In addition, unequal access to stable internet connections and digital devices may influence students' learning experiences, particularly for learners from different socioeconomic backgrounds. This result supports the idea in TAM (Davis, 1989) that ease of use plays an important role in influencing technology acceptance. It also aligns with Graham (2017), who explains that authentic listening materials can sometimes be difficult for learners, especially if they do not receive enough guidance.

For Behavioral Intention (BI), students show a clear willingness to keep using online listening media both in and outside the classroom. This suggests that their positive experiences, especially in terms of usability and ease of use, encourage them to continue using the technology. From the perspective of Motivation Theory, enjoyable learning experiences and attractive multimedia content may increase students' intrinsic motivation to practice listening more actively and independently. However, the use of online listening media may also expose students to distractions from entertainment content and social media, which can reduce their concentration during learning activities.

According to the Technology Acceptance Model, this intention is influenced by how useful and easy the technology is perceived to be. Moreover, this finding also reflects the development of learner autonomy, where students are motivated to practice independently using digital tools (Kukulka-Hulme, 2019). This phenomenon can also be explained through the concept of Self-Regulated Learning, where students actively manage their own learning process by practicing independently, monitoring their progress, and repeatedly engaging with listening materials outside the classroom environment.

Overall, students' positive perceptions come from their learning experiences and satisfaction when using online listening media. These experiences affect how students' views on the use of technology in learning, particularly when they see it

as useful and easy to use (Davis, 1989; Lai, 2017). These findings show that online listening media is effective tool not only for improving listening comprehension but also for increasing student engagement and independent learning. Compared to previous TAM studies at the university level, junior high school students in this study may require more teacher guidance and structured support when using online listening media. Younger learners are still developing their digital literacy, learning autonomy, and self-regulation skills, which may influence how they perceive the ease of use of educational technology.

However, excessive reliance on online listening media may reduce direct face-to-face interaction between teachers and students, even though such interaction remains important for providing feedback, clarification, and social learning experiences. Therefore, teachers are recommended to integrate online listening media carefully in classroom activities by providing appropriate scaffolding, selecting age-appropriate and comprehensible listening materials, and balancing audio-visual input according to students' proficiency levels. Teachers should also monitor students' focus and participation during online listening activities to minimize distractions and support more effective learning outcomes.

5. Conclusion

According to the study's findings, junior high school students have positive opinions of using online listening resources to improve their English listening abilities. This is reflected in all constructs of the Technology Acceptance Model (TAM), namely Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention to Use (BI), which are all categorized as positive. These findings indicate that students perceive online listening media as beneficial for improving their listening comprehension, relatively easy to use, and worth continuing in the future (Davis, 1989).

Online listening media such as YouTube and podcasts support students' learning by providing authentic input, flexibility, and multimedia features that enhance understanding. This is in relevant to the Cognitive Theory of Multimedia Learning, which explains that combining visual and auditory input can improve comprehension (Mayer, 2001). Previous studies also confirm that digital media can enhance listening skills and learner engagement (Alwehaibi, 2018; Kabooaha & Elyas, 2018).

Although some students still experience minor difficulties in using these media, overall perceptions remain positive. Students also show a willingness to continue using online listening media both inside and outside the classroom, indicating their potential to support independent learning and learner autonomy (Kukulaska-Hulme, 2019).

Therefore, it is recommended that English teachers integrate online listening media into listening instruction more effectively. Teachers should also provide clear guidance and appropriate material selection to help students overcome potential challenges and maximize the benefits of using online listening media in developing their listening skills.

6. References

- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). *THE IMPACT OF PODCASTS ON EFL STUDENTS' LISTENING COMPREHENSION*. 2(2), 23–33. <https://doi.org/10.26858/ijole.v2i2.5878>
- Alwehaibi, H. O. (2015). The Impact Of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121–126. <https://doi.org/10.19030/tlc.v12i2.9182>
- Chang, A. C.-S., & Millett, S. (2016). Developing L2 Listening Fluency through Extended Listening-focused Activities in an Extensive Listening Programme. *RELC Journal*, 47(3), 349–362. <https://doi.org/10.1177/0033688216631175>
- Chang, A., Millett, S., & Renandya, W. A. (2019). Developing Listening Fluency through Supported Extensive Listening Practice. *RELC Journal*, 50(3), 422–438. <https://doi.org/10.1177/0033688217751468>
- Chaves-Yuste, B., & De-La Peña, C. (2023). Podcasts' effects on the EFL classroom: A socially relevant intervention. *Smart Learning Environments*, 10(1), 20. <https://doi.org/10.1186/s40561-023-00241-1>
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Graham, S. (2017). Research into practice: Listening strategies in an instructed classroom setting. *Language Teaching*, 50(1), 107–119. <https://doi.org/10.1017/S0261444816000306>
- Hadist, M. K., Hidjanah, H., Dtakiyatuddaaimah, D., & Dewanti, L. (2022). An Analysis of EFL Students' Difficulties in Listening Comprehension at STKIP Muhammadiyah Bogor. *Jurnal Educatio FKIP UNMA*, 8(1), 174–179. <https://doi.org/10.31949/educatio.v8i1.1847>
- Indahsari, D. (2020). Using podcast for EFL students in language learning. *JEES (Journal of English Educators Society)*, 5(2), 103–108. <https://doi.org/10.21070/jees.v5i2.767>
- Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Kabooaha, R., & Elyas, T. (2018). The Effects of YouTube in Multimedia Instruction

- for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72. <https://doi.org/10.5539/elt.v11n2p72>
- Kukulska-Hulme, A., & Shield, L. (2008). *Mobile-Assisted Language Learning*. 20(3), 271–289. <https://doi.org/10.1017/S0958344008000335>
- Lai, P. (2017). The literature review of technology adoption models and theories for the novelty technology. *Journal of Information Systems and Technology Management*, 14(1), 21–38. <https://doi.org/10.4301/S1807-17752017000100002>
- Martin, F., Long, S., Haywood, K., & Xie, K. (2025). Digital distractions in education: A systematic review of research on causes, consequences and prevention strategies. *Educational Technology Research and Development*, 73(6), 3423–3451. <https://doi.org/10.1007/s11423-025-10550-6>
- Nurul, A., Dewi, N. S. N., Nurhaedin, E., & Rosmala, D. (2020). Foreign Language Listening Anxiety in an Academic Listening Class. *J-SHMIC : Journal of English for Academic*, 7(2), 1–9. [https://doi.org/10.25299/jshmic.2020.vol7\(2\).5241](https://doi.org/10.25299/jshmic.2020.vol7(2).5241)
- Ramadhianti, A., & Somba, S. (2021). *Listening Comprehension Difficulties in Indonesian EFL Students*. 1(3), 111–121. <https://doi.org/https://doi.org/10.46637/jlis.v1i3.7>
- Sari, N., & Fithriyana, R. (2019). Exploring EFL Students' Problems in Listening Comprehension. *JEES (Journal of English Educators Society)*, 4(1), 47–52. <https://doi.org/10.21070/jees.v4i1.1722>
- Venkatesh, V., & Davis, F. D. (2000). A Theoretical Extension of the Technology Acceptance Model: Four Longitudinal Field Studies. *Management Science*, 46(2), 186–204. <https://doi.org/10.1287/mnsc.46.2.186.11926>
- Wang, C. (2022). Comprehensively Summarizing What Distracts Students from Online Learning: A Literature Review. *Human Behavior and Emerging Technologies*, 20(3), 1–15. <https://doi.org/10.1155/2022/1483531>
- M. Newton, J., R. Ferris, D., C. M. Goh, C., Grabe, W., L. Stoller, F., & Vandergrift, L. (2018). Teaching English to Second Language Learners in Academic Contexts.