



Challenges and Attitudes of L2 Students in Listening to Authentic Conversations Podcasts: A Case Study of Advanced Level BIPA Students

Kusubakti Andajani^{a*}, Yuni Pratiwi^b, Imam Suyitno^c, Bambang Prastio^d,
Ahsani Maulidina^e

^aUniversitas Negeri Malang, Indonesia.
Email: kusubakti.andajani.fs@um.ac.id

^bUniversitas Negeri Malang, Indonesia.
Email: imam.suyitno.fs@um.ac.id

^cUniversitas Negeri Malang, Indonesia.
Email: imam.suyitno.fs@um.ac.id

^dUniversitas Negeri Malang, Indonesia.
Email: bambang.prastio.2102119@students.um.ac.id

^eUniversitas Negeri Malang, Indonesia.
Email: ahsani.maulidina.2102119@students.um.ac.id

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Abstract

Listening to podcasts with a sole purpose to enhance communication abilities of L2 students is a great challenge. This study explored the challenges and attitudes of second language (L2) students when listening to authentic sources, specifically video podcasts on YouTube. Data of this qualitative research was collected through in-depth interviews with BIPA (*Bahasa Indonesia bagi Penutur Asing/Indonesian for Speakers of Other Languages*) students who had reached the proficiency level. They were asked to listen to video podcasts aligned with themes related to proficient listening skills. The selection of video podcasts was based on topics outlined by the Ministry of Education and Culture of Indonesia for the proficient level. Preliminary research findings indicate challenges in vocabulary, speed, and dialect, with each challenge falling into specific categories. Meanwhile, attitude assessment, guided by appraisal theory, revealed both negative and positive attitudes among students, observed during the process and perception of the material. This research concludes that even though BIPA students have reached an advanced level, it does not guarantee that they will not face challenges in listening comprehension. Furthermore, attitude analysis provided valuable insights into the psychology of students during podcast learning, which can benefit various stakeholders.

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* Corresponding Author

Email: kusubakti.andajani.fs@um.ac.id
DOI: <http://dx.doi.org/10.32601/ejal.903015>

Introduction

Listening plays a pivotal role in enhancing the communication abilities of L2 students because it provides a valuable means of interaction, trains their ability to understand spoken language from native speakers, and serves as a medium for practitioners or teachers in teaching vocabulary (Şendağ, Gedik, & Toket, 2018). The significance of listening skills, according to Rosell-Aguilar (2007), lies in training L2 students to understand word pronunciation, discover and learn new vocabulary, and understand pronunciation nuances, including facial expressions. In line with this, Nushi & Orouji (2020) assert that the significance of listening and the ability to listen aids L2 students in recognizing various vocabulary, grammar, and structures. This recognition process enables students to construct meaning and understand paralinguistic elements such as stress and intonation, which leads to an interpretation that is stored in short-term memory for a sufficient duration. This facilitates integration with information stored in long-term memory, which serves as a background of knowledge and schema to achieve a comprehensive understanding of the text.

Developing listening skills is undeniably essential for second language (L2) students in the process of achieving communicative competence. They are a crucial aspect that can influence vocabulary mastery in the target language and proficiency in speaking (Graham, 2011; Lestari & Hardiyanti, 2020). Listening skills prove to be the most challenging aspect for L2 students among four language skills (Li & Hasegawa, 2014), including those studying BIPA. Hence, given these considerations, it is crucial that the aspect of listening skills in L2 learning, specifically in the context of BIPA (*Bahasa Indonesia bagi Penutur Asing/Indonesian for Speakers of Other Languages*), receives special attention.

BIPA students face challenges and difficulties in mastering listening skills. This is evidenced in previous research, such as reports at the beginner level (Zunaidah et al., 2021), intermediate level (Astuti & Bewe, 2020a), and advanced level for academic purposes (Astuti & Bewe, 2020b). The challenges they face can be detrimental if not addressed properly. If foreign student participants fail to acquire the necessary listening skills to understand input at the appropriate level, they practically lose opportunities to learn the language (Rost, 2015). This study proposes an alternative solution by investigating the use of authentic materials in listening classes. Additionally, previous research has not conducted discussions on the perceptions of BIPA students regarding challenges in mastering listening skills. This research, therefore, aims to fill the existing research gap.

This study aimed to identify the use of authentic materials in L2 learning, particularly in BIPA instruction, considering the challenges faced by students in this context. The premise stated in this study is that utilization of authentic teaching materials brings numerous advantages to L2 students. These materials can be directly applied in their daily lives, offering a genuine insight into their practical usage. The careful selection of language and diction fosters the learners' eagerness to study the material, emphasizing a focus on meaning rather than language structure or grammar. This approach contributes to the enhancement of their cognitive abilities (Saeedakhtar, Haqju, & Rouhi, 2021).

Video podcasts are seen as one form of authentic materials, which can provide substantial input for BIPA students as they are recognized as one of the essential prerequisites in second language learning (Krashen, 1982). This underscores the role of comprehensible input in second language acquisition research. The positive impact of podcasts on second language learning has been strongly advocated by numerous researchers (Astika & Kurniawan, 2010; Saeedakhtar et al., 2021; Şendağ et al., 2018). While earlier research has shown promising results regarding the role of podcasts in L2 learning, it is apparent that further substantiation is needed to gain a more comprehensive understanding of this issue. In the context of BIPA learning, there has been only one published study to date focusing on the development of podcast teaching materials for beginner BIPA students, conducted by Zunaidah et al. (2021). This is different from the focus of this current research that explores the use of podcasts as authentic sources for advanced-level BIPA learners.

L2 learning activities utilizing podcasts appear to offer a new context within the BIPA context. Easily accessible and considered an alternative for enhancing competence in listening comprehension, podcasts have emerged as a valuable tool. Findings of previous research suggest that the use of podcasts in second language learning not only improves listening comprehension but also prove effective in enhancing vocabulary acquisition, as evidenced in research by Mashhadi & Jalilifar (2016) and Saeedakhtar et al. (2021). However, articles that discuss the challenges and attitudes of BIPA learners in listening to authentic sources are still difficult to find.

Understanding the challenges faced by L2 students and their attitudes in the process of learning to listen to video podcasts provides valuable insights to both teachers and students in finding the best solutions. Certainly, this also aims to assist the students in achieving communicative competence as quickly as possible. In line with this, Astika & Kurniawan (2010) emphasize that understanding the challenges in L2 listening learning is a pivotal step in preparing individuals to overcome difficulties, make significant progress, and identify the most effective methods. Furthermore, discourse related to the challenges faced by L2 students, particularly in the context of BIPA, serves as a reflection of their attitudes. The examination of L2 students'

attitudes in learning the target language and culture has various benefits in describing positive and negative attitudes. Following this, Peng (2015) asserts that the attitudes held by L2 students serve as indicators for predicting the success of their learning. This is because these attitudes are related to exploration of motivation, beliefs, perseverance, and openness to cultural understanding.

Building upon the earlier discussions, this paper aimed to comprehensively explore (1) the challenges faced by advanced-level BIPA learners in listening to video podcasts and (2) the attitudes of advanced-level BIPA learners in the learning activities of listening to video podcasts. The results of this research are expected to provide practitioners and BIPA learning experts with insights into the challenges and attitudes of learners in listening to authentic sources. Furthermore, the findings aimed to contribute to the development of instructional strategies for enhancing language skills, particularly in the listening aspect.

Literature Review

- *Insights into BIPA and Listening Skills*

BIPA (*Bahasa Indonesia bagi Penutur Asing/Indonesian for Speakers of Other Languages*) is a second language learning program designed to help foreign language speakers in acquiring four language skills integrated with Indonesian culture. In the context of BIPA learning, the language proficiency levels of students are assessed through the UKBI (*Uji Kemahiran Berbahasa Indonesia/Indonesian Language Proficiency*) Test. Additionally, prior to the start of classes, students also undergo a placement test to determine their language proficiency levels. Through these assessments, BIPA students are placed into levels based on the guidelines set by the Ministry of Education and Culture of Indonesia, outlined in Ministerial Regulation (Permendikbud) Number 27 of 2017. These BIPA levels are categorized into seven levels, namely BIPA 1 to BIPA 7. The term “proficient” for BIPA student levels corresponds to levels 6 and 7 according to the SKL (*Standar Kompetensi Kelulusan/Graduation Competency Standards*). BIPA 1 to BIPA 3 correspond to beginner levels, while intermediate levels are positioned at BIPA 4 and BIPA 5.

Although one's listening ability cannot be precisely measured but there are certain indicators than can be used to assess the listening skills of L2 students. According to Rost (2014), three key indicators guide the measurement of the proficiency and fluency of L2 students in listening. Firstly, handling lengthy discourse involves L2 students being adept at comprehending extensive conversations and responding appropriately to what they have heard. Secondly, listening fluency is associated with temporal performance, reflecting the ability to navigate progressively fluent conversations. While the normal speaking rate in most situations is about 180 words per minute, competent listeners can comprehend up to four times that speed when listening to familiar topics. Thirdly, listening fluency necessitates the ability to rapidly and mostly automatically decode incoming language codes.

Undoubtedly, listening comprehension offers a multitude of benefits, much like the proverbial expression "kill two birds with one stone." In this context, listening serves not only to add vocabulary and its semantic meaning, but also equips BIPA students with the practical knowledge on how to use them. In the context of second language learning, achieving proficiency in listening entails the fluency of L2 learners' comprehension across diverse topics, demanding a high level of understanding (Li & Hasegawa, 2014). Proficient-level listening is characterized by a student's ability in comprehending coherent discourse and understanding it during its presentation. Foreign learners who have attained proficiency in listening can be said to have mastered various communicative competencies (Ho, 2020; Hymes, 1971).

- *Attitude of BIPA students in the Perspective of Appraisal Theory*

To address the second research objective, which pertains to the attitude of BIPA students in the process of listening to authentic conversations in the form of podcasts, this study examined the attitude factor within the appraisal theory framework. Appraisal theory is particularly suitable for discussing the evaluation of language produced by speakers. It serves as a framework to assess attitudes in language production (Martin & White, 2005), with a specific focus on interpersonal meaning. Luporini (2021) states that attitude in the appraisal theory framework can evaluate attitudes, feelings, emotions, and personality values in language production. In the context of this research, it is used to evaluate advanced-level BIPA students based on their responses to listening materials.

Attitude, as examined in the perspective of appraisal theory, is classified into three groups, encompassing two speech categories—both positive and negative. Firstly, "affect" serves as a semantic source crucial for interpreting the emotional aspects of language production. “Affect” is further broken down into three categories used to convey feelings and sensations experienced: un/happiness (involving emotions related to matters of the heart), in/security (variables include emotions related to socioemotional well-being), and dis/satisfaction (encompassing emotions associated with telos, pursuing goals). Secondly, "judgment" refers to the positive or negative evaluation of human behavior, entwined with a set of social norms. Speech falling within the judgment category can be seen in word choices used for criticizing, expressing beliefs, praising, or condemning actions. Judgment is divided into two categories, namely social sanction (comprising veracity and propriety) and social esteem (comprising normality, capacity, and tenacity). Furthermore, veracity relates to

one's honesty, propriety relates to the ethicality of one's behavior, normality concerns the degree of one's uniqueness, capacity relates to one's competence, and tenacity pertains to how steadfast someone is. Thirdly, "appreciation" refers to attributing properties to the phenomenon being evaluated rather than the individual making the evaluation.

- *Podcasts as An Authentic Source*

Podcasts emerge as a result of advancing technology. The term "podcast" is a combination of 'Ipod,' Apple's MP3 player, and 'broadcast.' A podcast is an authentic recording of audio or video (Cross, 2014), encompassing not only original content but also recordings of a television or radio broadcast, lectures, performances, or other events. According to Saeedakhtar et al. (2021), podcasts served as a medium through which teachers or lecturers can deliver content online, assign tasks with corresponding feedback, deliver learning materials and supplementary resources, and stimulate creative activities in the teaching and learning process. Podcasts often come with links to written texts or conversation transcripts, offering additional support for L2 learners. Podcasts have found application in diverse educational fields and foreign language learning contexts (Abdulrahman, Basalama, & Widodo, 2018; Heilesen, 2010), garnering recognition as an effective medium in second language learning due to the positive outcomes achieved (Kay, 2012; Şendağ et al., 2018). These positive outcomes stem from podcasts being authentic recordings from native speakers of the target language and being freely accessible for download. Notably, as technology evolves, semi-authentic podcasts, which involve modified authentic texts for L2 learning, have also become prevalent (Cross, 2014).

Video Podcasts, serving as authentic recordings, offers numerous benefits for L2 learners in enhancing their understanding of language, culture, and pronunciation skills. Utilizing both audio and video podcasts for L2 learners yields several positive outcomes, including acquiring new vocabulary, refining pronunciation, and mastering specific aspects of the target grammar. From a constructivist perspective, listening to podcasts encourages learners to build their knowledge of the target language and culture through exploration, observation, and interpretation of the input (Saeedakhtar et al., 2021). Furthermore, podcasts contribute to enhancing learners' motivation for independent learning (Zunaidah et al., 2021). Certainly, the presence of podcasts serves as a new and beneficial alternative in the realm of L2 learning.

- *Previous Studies on Challenges and Attitudes of L2 Learners in Listening Activities*

In recent decades, researchers globally have conducted studies examining the challenges and attitudes of L2 learners in authentic listening. Notable examples within the context of English language learning in Indonesia include studies by Astika & Kurniawan (2010) on the utilization of Ted Talks, Lestari & Hardiyanti (2020) focusing on the use of songs, and Rahmaningtyas & Mardhiyyah (2021) leveraging VOA Listening audio. On an international scale, Wang (2010) conducted research in China, and Bingol et al. (2014) conducted studies in Turkey; however, in these studies, podcasts were not employed as authentic sources in listening classes. To address the aim in listening research that specifically explores the challenges faced by Indonesian language learners (BIPA), this study aims to provide guidance for the design of more effective instructional procedures in language learning.

Previous researchers have thus extensively reported on the challenges commonly faced by L2 learners. These challenges seem to arise because L2 learners often underestimate their listening skills and engage inadequately in self-practice (Nushi & Orouji, 2020; Ulum, 2015). Ulum further explains that L2 learners tend to prefer speaking and reading skills. In general, challenges faced by L2 learners in listening include dealing with unfamiliar words, managing the length of conversations, addressing pronunciation, coping with speaking speed, handling accents, and struggling with a lack of concentration (Hamouda, 2013). For a more in-depth understanding, the subsequent description elaborates on these challenges.

First, learners face challenges related to the speed at which speakers of the target language communicate. The speed of language production becomes a barrier for L2 learners in achieving a comprehensive understanding of information (Renandya & Farrell, 2011). Many reports in L2 research suggest that L2 learners generally prefer materials with a slower or moderate tempo to facilitate better comprehension (Lestari & Hardiyanti, 2020; Rachmaniputri, Purnawarman, & Gunawan, 2021). Nevertheless, some previous researchers suggest that L2 learners should expose themselves to listening to diverse themes and varying speeds, essential to train them towards achieving communicative competence (Cross, 2014; Renandya & Farrell, 2011). Second, learners face challenges related to vocabulary or lexical factors. The extent of vocabulary mastery is a factor that can affect the ability to comprehend auditory information (Matthews, 2018; Rost, 2014), and it even impacts speaking skills (Suyitno et al., 2019). Stæhr's research (2008) demonstrates that 115 L2 learners in Denmark could explain over 50% of the core content of the listened audio when equipped with adequate vocabulary. More comprehensively, research results from Van Zeeland & Schmitt (2013) assert that the majority of L2 learners can attain adequate understanding with a lexical coverage of only 90% and relatively good understanding with a coverage of 95%. Third, challenges are associated with phonological aspects. L2 learners commonly face difficulties to the assimilation process by native speakers of the target language (Renandya & Farrell, 2011). This happens because, for native speakers of the target language, speaking by combining several words or omitting specific parts of the spoken words or lexemes is considered normal.

Fourth, there is a significant issue with the lack of knowledge. The comprehension of L2 learners is determined by their knowledge of the target language and culture (Rost, 2014). L2 learners often face difficulties in understanding spoken text (Zunaidah et al., 2021). Fifth, the challenge is associated with the short-term memory capacity of L2 learners, which is vital for recalling and understanding newly heard input. Working memory plays a pivotal role in listening comprehension, and L2 learners possessing a larger working memory capacity are more likely to have enhanced abilities (Namaziandost, Hafezian, & Shafiee, 2018; Wen & Li, 2019). Regarding the use of short-term memory during listening, L2 learners must also pay attention to incoming input (short-term memory) by linking it with established understanding (long-term memory) to prevent overlap in perception, parsing, and utilization (Call, 1985). Such cases often occur, posing challenges for L2 learners in comprehending heard information (Ohata, 2006). Sixth, several reports mention challenges associated with anxiety during listening (Namaziandost et al., 2018; Wang, 2010). This anxiety may arise from discrepancies between what is stored in the long-term memory of L2 learners regarding lexicon and what is heard. These differences can be caused by factors such as speaking speed, pauses, reduced speech, or ungrammatical language. Consequently, L2 learners often experience anxiety, making it difficult for them to grasp the meaning when listening to language directly communicated by the speaker in various ways. Seventh, the challenge is related to social and cultural practices, grammatical structures, and learning motivation. The cultural diversity of different countries and variations in grammatical structures have long been recognized as obstacles in L2 learning (Suyitno et al., 2019). Meanwhile, research findings from Doley (2022) emphasizes that high motivation among L2 learners to master the four language skills will drive them to develop and quickly attain proficiency in the target language.

Drawing from the previous description, it appears that there is no definite benchmark available as a reference for the challenges faced by L2 learners in listening comprehension. Unfortunately, in the context of BIPA research, no studies specifically focusing on the challenges faced by BIPA learners in listening comprehension have been identified, so specific details regarding this particular aspect of language learning are yet to be outlined. Consequently, the proposed research is expected to contribute significantly to the advancement of both BIPA learning, benefiting BIPA students and also other L2 learners. Meanwhile, regarding the investigation of L2 learners' attitudes toward authentic listening sources, the researcher has not found similar studies thus far, and the current research would fill this research gap.

Method

- *Research Design*

This research employed a qualitative research design to comprehensively describe the challenges faced by BIPA learners, particularly advanced-level BIPA learners, when listening to podcasts on YouTube. The qualitative approach helps to describe aspects related to an individual's thoughts, perceptions, opinions, and experiences (Creswell, 2002). The use of podcasts and other authentic listening materials across various digital platforms has become a topic of discussion, regarding efforts made to improve the listening competence of foreign language learners. Hence the qualitative approach was the most suitable for revealing specific phenomena in the context of the learning environment (Gay, Mills, & Airasian, 2006).

- *Sampling and Study Material*

The sample of the study comprised six advanced-level BIPA learners enrolled at Universitas Negeri Malang, with their identities kept confidential as ethical consideration. The language proficiency level of participants was confirmed through a placement test that adhered to the competency standards for BIPA student graduates and the Indonesian Language Proficiency Test (known as UKBI). These advanced-level BIPA students achieved an excellent ranking (Rank III) in the UKBI test, scoring within the range of 578-640. The BIPA program comprised three-hour session, conducted four times a week. It focused on intensive and extensive listening to meet the academic listening needs and everyday conversations. In this course, BIPA learners were exposed to podcast videos carefully chosen to avoid discussing taboo topics in the Indonesian learning context, such as extreme ideologies, racism, gender bias, and pornography. Language learning (L2) in Indonesia strongly discourages and even prohibits the use of such topics in the learning process, emphasizing adherence to the five pillars of Indonesian ideology (Widodo, 2014).

The learning materials provided to BIPA learners were taken from four videos on the YouTube digital platform, spanning from early February to mid-April of the end of 2022. The development and selection of conversation themes in these videos were aligned with the Competency Standards for BIPA Graduates (*Standar Kompetensi Lulusan BIPA/SKL*) at the advanced level (BIPA 6 and BIPA 7). These standards encompassed topics related to professionalism, education, and sociocultural aspects, as outlined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 27 of 2017; see: <http://appbipa.or.id/skl-standar-kompetensi-lulusan/>. In addition to theme selection, four considerations were taken into account when choosing viewing material: (1) diverse video topics, (2) conversation participants from different cultural and regional backgrounds, (3) hosts being prominent community figures, and (4) channels favored by the audience. General information about the data source is presented in Table 1.

Table 1: Information on Podcast Videos.

No	Theme	Channel	Podcast Title	Podcast Substance Information
1.	Education	Dedi Corbuzier	<i>Jadi ngapain sekolah!?</i> [So, what's the point of going to school!?!]	The Podcast discusses the global education system, referred to as a conspiracy by a certain group to control societal order in the past.
2.	Politics	<i>Total Politik</i> [Total Politics]	<i>Anies Baswedan baper banjir kritik? Cek di sini!</i> [Anies Baswedan upset over a flood of criticism? Check it out here!"]	The two hosts interview the controversial political figure, Anies Baswedan (Governor of DKI Jakarta 2017 – 2022). In the podcast they ask Anies' response to the numerous criticisms he received during his tenure as governor.
3.	Culture	Noice [Noise]	<i>Titik temu beragama dan kebudayaan!</i> <i>Berbeda tapi bersama</i> [The intersection of religion and culture! Diverse yet united]	Sujiwo Tejo (a cultural figure) and Habib Ja'far (a religious figure) engage in a dialogue about religion and culture. In the podcast, culture is portrayed as a human creation, while religion is portrayed as God's creation. The two aspects, surprisingly, have a mutual influence on each other.
4.	Career	<i>Helmi Yahya Bicara</i> [Helmi Yahya Talks]	<i>Raffi Ahmad ini trilyuner sekarang, tapi mengaku PNS! Cek maksudnya!</i> [Raffi Ahmad is a billionaire now, but claims to be a civil servant (PNS)! Check it out!]	Helmi Yahya (an entertainer and politician) visits the home of one of his juniors in the entertainment industry, Raffi Ahmad. In the podcast, they share insight about business. Helmi Yahya learns a lot about business from Rafi Ahmad, the owner of Rans Entertainment, reported to have a value of more than 2 trillion and support from investors at Emtek. However, in the same podcast, Raffi also admits to being a civil servant (PNS).

- *Procedure for Data Collection*

The teaching and data collection procedures employed the framework of task-based teaching. This method focuses on using authentic language to achieve meaningful tasks in the target language (Dave & Jane, 2011), involving three stages of planning and reporting on task completion. Firstly, BIPA students were given a vocabulary list extracted from the podcast. They filled in unfamiliar words, searching for meanings and usage contexts in the Indonesian Dictionary (*Kamus Besar Bahasa Indonesia*). Subsequently, they were with providing translations and synonyms in their native language. This activity was designed to equip BIPA students with comprehensive knowledge of vocabulary and its contextual usage. Secondly, BIPA students engaged in active listening. They were provided with insights or an overview of the material as listening to the audio content. While listening, they were asked to take notes on specific ideas presented in the material. After the completion of the audio content, which was repeated three times, the students were instructed to discuss the points they had noted. Furthermore, they were required to reconstruct a concise summary of the material in their own language.

In the final or third stage, BIPA students were tasked with evaluating the audio material. This included aspects such as the title of the material, the contribution of the material to their language proficiency in achieving communicative competence (Hymes, 1971), their perspective on the content of the material, and the new knowledge they had gained. Additionally, they were required to assess the difficulty they faced on a scale of 1 to 10, and the overall score was then divided by the number of participants (as illustrated in Figures 1, 2, and 3). Following this activity, the researcher highlighted and emphasized specific utterances (bolding and italicizing) that represent the attitudes of BIPA students in the listening process, as reflected in the language they produce.

- *Data Analysis*

The data analysis process began with familiarizing oneself with the data, transcribing it into written form, and conducting repeated readings. Subsequently, data were searched based on keywords, phrases, sentences, or paragraphs that would be instrumental in categorizing data according to emerging themes and the coding process. In this research, coding was performed based on themes that emerged during the interviews. Cohen, Manion, & Morrison (2011) explain that the coding process involves labeling data based on predetermined or emerging themes. To ensure the validity of findings, a member check was conducted by reporting the coding results to the participants to see if there were objections or if changes were needed. The member check results indicate that the participants agreed with the coding results. Once approved, the data were presented by linking it to theory, perspectives from L2 learning experts, and findings from previous research.

Results and Discussion

Based on the findings, this study reveals that BIPA students exhibit varied attitudes when confronted with challenges such as vocabulary, speech tempo, and speech accents in podcast conversations. According to the statements of BIPA students as a whole, they encounter difficulties in comprehending authentic conversations presented in podcasts. These findings provide a foundation for evaluating learning outcomes and continuing education that utilizes podcasts. The implemented learning process appears to be beneficial in expanding vocabulary and familiarizing students with the language spoken by native Indonesian speakers. Such challenges are likely to be frequently encountered by BIPA students. Difficulties in listening comprehension faced by L2 learners can have positive implications for their future if they consistently adapt, potentially leading to enhanced listening skills, especially in acquiring new vocabulary and developing metacognitive awareness (Saeedakhtar et al., 2021). Additionally, these situations can strengthen knowledge construction, proving useful in future task-related activities (Cross, 2014).

Based on statements from BIPA students in the entire dataset, three key observations arise. Firstly, despite being in an advanced-level listening class, students exhibit limited vocabulary proficiency when engaging with authentic sources. L2 learners at an advanced level should ideally recognize speech and vocabulary meanings from diverse discourses presented by language producers (Tsai, 2014). Secondly, the findings highlight the need for careful consideration by institutions responsible for determining the proficiency levels of BIPA students, particularly in the context of proficiency tests. This is done to prevent students from being incorrectly assigned to inappropriate levels, as such misplacement can impede the identification of needs and the planning of L2 student learning, thereby affecting the overall quality of graduates (Abdulrahman et al., 2018). Thirdly, BIPA students face challenges in comprehending diverse vocabulary, suggesting a scarcity in the vocabulary they have mastered. To address this, BIPA practitioners can motivate students to familiarize themselves with various authentic sources. An alternative approach involves implementing an extensive listening program when exposure to the target language is insufficient (Rahmaningtyas & Mardhiyyah, 2021). Such activities prove useful not only in enriching vocabulary but also in expanding L2 students' knowledge of the target language and culture.

In the context of BIPA students' attitudes during the listening process, it is observed that their psychology may sometimes be unprepared to comprehend authentic conversations. However, there are also several indicators suggesting positive attitudes. A more detailed presentation of these findings is presented sequentially, establishing connections to relevant learning theories and previous research results. Furthermore, it is important to note that comments from BIPA students have been slightly corrected without changing the meaning. This correction was made with the consideration of grammar for better clarity. The following explains the findings for each challenge faced by BIPA students.

- *Challenges in Listening to Authentic Conversations*

Figure 1 provides information about the initial challenges faced by BIPA students concerning the vocabulary aspect of each video podcast they have listened to. Furthermore, the figure highlights that vocabulary in the political theme poses the greatest difficulty, followed by education, culture, and career themes.

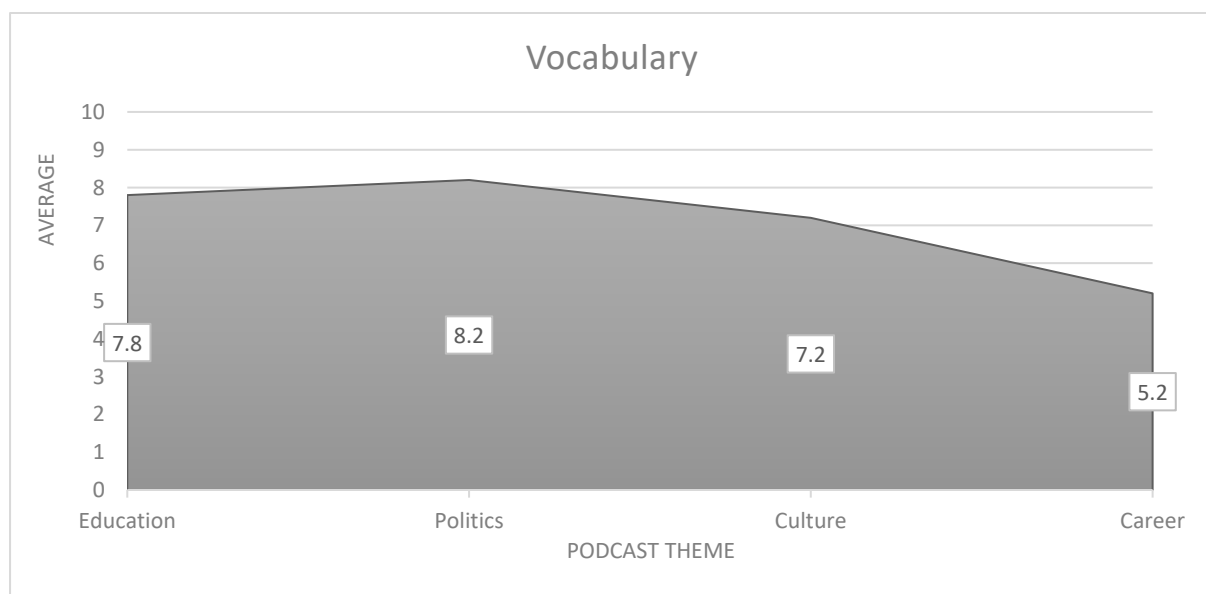


Figure 1: *Difficulty Level of Vocabulary Used by Podcast Speakers.*

BIPA students reported facing challenges in understanding vocabulary of podcasts due to three factors. First, they expressed a lack of familiarity with the vocabulary they encountered. This finding indicates two aspects: (1) the vocabulary used is at an advanced level, and (2) there are lower-level vocabulary items that are not yet known. This aligns with the observations of [Ulum \(2015\)](#), stating that even when L2 learners listen to topics related to their lives, they may still face challenges in vocabulary knowledge. [Nushi & Orouji \(2020\)](#) further support this by emphasizing the significance of a diverse range of high-level vocabulary in advanced listening classes for comprehending information. From these findings, it can be concluded that the vocabulary used in video podcasts likely includes advanced-level vocabulary. This corresponds with the approach adopted by BIPA teachers, integrating video podcasts at an advanced level with the aim of enhancing academic proficiency. In line with this, providing diverse materials to L2 learners with various contexts and themes is expected to be beneficial for both academic and professional life ([Li & Hasegawa, 2014](#)). This finding is illustrated in data source 1 and 2 in the following excerpts.

Excerpt 1

“Secara keseluruhan saya telah mengerti makna atau arti kosakata dari masing-masing podcast yang saya dengar, tetapi masih ada beberapa kosakata yang tidak saya mengerti karena belum diketahui” (data source 1).

*“Banyak kosakata dari podcast itu yang terasa **sulit** dan saya tidak mengerti karena sepertinya termasuk kosakata yang saya jarang dengar dan gunakan baik dengan teman Indonesia atau saya dengar dari media sosial” (data source 2).*

“Overall, I have already understood the meaning of the vocabulary in each podcast that I have listened to, but there are still some words that I do not understand because they are unfamiliar” (data source 1).

*“Many words from that podcast feel **challenging**, and I don’t understand them because they seem to be words, I rarely hear or use in my conversations with my Indonesian friends or encounter on social media” (data source 2).*

Secondly, the challenge also involves knowing the vocabulary but forgetting its meaning and usage context. This suggests the significant role of working memory in the acquisition of L2. Working memory is defined as a limited memory capacity that enables L2 learners and even native speakers of the target language to store some pieces of information ([Wen & Li, 2019](#)). In this case, the pieces of information conveyed through the vocabulary heard by BIPA learners have not been successfully captured. To overcome this, learners can repeat and review the vocabulary that has been noted or memorized. This approach is believed to enhance the working memory of L2 learners in expanding their vocabulary ([Namaziandost et al., 2018](#)). This finding is illustrated in data source 3 and 4 in the following excerpts.

Excerpt 2

*“Kosakata dari banyak podcast itu almost bisa saya pahami karena **familiar** dengan kosa katanya, tapi masih juga ada beberapa kosakata yang saya lupa maknanya padahal saya merasa sudah **sering mendengarnya**” (data source 3).*

*“secara keseluruhan kosakata dalam podcast **beragam dan bagus** untuk input kata-kata baru, terlebih masih banyak menggunakan kosakata campuran bahasa Inggris. Akan tetapi masih banyak juga kosakata yang **sulit** dan **lupa** artinya karena kata tersebut bisa digunakan pada banyak konteks” (data source 4).*

*“The vocabulary from many podcasts is almost understandable to me because it's **familiar**, but there are still some words that I forget the meaning of, even though I feel like I've heard them often” (data source 3).*

*“Overall, the vocabulary in the podcasts is **diverse and beneficial** for input of new words, particularly since many still use a mix of English vocabulary. However, there are still many difficult words that I forget the meaning of because these words can be used in various contexts” (data source 4).*

Finally, the challenge involves not only knowing the vocabulary initially, but also overcoming it with specific aids or strategies. This suggests that BIPA learners utilize particular strategies and support from technology to enhance their comprehension. The integration of listening and reading skills, and vice versa, has proven effective in improving both understanding and proficiency ([Friedland et al., 2017](#)). These findings can serve as valuable input for L2 teachers by providing video materials accompanied by transcripts or audio with corresponding transcriptions, which can serve as written scaffolding useful for learners in comprehending and retaining the information they have heard. This finding is illustrated in data source 5, 6 and 7 in the following excerpts.

Excerpt 3

— *“secara pribadi, saya **merasa berat** untuk menyimak podcast, kadang saya sengaja meminta guru untuk menjeda dan memundurkan beberapa detik agar mengetahui kosa kata yang saya tidak ketahui terus membuka kamus, hehehe. Kadang juga saya ketika menyimak menggunakan aplikasi transkripsi instan audio dapat menambah penguasaan pengetahuan terhadap apa yang telah didengarkan” (data source 5).*

- “*sumpah wow, rasanya tidak percaya, kosa kata yang dituturkan oleh narasumber ketika didengarkan tidak saya pahami maknanya, tetapi ketika saya menggunakan aplikasi transkripsi instan audio, saya sangat mengetahui kata itu*” (*data source 6*).
- “*kosa kata yang disajikan dalam podcast menarik perhatian dan beruntung dapat mempelajarinya, dituturkan dengan tulis itu beda ya, kadang saya tidak mengetahui makna kosa kata ketika dituturkan, tetapi ketika telah saya tulis atau disajikan dalam teks saya benar-benar akrab dan sering menggunakannya*” (*data source 7*).

“Personally, I find listening to podcasts **very challenging**. Sometimes, I intentionally ask the teacher to pause and rewind for a few seconds to understand unfamiliar vocabulary, and then I often resort to using a dictionary, hehehe. Occasionally, when listening, I use instant audio transcription apps to enhance my understanding of what has been heard” (*data source 5*).

“Wow, it's unbelievable! The vocabulary spoken by the speaker is sometimes incomprehensible to me, but when I use an instant audio transcription apps, I instantly understand the words” (*data source 6*).

“The vocabulary presented in podcasts captures my attention, and I consider myself **lucky** to be able to study it. It's different when spoken; sometimes, I don't understand the meaning of the words, but when I write them down or they are presented in text, I become familiar with them and use them frequently” (*data source 7*).

Furthermore, data source 5, 6 and 7 align with Rachmaniputri et al.'s (2021) findings, revealing that some L2 English learners did not recognize certain words presented in audio; they almost did not recognize them. However, strangely, some of them actually knew those words when they were presented orally. Based on the findings from these data source, BIPA learners' understanding of learning materials, particularly in listening classes, may be disrupted. This is considering that lexical coverage is another factor that can affect listening comprehension (Nushi & Orouji, 2020). Furthermore, lexical coverage undoubtedly plays a pivotal role in listening (Astika & Kurniawan, 2010).

The second challenge expressed by BIPA learners is associated with the speed or pace of speakers in video podcasts. L2 learners consistently feel that the material they listen to is spoken too fast, indicating a need for improvement in their listening skills (Renandya & Farrell, 2011). Figure 2 provides information that the theme of conversation in the education field is considered the most challenging for them, followed by politics, career, and culture, all identified as presenting similar challenges.

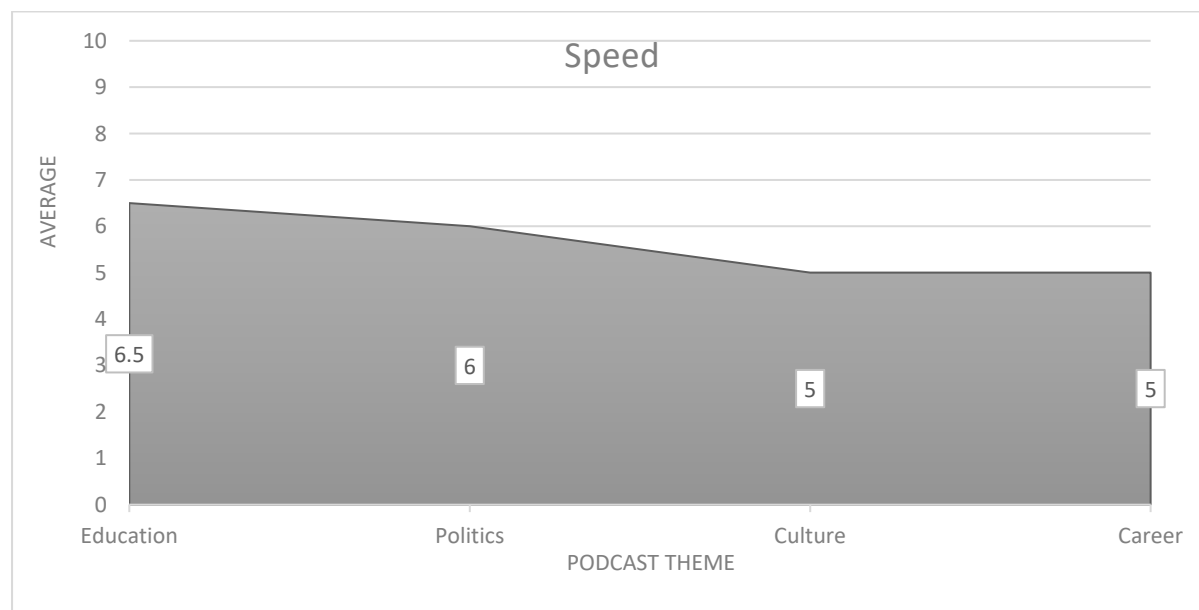


Figure 2: Average Difficulty Level of Speaker Speed in Podcasts.

BIPA students have pointed out that speakers in the video podcasts talk too quickly, making it challenging to comprehensively understand the information. Their concern becomes more evident in the interview excerpts. The interviewees emphasize that the fast-paced speech presents a challenge, leading to suboptimal understanding of the information conveyed by the speakers. Issues regarding speed challenges have been addressed by Hamouda (2013) and Nushi & Orouji (2020), both highlighting that speech speed is one of the factors that can influence the comprehension of L2 learners when listening to information. In line with this, research findings from Renandya & Farrell (2011) and Rachmaniputri et al. (2021) underscore the significance of speaking speed as a crucial factor affecting the understanding of L2 English learners. Therefore, the comprehension of information by BIPA and other L2 learners will be disrupted when dealing with speakers who communicate rapidly. This is due to the difficulty in recognizing vocabulary as a result of a lack of familiarity with listening to speakers who speak quickly.

Based on the collected data, the challenges faced by BIPA learners regarding speed can be categorized into three main groups. First, challenges are associated with high speed and the considerable intervals between utterances (data source 8 to 11). Secondly, challenges are related to speed along with instances of speakers interrupting one another (data 12 and 13). Third, challenges are associated with a slow pace and tempo (data 14 and 15). This finding is illustrated in the following excerpts

Excerpt 1

- “Pembawa podcast berbicaranya sering kecepatan dan jedanya lama sehingga saya **kurang memahami** maksud topik yang sedang dibicarakan, akibatnya ini **mengganggu mood belajar**” (data source 8).
- “saya **kesulitan** karena para penutur bicara terlalu cepat dan panjang, belum sempat dipahami sudah ganti topik, sehingga **tidak konsentrasi** dan **cemas** karena masih memikirkan topik sebelumnya” (data source 9).
- “saya sangat **hati-hati** saat mendengar karena pembawa acara kadang berbicaranya terlalu cepat. Terutama Deddy Corbuzier yang saya kira karena sudah biasa di media TV Indonesia, jadi berbicaranya cepat. Saya rasa begitu” (data source 10).
- “ya cukup **menantang** sekali menyimak podcast dengan bahasa Indonesia, terutama kecepatan berbicara mereka selaku penutur asli dan jeda yang lama. Bagi kami terkadang itu cukup **menyulitkan** sehingga **malas** menyimak karena beberapa makna kata saja ada yang belum dipahami, apalagi kalau berbicaranya terlalu cepat sehingga kami **tidak mengetahui** makna pembicaraan” (datum 11).

"The podcast hosts often speak at a fast speed, and the pauses are lengthy, so I **have less understanding** in the intended topic of discussion, ultimately **disturbing my learning mood**" (data source 8).

"I struggle because the speakers talk too fast and at length; before I can comprehend, they've moved on to a new topic, making it difficult to stay focused, and I feel anxious because I'm still thinking about the previous topic" (data source 9).

"I am **very cautious** when listening because the hosts sometimes speak too fast, especially Deddy Corbuzier, whom I thought would talk quickly due to his familiarity in Indonesian TV media. That's how I feel" (data source 10).

"listening to podcasts in Indonesian is quite challenging, especially due to the speed of the native speakers and the lengthy pauses. For us, it can be quite **difficult** and sometimes **discouraging**, as there are meanings of words that we haven't understood, especially when the speed is too fast, so we **do not comprehend** the conversation" (data source 11).

Excerpt 2

- “Kecepatan berbicara pembawa podcast terkadang **terlalu cepat dan panjang**. Terlebih pembawa acara dan narasumber saling melontarkan pendapat di saat bersamaan, kadang saya **bingung** memahami pembicaraan mereka dan **berusaha** dengan meminta beberapa detik diputar kembali agar sedikit memahami” (data source 12).
- “hal yang paling membuat saya **sedih** yaitu memahami inti pembicaraan karena kecepatan berbicara para anggota podcast. Saya terkadang harus mengulang dan mendengar secara saksama kembali hal yang sedang dibicarakan, apalagi ketika mereka berbicara dengan waktu yang hampir bersamaan dan terjadinya beberapa candaan, saya juga coba memahami candaan yang mereka buat tapi enggak mendapatkan intinya (data source 13).

"At times, the podcast hosts speak **too fast and long**. Moreover, the hosts and the guests often express their opinions simultaneously. Sometimes, I am **confused** in understanding their conversation and **attempt** to make efforts by requesting a replay for a few seconds to grasp it a bit " (data source 12).

"what makes me sad the most is understanding the essence of the conversation due to the fast-paced speech of the podcast members. I often have to replay and listen attentively to what is being discussed, especially when they speak almost simultaneously and engage in banter. I also try to understand their jokes but often do not get the essence" (data source 13).

These findings make it evident that BIPA learners face challenges in understanding information in communication. Findings from the first and second categories are also related to excessively fast speech, and with the short-term memory of BIPA learners. Call (1985) asserts that short-term memory plays a vital role in interpreting meaning from oral input. This suggests that BIPA learners are not yet stable in retaining input, as evidenced by their struggle to capture several words spoken by the speakers. Consistent with the findings, Nushi & Orouji (2020) emphasize that newly heard information tends to disappear due to short-term memory. Therefore, there is a need for improvement, as a larger memory capacity will enhance listening comprehension (Namaziandost et al., 2018). This implies that BIPA learners should actively expose themselves to authentic materials with fast speech. Any increase in speech speed tends to lead to a decrease in comprehension, and when speech speed reaches a critical level, understanding the input becomes nearly impossible (Renandya & Farrell, 2011).

BIPA learners also highlight that fast and lengthy speeches can disrupt their learning, leading to feelings of unhappiness, difficulty in concentration, confusion, and boredom. This underscores the importance of selecting appropriate video podcasts. Previous research by Hamouda (2013), Ulum (2015), and Rahmaningtyas & Mardhiyyah (2021) emphasize that the speakers' delivery in learning materials can impact the mood of L2 learners. Certainly, when speakers effectively engage learners, it can motivate them to continue or stop understanding the information. Another interesting observation was found in data source 12 and 13, where BIPA learners used specific strategies when struggling with fast-paced speech. They tried to understand information presented by rewinding the video for a few seconds, a method employed repeatedly. Repeated listening is a simple effort in gaining comprehension, and its effectiveness may surpass that of learning to listen with specific strategies (Astika & Kurniawan, 2010).

The third category involved findings related to slow-paced speech (data source 14 and 15). The findings indicate that BIPA learners prefer themes about careers and culture when it comes to listening, mainly due to the relaxed and slow pace of conversation. This is highly favored by L2 learners, as it is easy to understand and supports their learning (Lestari & Hardiyanti, 2020). These findings can serve as a valuable guide for teachers or organizers of L2 learning programs in carefully selecting video podcasts to enhance learning outcomes. Research by Abdulrahman et al. (2018) suggests that choosing video podcasts that align with the needs and preferences of L2 learners can boost motivation and improve learning outcomes. This, in turn, can significantly influence the rapid attainment of communicative competence among L2 learners, where motivation is recognized as a key factor for successful L2 learning (Doley, 2022). The finding in data source 15 also aligns with the views of Ulum (2015), who notes that students proficient in speaking and reading might face challenges in listening skills when dealing with recordings featuring very fast-paced conversations. This challenge arises because the word boundaries in listening texts are not easily discernible, unlike written texts where spaces or gaps between words can be identified. Consequently, L2 learners may find listening challenging.

Moreover, the transient nature of listening contributes to the anxiety experienced by L2 learners when they struggle to grasp the essence of the heard conversation (Field, 2009). This finding is illustrated in data source 14 and 15 in the following excerpts.

Excerpt 3

- *“Luar biasa, saya suka dengan topik tentang budaya maupun karir karena pembicaraan dilaksanakan dengan tempo yang pelan, ini membuat saya dapat memahami informasi dengan baik. Namun tempo yang pelan itu membuat saya lupa informasi sebelumnya” (data source 14).*
- *“Sulit juga ya menyimak untuk percakapan dengan tempo yang cepat lebih suka dengan tempo pelan atau sedang, padahal saya telah merasa tidak kesulitan dalam membaca dan berbicara” (data source 15).*

Remarkable! I enjoy themes related to culture and career because the discussions are conducted at a slow pace, allowing me to comprehend the information better. However, the slow pace sometimes makes me forget previous information" (data source 14).

"it's also **challenging** to listen to fast-paced conversations. I prefer a slower or moderate pace, even though I **experience no difficulty** in reading and speaking" (data source 15).

The third challenge faced by BIPA learners is the difficulty in interpreting spoken language input due to dialectal variations. This challenge arises from the fact that Indonesia is a multilingual and multicultural country, an archipelago with hundreds of different languages and cultures. Figure 3 illustrates that themes related to culture pose the most formidable challenge for BIPA learners, followed by politics, careers, and education, all of which are considered to present similar challenges.

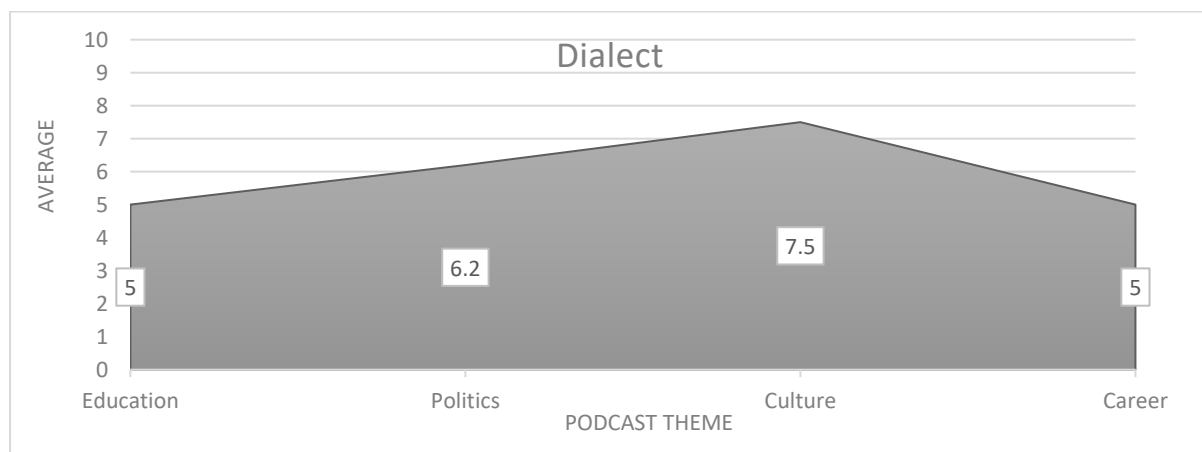


Figure 3: Average Difficulty Level of Dialects of Podcast Speakers.

Based on the collected data, challenges related to dialects are divided into three categories: dialects confusing BIPA learners (excerpt 1), dialects motivating them to apply when speaking (excerpt 2), and dialects related to regional language speakers, Javanese and Jakarta (excerpt 3). According to the data in the first category, the challenges are related to various prosodic elements, such as loudness, code-switching, intonation, assimilation, and more. Apparently, these cases are common as native speakers of a language inherently possess advanced proficiency in both grammar and phonology. Similar challenges are also found in other L2 contexts, such as English (Hamouda, 2013; Renandya & Farrell, 2011). The difficulty may stem from unfamiliarity and the level of familiarity with the dialect, articulation, and pronunciation-related aspects. Therefore, dialects pose a significant challenge in L2 learning, particularly in the context of the Indonesian language. Nushi & Orouji (2020) also argue that L2 learners might face more difficulties in understanding pronunciation-related issues than in comprehending grammatical errors. Thus, L2 learners, such as BIPA learners, may face disruptions in understanding spoken language due to the varied dialects used by speakers. This finding is illustrated in data source 16 and 17 in the following excerpt:

Excerpt 1

- “**Kesulitan** mendengar podcast itu terkadang pembicara menggunakan logat atau dialek yang tidak biasa saya dengar sehingga saya kadang **nge-blank** sebentar untuk mahami makna dari pengucapannya” (data source 16).
- “Pasti cukup **sulit** apabila pembawa podcast memberikan dialek dalam bahasa Indonesia di podcast, terutama yang saya ingat dalam podcast tema budaya. Selain itu saya juga **kesulitan** dalam memahami intonasi dari narasumber dengan dialek-dialek yang berbeda” (data source 17).

"The difficulty in listening to podcasts lies in the occasional use of accents or dialects by the speakers, which are unfamiliar to me. This sometimes leads to a **momentary blankness** as I strive to understand the meaning conveyed" (data source 16).

"it can be quite **challenging** when the hosts use dialects in the podcasts, especially in cultural-themed podcasts that I recall. In addition, I **face difficulty** in understanding the intonation of speakers with different dialects" (data source 17).

Another insightful reflection from the interviews with the students is their positive approach to dealing with dialect difficulties. The challenges they face in developing listening skills can, in turn, enhance their curiosity about the language and culture of Indonesian society, as seen in the second category of data. This data can serve as a valuable reminder for L2 practitioners that speaking instruction can use podcasts as authentic, text-free materials. The students are encouraged to listen to and practice the listening materials clearly. Such strategies are often employed in language learning that integrates all four language skills, resulting in conversations or language from L2 being easily understood (Sevy-Biloon, 2018).

In the context of BIPA, the teaching objectives for speaking skills and specific word pronunciation target fluency, both implicitly and explicitly. Particularly, BIPA students engaging in advanced listening classes are encouraged to explore various types of listening materials. This strategic step aims to enhance their listening abilities (Rost, 2014; Şendağ et al., 2018). Through authentic sources such as podcasts, L2 learners can benefit in both listening and speaking skills as they gain exposure to the real-life use of the Indonesian language. In line with this, Suyitno et al. (2019), Sevy-Biloon (2018), and Rahmaningtyas & Mardhiyyah (2021) affirm that the use of authentic sources in L2 learning fosters motivation of students, contributing positively to the attainment of communicative competence. This finding is illustrated in data source 18 and 19 in the following excerpt.

Excerpt 2

- “Walau saya **merasa bingung** terkadang mendengar logat yang diberikan pembawa podcast, tetapi saya anggap itu untuk latihan **adaptasi** saya dalam pengucapan khususnya berbicara dengan teman Indonesia” (data source 18).
- “Ada beberapa kosakata yang saya **pahami** meskipun disertai dialek pembawa acaranya, tetapi saya **tetap berhati-hati** mendengarkan karena ada dialek unik menurut saya sehingga membuat saya **cukup tertarik** untuk dapat menggunakannya ketika berbicara” (data source 19).

"Although I sometimes **feel confused** hearing the accents used by podcast hosts, I consider it as practice to **adapt** to different pronunciations, especially when conversing with Indonesian friends" (data source 18).

"there are some words that I **understand** even when accompanied by the host's dialect, but I **still carefully** listen because there is a unique dialect, in my opinion, which makes me **quite interested** in using it when speaking" (data source 19).

The positive perceptions found in this research can serve as inspiration for BIPA practitioners to develop instructional materials that embrace the diversity of the Indonesian language use. This approach is beneficial for broadening the insights of advanced-level BIPA learners. The findings align with the results of a study by Gusnawaty & Nurwati (2019), suggesting that introducing elements of local languages and their variations can enhance communicative competence. This, in turn, contributes to BIPA learners avoiding misunderstandings in their interactions and communications.

Additionally, BIPA learners have highlighted that speakers often use dialects specific to certain regions in

Indonesia, with some recognizing instances of code-switching, as evident in the data in the third category. The learners' perceptions reveal intriguing insights – they are beginning to understand the diversity of pronunciations or dialects present in various languages in Indonesia. This suggests a growing familiarity with the variations in dialects and speaking styles across different regions of Indonesia. This aligns with the research findings of Schoonmaker-Gates (2018), concluding that familiarity is a significant predictor in dialect identification, irrespective of the learners' proficiency level, and also plays a role in predicting their comprehension of dialects. This finding is illustrated in data source 20, 21 and 22 in the following excerpt.

Excerpt 3

- “Pembicara menggunakan bahasa Indonesia dengan logat sepertinya Jawa, jadi karena itu saya mengalami **kebingungan** juga mengartikannya” (data source 20).
- “Terkadang pembawa podcast mengucapkan kosakata dengan dialek asalnya ya, jadi ada tekanan di nadanya biasanya, mungkin bahasa kekinian seperti dari wilayah Jakarta. Itu juga saya cukup mengalami **kesulitan** untuk memahami maknanya” (data source 21).
- “Percakapan yang saya dengar seperti adanya campur kode dari bahasa Indonesia ke bahasa pertama dari penutur, hal ini **cukup berani** bagi kami karena harus memahami dialek dan kosakata yang dituturkan” (data source 22).

“The speakers use Indonesian with an accent, seemingly Javanese, so I often find myself **confused** when interpreting it” (data source 20).

“At times, podcast hosts pronounce vocabulary with their original dialects, resulting in a distinct intonation, perhaps from a contemporary language like that of the Jakarta area. I also **face difficulty** in comprehending the meanings at such moments” (data source 21).

“The conversations I hear seem to involve a code-switching from Indonesian to the speaker's first language. This is **quite challenging** for us as we need to understand both the dialect and vocabulary being spoken” (data source 22).

- *BIPA Students' Attitudes in Facing the Challenges of Listening to Authentic Conversations*

The challenges faced by BIPA students also represent their own attitudes towards the process of listening to authentic conversations, and the speech data as presented in the previous section providing insights into these challenges. Table 2 illustrates comprehensively the attitudes of BIPA students in the listening process all those data sources. The findings indicate that BIPA students exhibit both positive and negative attitudes, assessed based on two aspects: the process (students' attitudes while listening) and the material (perceptions of the learning materials).

In Table 2, firstly, the most significant findings highlighted is the presence of negative attitudes during the listening process (e.g., speech attitudes with affective categories such as unhappiness, in data source 8, 9, 11, 13, 18). Doley (2022) emphasizes that students with negative attitudes in L2 learning face difficulties in achieving communicative competence compared to those consistently maintaining positive attitudes in learning the target language. Therefore, students who cultivate positive attitudes should be acknowledged and encouraged sustain these attitudes (e.g., data source 18, 19, and 22). In line with this, Puspitasari et al. (2021) argue that fostering positive attitudes will aid L2 learners in harmonizing with themselves, society, and their environment. In short, negative attitudes during the listening process or any other type of learning should be avoided by students as these attitudes indirectly lead to challenges for themselves in both material mastery and social interactions.

Secondly, there is an exploration into the attitudes of BIPA learners in evaluating and assessing authentic materials presented to them. Based on findings, negative attitudes were expressed most frequently by students (n=17), followed by positive attitudes (n=14). Despite the slight difference, these findings hold significance for both teachers and students when choosing listening materials. Advanced level L2 students should have the ability to recognize speech and vocabulary meanings from various discourses presented by language producers (Tsai, 2014). Therefore, in L2 learning, teachers must appropriately position students at a certain proficiency level to avoid difficulties in following the learning process. Misplacement of students at an incorrect proficiency level can disrupt the identification process of L2 students' learning needs and impact the quality of graduates (Abdulrahman et al., 2018).

Within the attitude category based on the appraisal theory, the findings indicate three main aspects comprising a total of n=37 data. First, within the affect aspect, which includes the categories of happiness (n=2), satisfaction (n=4), unhappiness (n=12), and insecurity (n=6), the majority of students exhibited a negative affect (n=18) in listening, as opposed to a positive one (n=6). This evaluation indicates that the majority of BIPA students participating psychologically are not yet prepared to comprehend the content presented in podcasts. Secondly, the judgment aspect consists of three categories: capacity, normality, and tenacity. Findings in the tenacity judgment category only comprise positive aspects (n=5). Meanwhile, normality consists of positive aspects (n=2), and capacity comprises negative aspects (n=1). Third, the appreciation aspect comprises three categories: value, reaction, and composition. Findings in the appreciation aspect with the value category show a positive attitude (n=1). Meanwhile, the reaction category includes positive (n=1) and negative (n=1), and composition (n=1). These findings serve as a valuable material for evaluation and consideration for various parties. This is consistent with the findings of Nurjanah & Masykuroh (2022), who find that educators can use this data to analyze discourse related to language evaluation produced by L2 students, contributing to efforts aimed at enhancing their competence.

Table 2: Attitude of BIPA Students in Listening to Podcasts.

No	Type of Challenge	No	Subtype of Challenge	Description	Type of Attitude	Evaluation Of Attitude	Indicators of Attitude in Utterance	+/-
1	Vocabulary	1	Feeling unfamiliar with the heard vocabulary	Excerpt 1 in data source 1	Affect with the category of satisfaction	Material	Already understood	+
				Excerpt 1 in data source 2	Affect with the category of unhappiness	Material	Challenging	-
		2	Knowing the vocabulary but forgetting its usage in the appropriate context	Excerpt 2 in data source 3	Affect with the category of satisfaction	Material	Understandable	+
				Excerpt 2 in data source 4	Affect with the category of normality	Material	Familiar	+
				Excerpt 2 in data source 4	Affect with the category of value	Material	Diverse and beneficial	+
		3	Not knowing initially, but after using specific strategies, remembering the meaning of the heard vocabulary	Excerpt 3 in data source 5	Affect with the category of unhappiness	Material	Difficult	-
				Excerpt 3 in data source 6	Affect with the category of insecurity	Material	Forget	-
				Excerpt 3 in data source 6	Affect with the category of capacity	Material	Very challenging	-
				Excerpt 3 in data source 7	Affect with the category of reaction	Material	Wow, unbelievable	-
				Excerpt 3 in data source 7	Affect with the category of normality	Material	Lucky	+
2	Speed	4	Fast speech with a long pause between speeches	Excerpt 1 in data source 8	Affect with the category of insecurity	Material	Less understanding	-
				Excerpt 1 in data source 9	Affect with the category of unhappiness	Process	Disturbing mood	-
		4	Fast speech with a long pause between speeches	Excerpt 1 in data source 9	Affect with the category of unhappiness	Material	Difficult	-
				Excerpt 1 in data source 10	Affect with the category of unhappiness	Process	Anxious	-
				Excerpt 1 in data source 10	Judgement with the category of tenacity	Material	Cautious	+
				Excerpt 1 in data source 10	Judgement with the category of tenacity	Material	Challenging	+
		5	Fast speech combined with speakers interrupting each other	Excerpt 1 in data source 11	Affect with the category of unhappiness	Material	Difficult	-
				Excerpt 1 in data source 11	Affect with the category of unhappiness	Process	Discouraging	-
				Excerpt 1 in data source 11	Affect with the category of insecurity	Material	Not comprehend	-
				Excerpt 1 in data source 11	Appreciation with the category of composition	Material	Too fast and long	-
3	Dialect	5	Fast speech combined with speakers interrupting each other	Excerpt 2 in data source 12	Affect with the category of insecurity	Material	Confused	-
				Excerpt 2 in data source 13	Affect with the type of happiness	Materi	Attempting	+
		6	Fast speech with a sudden shift to a slow tempo	Excerpt 2 in data source 13	Affect with the category of unhappiness	Process	Sad	-
				Excerpt 3 in data source 14	Appreciation with the category of reaction	Material	Remarkable	+
		7	Dialects that cause confusion in interpreting speech	Excerpt 3 in data source 14	Affect with the category of insecurity	Material	Forget	-
				Excerpt 3 in data source 15	Affect with the category of unhappiness	Material	Challenging	-
				Excerpt 3 in data source 15	Affect with the category of happiness	Material	No difficulty	+
		8	Dialects that motivate them to learn the Indonesian language and culture	Excerpt 1 in data source 16	Affect with the category of unhappiness	Material	Difficulty	-
				Excerpt 1 in data source 17	Affect with the category of dissatisfaction	Material	Blankness	-
				Excerpt 2 in data source 18	Affect with the category of unhappiness	Material	Challenging	-
Excerpt 2 in data source 18	Affect with the category of insecurity			Process	Confused	-		
Excerpt 2 in data source 18	Judgement with the category of tenacity			Process	Adapt	+		
9	The use of diverse dialects in a conversation	Excerpt 2 in data source 19	Affect with the category of satisfaction	Material	Understand	+		
		Excerpt 2 in data source 19	Judgement with the category of tenacity	Process	Carefully	+		
		Excerpt 3 in data source 20	Affect with the category of satisfaction	Material	Interested	+		
		Excerpt 3 in data source 21	Affect with the category of insecurity	Material	Confused	-		
				Excerpt 3 in data source 22	Affect with the category of unhappiness	Material	Difficulty	-
				Excerpt 3 in data source 22	Judgement with the category of tenacity	Process	Challenging	+

Conclusion and Recommendations

The revelations of this study made it evident that listening comprehension is a highly complex process for L2 students. According to the findings, achieving a proficient level does not guarantee that BIPA students will not encounter difficulties in understanding authentic sources. This study revealed that evaluation using attitude in the appraisal theory can provide a deeper understanding of the character of the studied object and its cultural dimensions. Based on these findings, it was evident that BIPA learners assessed podcasts by evaluating the substance of the content. Indirectly, they expressed that the input provided a challenging but high-quality learning experience in learning the Indonesian language and culture. Another insightful finding from this study was the positive approach of BIPA learners in dealing with dialect difficulties. It was evident from the interview excerpts that the challenges they faced in developing listening skills, in fact, enhanced their curiosity about the language and culture of Indonesian society. This reflects on the curriculum as well as the teaching methodology of BIPA where the teaching objectives pertain to various factors including proficiency in word pronunciation, and speaking fluency. These positive perceptions found in this research can serve as inspiration for BIPA practitioners to develop instructional materials that embrace the diversity of the Indonesian language use.

It is also essential to note that this research faced certain limitations due to the relatively short duration of proficient-level listening, lasting approximately two months and involving only six participants. This limited scope prevented generalization across various contexts. Nevertheless, this research resulted in valuable insights into the challenges faced by BIPA students (vocabulary, speed, and dialect) and other crucial information derived from their responses and attitudes toward listening materials for L2 learning progress. It is recommended that addressing their learning needs by incorporating authentic sources like podcasts as an alternative in the classroom can enhance communicative competence. This recommendation is reinforced by the positive responses from students who find the learning experience more enjoyable, motivating, and claim to integrate the learning materials into real-life language use within their community.

In addition, important steps that L2 students can take to effectively comprehend what they hear from authentic sources include: (1) maintaining focus to actively engage in interpreting the meaning of the input, (2) independently broadening their knowledge of culture, vocabulary, grammar, and language usage contexts. This proactive approach helps prevent difficulties in listening comprehension. For future research, it may be beneficial to narrow the focus to a specific challenge, such as speech speed. This approach can enhance learning outcomes and better prepare students for language competency tests, particularly in the listening component. Another potential avenue for research could explore challenges in listening to authentic sources like songs, with a specific emphasis on vocabulary autonomy. Such studies are expected to provide insights into the effective use of song tempo as a medium, the strategies employed, and the representation of feelings and emotions during listening experiences.

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