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EFL Students' Perception and Motivation toward BBC News Videos for Autonomous Listening Activity

Atikah Salsabila & Leni Marlina
Universitas Negeri Padang, Indonesia
atikahsalsabilacaca@gmail.com

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Abstract

Authentic digital materials offer students learning English as a foreign language (EFL) opportunities to practice listening outside the classroom. This study examined undergraduates' perceptions of BBC News videos on YouTube and their motivation to use them for autonomous listening at the English Department of Universitas Negeri Padang. The descriptive cross-sectional survey involved 43 second-year students who had completed the Intermediate Listening course and used BBC News videos for independent listening practice. Responses to a 28-item questionnaire administered via Google Forms were summarized using frequencies, percentages, and means. The overall mean score of 3.20 corresponded to the agreement category. Perceived ease of use had the highest mean (3.41), followed by extrinsic motivation (3.23), intrinsic motivation (3.22), and perceived usefulness (3.17). Perceived enjoyment had the lowest mean (2.95), which remained in the positive range. These findings suggest that students view BBC News videos as an accessible source of authentic spoken English for autonomous listening. Selecting suitable topics and providing guidance on challenging news content may improve students' experience with these materials.

Keywords: BBC News Videos; Autonomous Listening; EFL Undergraduates; Student Perceptions; Listening Motivation

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INTRODUCTION

Listening proficiency is an essential aspect in learning English language because it gives the learners an opportunity to listen to spoken language and develops the communicative skills. Students are exposed to vocabulary, grammatical constructions, pronunciation and communicative language by listening. Auditory comprehension contributes to the development of several linguistic skills (Bingol, 2017; Hogan et al., 2014). Despite its importance, listening is challenging for EFL students. They must interpret spoken language in real-time and may have limited chances to pause and reflect on what they hear. Lack of background knowledge, unfamiliarity with vocabulary, fast speech, accents, and abbreviations can all be barriers to comprehension (Ghaderpanahi, 2012).

Hence, consistent practice is essential. Autonomous listening empowers learners to take ownership of their listening development outside of formal education. Learner autonomy is defined as the ability to take responsibility for one's learning, which involves setting goals, selecting materials, organising learning events, and evaluating progress (Holec, 1981). Benson (2011) further explains that autonomy includes control over the management of learning, cognition and curriculum. For auditory exercises, independence allows learners to select resources and decide when, where, and how to practise. Such efforts can help to self-regulate and further immerse in English (Khulaifiyah et al., 2021).

Autonomous listening is more than just doing a task without direct classroom supervision. Murase (2015) defines learner autonomy as a multidimensional concept, encompassing technical, psychological, political-philosophical, and sociocultural dimensions. The most important factor in the present study is the technical dimension which refers to students' engagement in language acquisition outside the classroom and their autonomy in learning contexts. However, autonomy should not be limited to the use of a particular platform. It also relates to students' decisions about when to listen, what resources to use and how to structure their practice. These are pertinent choices when the learners are engaged in self-directed learning with the online news videos.

Digital technology has evolved making auditory resources more available. Students can use audio and visual materials on smartphones, laptops and other devices through digital platforms. In particular, YouTube provides a range of English language videos and features that support independent practice. Students can repeat the video, pause the video, turn on the subtitles, and adjust the speed of the video according to their needs (Fitria, 2021). These

features can increase the flexibility of listening activities, allowing students to control their own pace.

BBC News videos on the official BBC News YouTube channel are a good source of authentic listening material. These videos are created for the purpose of public news dissemination and not for the purpose of language teaching. Students are immersed in the spoken language in real contexts such as news reports on world affairs, education, technology, science, health, business, environment and social issues. Students can hear expert speakers and reporters speak with real pronunciation, terminology, speech rhythm and in different accents. Authentic materials can offer learners a lot of language in use, but the speed, vocabulary, and topics of interest may be difficult to understand for them (Ghafar et al., 2023; Ghaderpanahi, 2012).

A related view about listening on one's own practice is extensive listening. According to Barella and Linarsih (2020), extensive listening is an individual activity to enjoy and understand a lot of listening input. The research conducted on Indonesian EFL tertiary students found that the learners selected materials from several news websites, and BBC News was one of the sources used for extensive listening. The study also shows the learner's choice, variety of topics, and the opportunity to listen at one's own pace. These features are important for autonomous listening as the students can select content that is relevant to their interests and learning needs rather than relying only on materials selected in the classroom instruction.

Previous research has also investigated news as an authentic listening resource. Structured viewing of television news and standard listening materials: a comparison with tertiary-level ESL students. Although the experimental group was not significantly better in listening proficiency, they reported more interest in the listening materials and a greater feeling of improvement. This finding is relevant to the present study in that it implies that news materials could be related to learners' interest and motivation, but it does not warrant a claim that news videos automatically improve listening comprehension proficiency. Likewise, Wardhana and Muhammad (2021) found that most of the participants in their school-based study considered video media useful to their motivation in learning listening. The participants were elementary school students in Thailand so the findings provide supporting context about video-based listening, not direct evidence about university EFL students.

BBC News videos also have features that can support independent practice, such as captions, replay and playback-speed controls. These features allow learners to go back and review difficult sections and to change the speed of listening. At the same time, news reports may include unfamiliar vocabulary, rapid delivery, complex subject matter and varied accents. Ghaderpanahi (2012) says that authentic aural materials can provide learners with exposure to language in meaningful contexts, but learners may need help to understand them. Hence, the platform's accessibility and the news content's demands may affect the students' assessments. This distinction is important where perceived ease of use, usefulness and enjoyment are described as separate dimensions.

A key distinction is that BBC News videos are not meant to be basic language tutorials. Their main purpose is to inform a large audience about current events. Students are therefore exposed to language used in public discourse, but may also have to cope with unfamiliar information and linguistic structures. Earlier research on television news and full auditory engagement highlight the significance of viewing television news as an auditory resource, while acknowledging that learners' responses are contingent upon the demands of the material (Poon, 1992; Barella & Linarsih, 2020).

Students' opinions of the resource provide a means of evaluating the use made of BBC News videos. The perception idea proposed in Qiong (2017) and Technology Acceptance Model (TAM) by Davis (1989) stresses perceived ease of use and perceived usefulness as basic components to grasp technology acceptance. Perceived ease of use is the extent to which a user feels that the effort required to use a system is low. Perceived usefulness refers to the extent to which a user believes that the system can improve or ease his or her performance. In this study, these constructs are defined as students' judgements on the availability and use of BBC News videos and their perceived impact on listening practice. The enjoyment perceived by the learners is relevant as the learners might assess a digital learning resource based on the enjoyment and engagement they experience when using it (Jo & Park, 2023; AlDreabi et al., 2023).

Listening motivation is another crucial part of students' experiences. Motivation affects learners' willingness to participate in an activity, to exert effort and to persist toward a learning goal. In Self-Determination Theory intrinsic motivation is distinguished from extrinsic motivation (Ryan & Deci, 2000). Chiang (2024) also used the self-determination perspective to build a motivation scale for English learners. Intrinsic motivation is when we

do something because it is interesting or satisfying in itself. In the practice of listening, it may be manifested as personal interest, curiosity, satisfaction in understanding the listening text, and a desire to improve. Extrinsic motivation is the desire to engage in an activity to achieve an external result or meet external expectations. This study includes academic assignments, lecturer instructions, grades, recognition, evaluation and academic objectives.

Previous studies have examined authentic digital resources and their influence on Prior research has examined authentic digital materials and how they relate to listening development, learner perceptions, and motivation. Herlisma et al. (2024) investigated the BBC Learning English YouTube channel and found that the learners viewed the videos as authentic listening materials. BBC Sounds podcasts.s Azmee (2022) found that the learners who studied through the podcasts had an improvement in their listening comprehension and their metacognitive awareness. Tran (2023) found that English news helped to improve vocabulary and students liked to read real news items. According to Cao and Bui (2023), university students perceived podcasts as useful, enjoyable and flexible means of self-directed listening practice. In the same vein, Avila Castillo and Criollo Vargas (2023) reported positive student reactions to technology-enhanced authentic resources in listening comprehension. Wahidah et al. (2026) recently discussed the potential of authentic YouTube vlogs for extensive listening, but noted difficulties such as rapid speech, unfamiliar accents and colloquialisms. These studies offer similar evidence for different types of digital auditory materials, although the materials and findings of these studies differ from the current study. Alternative research provides a more direct link to auditory comprehension from news and video content. Barella and Linarsih (2020) discuss the use of different news sites for extensive listening task and highlight the need of independent and self-directed listening outside the classroom. Poon (1992) examined the use of television news as an auditory resource for university-level ESL learners and provided an initial example of the use of news media in listening education. Wardhana and Muhammad (2021) explored the effect of video and audio resources on students' motivation to improve their listening skills in online learning environment. Although the research was done on school-age pupils and in a different educational context, it serves as a good juxtaposition for motivation. At the community level, Kamar (2024) examined EFL learners' perspectives on short-story videos from LearnEnglishKids for autonomous listening activities; Ramadhan (2025) explored students' attitudes toward LyricsTraining.com as a pre-listening resource; and Ranger (2024) assessed perceptions and motivation for English learning via the Cake app as an independent

educational tool. Ramadhana (2023) proposed to investigate the Hello English application and its effect on English learning motivation, but this document is a research proposal, not a final empirical study. The BBC News videos don't offer direct proof here, but rather contextual contrasts from those studies which are regional.

However, these studies do not directly investigate the perceptions and listening motivation of EFL college students regarding the use of videos from the official BBC News YouTube channel for independent listening practice. The research into BBC Learning English, television news and online news sites provides a foundation but the resources and aims are different. Research on LyricsTraining.com, LearnEnglishKids and Cake uses different platforms and educational activities. In addition, some of the previous studies are focused on listening skills or vocabulary development and this study does not evaluate educational outcomes. It investigates students' reported attitudes and motivations along five dimensions: perceived ease to use, perceived usefulness, perceived enjoyment, intrinsic motivation and extrinsic motivation. This focus gives a detail description on the students' assessment of BBC News videos in the setting of Indonesian university, who joined the course activity.

The purpose of the present study is to describe (1) the perceptions of EFL university learners toward the use of BBC News videos as authentic audio materials for self-directed listening tasks and (2) their listening motivation while working with these videos. Students' perception is analysed in terms of perceived ease of use, perceived usefulness and perceived enjoyment. Investigating listening motivation involves both intrinsic and extrinsic factors. The research is purely descriptive and does not aim to assess the efficacy of the videos, evaluate listening proficiency, or establish causal relationships.

METHOD

This study a descriptive quantitative research design with a cross-sectional survey approach. A descriptive design was selected because the study aimed to describe students' perceptions and listening motivation through numerical data without manipulating variables or testing cause-and-effect relationships (Creswell & Creswell, 2018; Ghanad, 2023). The survey collected participants' responses through a structured questionnaire at one point in time.

The population consisted of 43 second-year students of the English Department, Universitas Negeri Padang who took the Intermediate Listening course in the second semester of the academic year 2025/2026. All 43 students from the two Intermediate Listening classes were included as participants. Therefore, the research used total sampling because it included all the target population. The participants were considered relevant for their experience in conducting autonomous listening activity using BBC News videos from the official BBC News YouTube channel as part of their course requirements.

The primary instrument used was a 28-question survey administered via Google Forms. It measured five dimensions: perceived ease of use (six items), perceived usefulness (five items), perceived enjoyment (four items), intrinsic motivation (six items) and extrinsic motivation (seven items). The products were developed based on the Technology Acceptance Model (Davis, 1989) and its extension by perceived enjoyment (Jo & Park, 2023; AlDreabi et al., 2023) and Self Determination Theory (Ryan & Deci, 2000; Chiang, 2024). The survey used a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The tool was provided in English and Bahasa Indonesia to help participants better understand each assertion. Participation was voluntary and the participants were informed about the objectives of the study and the confidentiality of their answers. The dissertation states that the validity of each item was determined using Pearson Product Moment correlations in SPSS, with an r-table value of 0.301 at the 0.05 level of significance. The results of the findings of the reported items showed that the questionnaire items met the specified validity standard.

The coding and analysis of the questionnaire responses were carried out using SPSS Version 25. Frequencies, percentages and mean scores were used to describe response patterns for each item and dimension. The negatively worded items were reverse-coded before calculating their mean scores, while the frequency and percentage distributions were kept in the same way as the original response options. The average scores were interpreted using the following categories: 3.26–4.00 (Strongly Agree), 2.51–3.25 (Agree), 1.76–2.50 (Disagree), and 1.00–1.75 (Strongly Disagree).

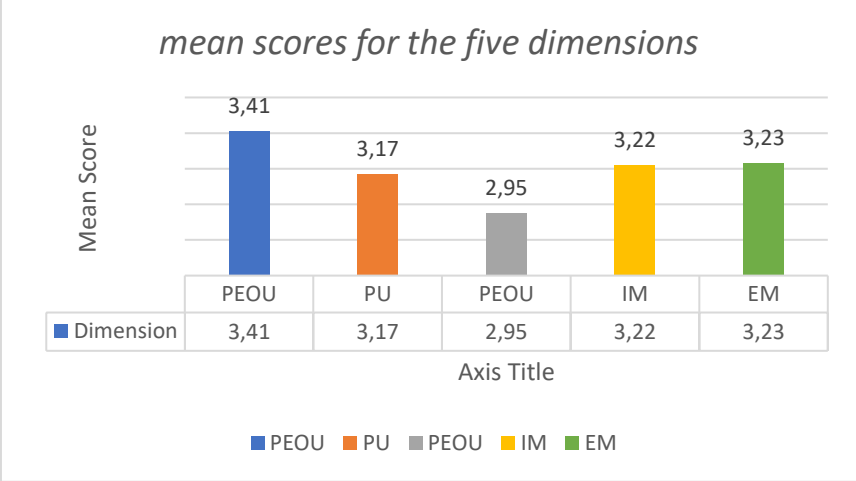
RESULT

1. Main Result

Students' perceptions and listening motivation were analysed across five dimensions. Table 1 and Picture 1 present the mean score for each dimension and the overall average.

Table 1. Summary of mean scores for the five dimensions

Dimension	Mean Score	Category
Perceived Ease of Use (PEOU)	3.41	Very positive
Perceived Usefulness (PU)	3.17	Positive
Perceived Enjoyment (PE)	2.95	Positive
Intrinsic Motivation (IM)	3.22	Positive
Extrinsic Motivation (EM)	3.23	Positive
Overall average	**3.20**	**Positive**



Picture 1 Mean scores for the five dimensions

2. Perceived Ease of Use (PEOU)

Table 2. Mean scores of Perceive Easy of Use

Dimension	Mean Score	Category
Perceived Ease of Use (PEOU)	3.41	Very positive

In Table 2, the perceived ease of use was rated as **Very Positively**, with an average scorem of 3.41. The six items in this category measured students' experience in accessing,

finding, selecting and using BBC News videos, including the use of video functions and the effort required for independent listening practice. The mean scores of the items were between 3.30 and 3.49. Statements 1 and 3 had the highest average score, 3.49 each.

26 students (60.4%) strongly agreed that BBC News videos were available any time and 12 (27.9%) agreed. Five students (11.6%) disagreed. A similar trend was found in the claim about the use of video functionalities such as play, pause, replay, subtitles, and playback speed: 25 students (58.1%) strongly agreed, 14 (32.6%) agreed, and four (9.3%) disagreed. The statement regarding the discovery and selection of videos had an average score of 3.42. Twenty-two students (51.2%) strongly agreed, while 16 (37.2%) agreed.

There was also a high degree of consensus on the other positive statements. The mean for the understandability of the instructions was 3.35 and the possibility to use the videos independently without problems was 3.30. Item 6 was reverse coded for mean calculation as it was negatively worded. In the first distribution of responses, 23 students (53.5%) strongly disagreed and 14 (32.6%) disagreed with the statement that watching BBC News videos required a lot of effort. These responses suggest that the majority of participants did not find the videos difficult to access or use

3. Perceived Usefulness (PU)

Table 3. Mean scores of Perceived Usefulness

Dimension	Mean Score	Category
Perceived Usefulness (PU)	3.17	Positive

Table 3 presents the mean score of perceived usefulness and it was 3.17, which can be classified as **Positive**. The five components looked at whether BBC News videos helped students to: understand news material, identify English pronunciation, be aware of rhythm, stress and intonation, be exposed to real auditory input, and learn autonomously outside the classroom.

The mean scores for the items ranged between 2.88 and 3.42. The highest score was obtained in the identification of English pronunciation (3.42), followed by understanding the news content (3.37). Regarding the statement that BBC News videos helped learners comprehend the news content, 19 people (44.2%) strongly agreed and 21 people (48.8%) agreed. Three (7·0%) disagreed. Regarding the assertion about the acknowledgment of

English pronunciation, 20 students (46.5%) strongly agreed and 21 (48.8%) agreed, while two (4.7%) disagreed. The statement on awareness of rhythm, stress and intonation got an average of 3.26. 17 students (39.5%) stated strong agreement and 20 students (46.5%) agreed.

The two negatively stated assertions were scored relatively lower after reverse coding. They were 2.88 for the assertion that the videos did not provide meaningful and authentic listening input, and 2.91 for the assertion that the videos did not enable independent learning outside the classroom. Most participants disagreed with these negative statements, but some chose Agree or Strongly Agree. This shows that students on average thought the utilities were useful, but there was more variation in their evaluations of usefulness than in their evaluations of usability.

4. **Perceived Enjoyment**

Table 4. Mean scores of Perceived Enjoyment

Dimension	Mean Score	Category
Perceived Enjoyment (PE)	2.95	Positive

The mean score for perceived enjoyment is presented in Table 4; perceived enjoyment scored an average of 2.95 and was classified as **Positive**. The four elements concentrated on students' engagement with BBC News videos, their enjoyment of them and their readiness to explore the video content more. The item values ranged from 2.77 to 3.23. The claim about the interest in using BBC News videos as an educational resource had the highest mean score (3.23). Seventeen students (39.5%) strongly agreed, nineteen students (44.2%) agreed and seven students (16.3%) disagreed.

Regarding the statement that it is enjoyable to watch the BBC News videos, 13 students (30.2%) strongly agreed, whereas 18 (41.9%) agreed. Disagreed with it were nine students (20.9%) and three students (7.0%) strongly disagreed. Watching BBC News videos to learn listening skills was not enjoyable, and the negatively worded item had a reverse-coded mean score of 2.77. In the first responses, 9 students (20.9%) strongly disagreed, 19 students (44.2%) disagreed, 11 students (25.6%) agreed and 4 students (9.3%) strongly agreed. The other statement, phrased negatively, about not being interested enough to explore the materials in more depth, produced a reverse-coded mean score of 2.86.

The results show that the students were mainly interested and enjoyed, but this dimension had the lowest average of the five dimensions. Some feedback suggested that the positive assessment of accessibility and utility did not always translate into a similar level of enjoyment for all participants.

5. **Intrinsic motivation**

Table 5. Mean scores of Intrinsic Motivation

Dimension	Mean Score	Category
Intrinsic Motivation (IM)	3.22	Positive

Table 5 shows that the intrinsic motivation dimension was rated **Positive** with an average of 3.22. Six statements were used to measure students' individual interest in listening, satisfaction in understanding auditory materials, awareness of the importance of listening for personal development, curiosity, willingness to practice on their own, and motivation to improve listening skills on their own. The values of the item ranged between 2.93 and 3.47.

The highest average scores were 3.47 for the statements of satisfaction of understanding the listening materials and recognizing the importance of listening for personal development. 23 students (53.5%) strongly agreed and 17 students (39.5%) agreed with each statement whereas three students (7.0%) disagreed. The average score of individual enthusiasm for listening activities was 3.09, with 12 students (27.9%) strongly agreed and 23 (53.5%) agreed.

Items worded in the negative direction were reverse coded. The statement regarding a lack of curiosity was rated 3.09 while the statement regarding a lack of willingness to practice without external motivation was rated 2.93. The statement "I don't feel motivated to improve my listening skills on my own" had a mean score of 3.26. The findings reveal that there is a positive intrinsic motivation especially in terms of the pleasure of understanding heard materials and personal importance of listening

5. **Extrinsic motivation**

Table 6. Mean scores of Extrinsic Motivation

Dimension	Mean Score	Category
Extrinsic Motivation (EM)	3.23	Positive

As can seen in Table 6, extrinsic motivation received a mean score of 3.23 and was classified as **Positive**. The seven items addressed motivation related to academic assignments, grades, lecturer instructions, academic requirements, recognition, evaluation, and academic goals. Item means ranged from 3.05 to 3.58. The highest mean score in this dimension, and among all questionnaire items, was 3.58 for the statement about wanting to achieve good grades in listening courses. Twenty-seven students (62.8%) strongly agreed and 14 (32.6%) agreed; two (4.7%) disagreed.

The statement about following lecturer instructions received a mean score of 3.35. Twenty-one students (48.8%) strongly agreed and 17 (39.5%) agreed, while four (9.3%) disagreed and one (2.3%) strongly disagreed. The statement about motivation from academic assignments received a mean score of 3.07. The remaining negatively worded items were reverse-coded and recorded mean scores from 3.05 to 3.23. These results indicate that academic expectations and goals were relevant external sources of students' motivation to engage in listening activities.

DISCUSSION

The findings provide an overall positive description of students' perceptions and listening motivation toward using BBC News videos for autonomous listening activities. The overall mean score was 3.20. However, the five dimensions did not receive identical evaluations. Perceived ease of use was the strongest dimension (3.41), whereas perceived enjoyment was the lowest (2.95). This difference is important because it shows that students may think a learning medium is practical and easy to use, but they do not yet feel the enjoyment when the they use it.

This high score for perceived ease of use is in line with the key role of perceived ease of use in Davis's (1989) Technology Acceptance Model. Most people said BBC News videos were easy to get to and that YouTube functions were easy to use. The platform's accessibility and replay, subtitle and playback speed functionality may facilitate flexible independent practice. The result corresponds to Fitria's (2021) discussion of digital platforms as a resource that enables learners to access listening materials and control their practice. Barella and Linarsih (2020) also mentioned that extensive listening allows students to select what they want to hear and listen at their own speed. Also, the positive result of PEOU is similar with Ramadhan's (2025) research in which the students had very positive perception of the ease

of using LyricsTraining.com. Although the platforms are different, all the studies point to the need for accessible digital features in activities related to listening.

Perceived usefulness was also positive, but with a lower mean score than perceived ease of use. Students especially valued the videos for helping them understand news content and to recognise English pronunciation. This finding is relevant for the role of authentic listening materials. Materials present the learners with authentic English in authentic communicative situations and present pronunciation and language use that may not be fully represented in materials designed for language learners (Ghafar et al., 2023; Ghaderpanahi, 2012). An earlier example of the use of television news as authentic listening input in tertiary ESL education is Poon's (1992) study. Barella and Linarsih (2020) reported the use of BBC News and other news websites for extensive listening by Indonesian tertiary EFL students. The current finding is in line with Herlisma et al. (2024) who found positive students' perception of BBC Learning English videos and Tran (2023) who reported the role of English news in vocabulary development. However, these studies are descriptive and different from the current study in terms of research design and results, but they support the use of news-based materials.

However, the lower mean scores for the two negative usefulness items suggest that some participants did not fully view the videos as important listening resources or as tools that would help them to learn independently. The original news content may contain rare words, rapid speech, complex topics and various dialects. Students' lack of background knowledge needed for effective listening may result in detention (Ghafar et al., 2023; Ghaderpanahi, 2012). The findings suggest that access to authentic materials does not guaranty that all students will find them equally useful. Advice on how to select appropriate videos, as well as the use of subtitles and replay features could help students overcome these barriers.

Perceived enjoyment had the lowest mean dimension but was still positive. The majority of students were excited about the use of BBC News videos and most of them did not agree that listening to the videos was not enjoyable. But the responses were more varied than those about user-friendliness. This finding can be understood if instrumental value is distinguished from pleasure. Students may find that a resource exists or is useful for listening activities, but some news topics may not be so interesting or the listening task may be difficult. Enjoyment is recognised as a significant element in comprehending users'

interactions with technology by Jo and Park (2023) and AlDreabi et al. (2023). Wardhana and Muhammad (2021) stated that students in schools generally saw video media as a good tool to inspire listening. The current study offers a different scenario. University students were asked to evaluate real news videos. These might not be equally attractive to all students, because of their formal language, complex topics and presentation format. Therefore, positive attitudes towards video as a medium should not be taken to imply that all videos or all news topics are equally valued.

The high score of intrinsic motivation suggests that the students were mainly driven by internal factors in their engagement with listening tasks. The strongest reactions were to satisfaction in understanding auditory material, and the realization that listening is important for personal development. These responses are consistent with the definition of intrinsic motivation in Ryan and Deci (2000) that an individual engages in a behaviour because of interest, enjoyment or personal values inherent in the activity itself. At the same time, lower average scores on the tendency to practise in the absence of external pressure, indicate that intrinsic motivation might not be equally strong across all aspects. Learners may enjoy auditory comprehension and feel satisfied when they understand a text, but they still need the motivation to keep practicing on their own.

The average score for extrinsic motivation was slightly higher than for intrinsic motivation. The most important factor was the desire to get good grades on auditory courses. The responses on following the lecturer's instructions were also positive. The results suggest that external factors such as academic aspirations and course goals were important in influencing student engagement. According to Self-Determination Theory, extrinsic motivation is defined as when people act to gain external outcomes or to meet expectations (Ryan and Deci, 2000). The results do not indicate that students were motivated only by grades or tasks. In contrast, the positive scores for both intrinsic and extrinsic motivation indicate that both internal interests and external academic influences were present.

The pattern on the five dimensions gives a more complex picture than an overall score. The use of BBC News videos in practice was generally accepted by students and they reported positive motivation. However, perceived enjoyment was relatively weaker and some usefulness and motivation items received lower means than other items. The pattern is related to previous studies on authentic digital listening materials. Kamar (2024) found that video short stories were generally positively perceived for autonomous learning. Ranger

(2024) reported positive perceptions and motivations toward the use of Cake application for autonomous learning source. Ramadhan (2025) also found positive evaluation of the digital platform for pre-listening activities. These studies are useful for comparison but do not show that students will respond similarly to different materials. BBC News videos have authentic speech and current news content and the other studies investigated a language-learning app, songs or stories. The present results thus provide material-specific evidence about students' reactions to news videos. The larger pattern also has implications for research on technology-based authentic listening materials. Positive perceptions of learners on authentic materials for listening were reported by Avila Castillo and Criollo Vargas (2023) and Cao and Bui (2023). Azmee (2022) examined BBC Sounds podcast in terms of listening comprehension and metacognitive awarness. Wahidah et al. (2026) discussed extensive listening by YouTube vlogs. These studies lend support to the relevance of authentic digital resources, but the findings should not be considered the same as the present results as the studies examined different media, participants and outcomes.

Another point concerns the relationship between course requirements and learner autonomy. As part of the course, students had to do an autonomous listening activity based on BBC News videos. The mere fact that a task was assigned by the lecturer does not prove that students had full control over all aspects of learning. But there was still some agency for the students in accessing the videos and controlling their own listening practice. This is line with Murase's (2015) emphasis on learner choice and self-paced listening activities. The positive extrinsic motivation score suggests that external academic expectations were also important for student participation. Thus, the findings depict a learning activity that is not entirely self-initiated but combines course-related expectations and opportunities for individual listening practice.

The present study contributes a focused description of students' perceptions and listening motivation toward BBC News videos from the official BBC News YouTube channel in an Indonesian university context. It brings together three perception dimensions and two motivation dimensions in one survey. However, the study is limited to 43 students from two Intermediate Listening classes at one university and relies on questionnaire responses. It does not measure changes in listening achievement or establish that using BBC News videos causes improved listening ability or motivation. The findings should therefore be interpreted as a description of participants' reported experiences rather than evidence of instructional effectiveness.

CONCLUSION

This study described EFL college students' perceptions and listening motivation toward the use of BBC News videos from the official BBC News YouTube channel for autonomous listening activities at the English Department of Universitas Negeri Padang. The study involved 43 students who had completed the Intermediate Listening course and used a 28-item questionnaire to examine five dimensions. The overall mean score was 3.20, indicating a positive evaluation. By focusing on the official BBC News channel and examining perception and motivation together, the study adds a specific account to research on authentic digital listening materials in an Indonesian higher education context.

The highest mean score was obtained for the dimention of perceived ease of use (3.41), it's means that students found the videos were easy to Access and the platform's feature well-suited for autonomous listening activity. Score for extrinsic motivation (3.23) and instrinsic motivation (3.22) also show positive result; this suggests that students had both internal interest and external academic reason for engaging in this listening activity. The mean score of 3.17 for the perceived usefulness indicates that the students generally found the videos useful in understanding news content and identifying English pronunciation. Perceived enjoyment had the lowest mean score (2.95), yet still positive. The results indicate that students' enjoyment was less stable than their evaluation of ease of use. The results should be seen as students' reported evaluations and motivations, not as proof that the BBC News videos led to measurable improvement in listening proficiency.

Results indicate that BBC News videos can be a readily available authentic resource for independent listening exercises. Teachers might also consider giving advice on how to choose suitable news videos, and using subtitles, replay and playback-speed features to help students cope with unfamiliar words, fast delivery and complex subjects. It may encourage learners to choose subjects that suit their taste and auditory skills. Future studies might involve participants from other institutions, the use of interviews or learning journals to explore students' experiences in more detail, and tracking the development of listening over a longer period of time. Such investigations would add further insight into how real news videos can support independent listening activities.

These findings suggest a need for teachers to mediate between access to authentic news content and support of students' independent decision-making. They could assist students in selecting subjects and difficulty levels, and encourage the smart use of subtitles,

replay and playback speed controls. Future research could investigate why some news videos are helpful and others are challenging for students by means of interviews or learning journals. Examining a larger sample and involving more institutions could shed light on whether these perceptions are common in different EFL contexts. Methodological rigour and differentiation between achievement results and students' perceptions and motivation should be employed in research on listening development.

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