

Perceptions of EFL Students Regarding English Broadcasting Learning for Their Communication Competence

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Abstract. This study explores the perceptions of EFL students at Universitas Muhammadiyah Purworejo regarding English Broadcasting learning and its impact on their communication competence. A mixed-method sequential explanatory design was employed, starting with a structured survey involving English Education students who participated in broadcasting courses, followed by in-depth interviews and video content analysis using a standardized rubric. The findings showed that students perceived English Broadcasting as engaging and motivating, but improvements in speaking confidence and communication structure were still moderate. While many developed good communication skills, only a few reached excellence, revealing a gap between perceptions and actual performance. Overall, English Broadcasting enhanced students' motivation, language competence, and professional readiness, but highlighted the need for more practical experience.

Keywords: English Broadcasting, Communication competence, EFL students, Mixed-method

1. INTRODUCTION

In Indonesia, learning English is not a second language learning but a foreign language learning. This student can be considered an EFL learner. EFL learners are individuals studying English as a Foreign Language in a non-English-speaking country, focusing on developing language skills, including vocabulary, through various methods [1]. In any human activity that involves the exchange of knowledge through written messages, spoken words, and gestures, good communication must be involved. Since ineffective decryption would result in misunderstandings and poor communication [2]. Furthermore, there are instances when communication issues lead to knowledge gaps between those engaged in communication activities. Effectiveness can be diminished, and arguments might arise from poor communication [3]. In Indonesia, EFL classrooms foster effective interaction between teachers and students, promoting verbal and non-verbal communication for effective teaching and learning [4].

The aspects of English language teaching in the country are regulated by an educational curriculum that is constantly evolving. The current curriculum in Indonesia, a Kurikulum Merdeka, emphasizes flexibility, student-centered learning, and the development of core competencies such as critical thinking and communication. Through a variety of programs like internships, global partnerships, and media-based learning, this curriculum's English instruction supports project-based learning and real-world applications in line with the Merdeka Belajar-Kampus Merdeka (MBKM) framework [5]. In this context, English for Specific Purposes (ESP) is becoming more widely acknowledged as a successful method for fostering communication competence and language ability relevant to a given area [6]. Furthermore, Kurikulum Merdeka has well-defined learning outcomes and objectives designed to help students enhance their competencies in an organized yet flexible manner [7]. The curriculum aligns with MBKM, enabling colleges and universities to create relevant courses in English proficiency, including reading, writing, speaking, and listening, with communicative competence being a crucial area of focus [8], [9], [10]. In its application, learning English involves developing essential listening, speaking, reading, and writing skills. Authentic sources like podcasts and conversations enhance pronunciation, vocabulary, grammar, and writing [11], [12], [13]. Consistent practice builds practical communication competence, promoting personal growth and clear communication [14], [15].

Communication, derived from the Latin word “communis,” involves exchanging ideas, facts, opinions, information, and understanding between individuals, though its meaning varies among specialists [16],

[17]. Communication issues can lead to knowledge gaps in various aspects, including speaking, listening, non-verbal cues, and digital skills. In language education, fostering communication competence prepares students for real-world careers, such as broadcasting [18], [19]. Effective communication is crucial in dietetics, improving patient consultations and guiding practitioner development, as it expands the sphere of communication [20]. These competencies are divided into three categories: interpersonal communication, professional communication, behavioral and personal communication, digital competence, and oral communication. Interpersonal communication involves effective verbal, non-verbal, and relational content production and interpretation [21], [22], [23], [24]. Professional communication focuses on fundamental/managerial competencies, technical and functional competencies, stakeholder communication, persuasive communication, and empathy [25], [26]. Behavioral and personal communication involves personal communication, information search, achievement orientation, work ethics, self-control, empathy, and responsibility [27], [28]. English education emphasizes the importance of communication competence for academic and professional success, especially in multicultural and global contexts [29], [30]. Digital communication is crucial for modern language learning, promoting authentic native speaker communication and personalized learning opportunities [31], [32], [33]. Incorporating these skills into teacher preparation programs can enhance the quality of English language teaching and cater to diverse student needs [34].

Broadcasting is the process of transmitting information from a single source to multiple receivers in a network, forming the foundation of communication technology and network theory. It enhances user experience, detects user-selected content, and considers market-driven factors. [35]. Broadcasting, as an educational medium, offers an engaging and practical approach to enhancing students' communication abilities. Integrating English Broadcasting into the curriculum allows students to practice speaking, scripting, and performing in real-time, often using digital tools such as podcasts and video editing. This strategy will support the development of both language and media literacy [36], [37], [38]. However, despite its potential, the integration of broadcasting in EFL settings remains underexplored, especially in the Indonesian higher education context [39].

The English Broadcasting course at Universitas Muhammadiyah Purworejo aims to enhance English language learning and communication competence by providing practical experience in media communication. Despite its potential, there is limited empirical research on the course's effectiveness in achieving these goals. This study addresses that gap by examining students' perspectives on how English Broadcasting influences their communication competence, offering insights that can inform curriculum development and support the integration of broadcasting as an innovative learning medium in English education. While previous studies have broadly focused on media education, students' general perceptions, digital tools, and communication training across various disciplines—including Islamic broadcasting, journalism, and vocational education. The current study narrows its focus specifically to English Broadcasting as a pedagogical strategy for improving communication competence among EFL students in an English Education program. To keep the research aligned, the researcher formulated the following questions to be answered through the study: (1) How do EFL students at Universitas Muhammadiyah Purworejo perceive English Broadcasting learning in developing their communication competence? (2) How does broadcasting learning affect students' communication competence?

2. METHOD

This research employs a mixed-methods approach under the study's aim, which is to explore EFL students' perceptions at Universitas Muhammadiyah Purworejo regarding the role of English broadcasting learning in developing their communication competence. In line with this, the researcher also wants to analyze the effects of broadcasting learning on students' communication competencies. This design begins with qualitative data collection to explore students' experiences, followed by quantitative data to test and validate the findings [40]. According to Creswell and Creswell [40], defined in a variety of domains, mixed methods, which include qualitative and quantitative approaches, may adequately handle complex research settings. It offers flexibility and depth by integrating diverse perspectives through both qualitative and quantitative data. Mixed-methods, the exploratory sequential technique, is a research methodology that starts with gathering comprehensive, open-ended, qualitative data to thoroughly investigate and comprehend a topic [41], [42]. The conclusions are then tested or confirmed by academics using quantitative data [43]. This method is useful when little is known about a subject, as it helps discover new ideas first before measuring them. Students' perspectives and experiences with broadcasting courses investigated in this study. It focuses on how these courses impact their communication competence, confidence, and motivation, providing deep insights into individual perspectives.

Research Design

Using an exploratory sequential approach, this study first collected qualitative data before moving on to quantitative data. In-depth interviews were used to collect initial qualitative data to explore new findings about students’ perspectives. These observations were followed by a structured survey that was later validated. To provide measurable communication competency outcomes, the quantitative phase included a rubric-based assessment of students’ broadcasting performance. This design ensured that the findings were rooted in a real educational setting and fostered a deep understanding of students’ experiences.

Participants

This study examined English Education students at Universitas Muhammadiyah Purworejo who were enrolled in the English Broadcasting course during the 2024/2025 academic year, as they had direct experience with the broadcasting learning process and were, therefore, a relevant source of data on the development of communication competence. The researchers considered individual factors such as motivation, confidence, and prior communication skills to understand how students engage with the course and develop communicative abilities. The study aimed to understand the varied ways students experience and benefit from English Broadcasting instruction, particularly with their language and communication development. The researchers obtained consent from the course supervisor in advance and voluntarily agreed to participate during the data collection process, ensuring ethical and informed participation.

A total of 18 students were enrolled in the course, and 15 of them voluntarily agreed to participate in the study. The rest of it is not ready to engage in voluntary participation in the study's focus. 10 students were randomly selected to participate in closed-ended interviews. The 15 participants completed a structured, Likert-scale survey that explored their perceptions and motivation, and the influence of the English Broadcasting course on their communication skills. This selection aims to capture a range of perspectives based on motivation, confidence, and prior communication skills. In addition to the survey and interview responses, the students' broadcasting video assignments were collected and analyzed using a standardized content analysis rubric adapted from Brown and Abeywickrama (2010). The rubric evaluated aspects such as delivery, pronunciation, organization, engagement, nonverbal communication, technical quality, and language use [44]. Triangulating data from these three sources provided a well-rounded understanding of how English broadcasting contributes to students' communication competence.

Instrument

This study employed a structured survey and in-depth interviews to gather comprehensive data on students' perceptions of the English Broadcasting course. The survey consisted of 15 questions distributed to 15 participants via Google Forms, using a four-point Likert scale (Strongly Disagree, Disagree, Agree, Strongly Agree) to assess students' views on how the course influenced their motivation, communication skills, and career readiness. The instrument was adapted from a previous study and validated using Cronbach’s Alpha, which confirmed acceptable reliability [45]. To complement the survey data, in-depth interviews were conducted with 10 randomly selected students to explore their personal experiences, challenges, and expectations related to the course. Although the selection was random, participants were not categorized based on gender or ability level, ensuring a broad yet unbiased representation of student perspectives.

Using a modified rubric from Brown and Abeywickrama, students’ final broadcast assignments uploaded to YouTube with a link provided by the course instructor were evaluated for key components of communication competency. Six main factors were the focus of the evaluation: overall performance, general English use, pronunciation, delivery, technical quality, and engagement [44], [46]. Each of these aspects represents an essential element of professional language and successful broadcasting. A 5-point scoring system, with 1 indicating poor performance and 5 indicating excellent performance, was included in the rubric to provide students with a systematic and reliable evaluation of their abilities. This assessment approach provides a comprehensive understanding of how students apply their knowledge in practical situations, which helps explain how English broadcasting education impacts EFL students’ communication skills.

Table 1. Rubric Assessment Criteria

Criteria	Description
Delivery	Clarity, fluency, intonation, and pacing of speech
Pronunciation	Accuracy and comprehensibility of spoken words
Organization	Logical structure and flow of the broadcast content

<i>Engagement</i>	Ability to connect with and retain the audience's attention
<i>Language Use</i>	Appropriateness, grammar, and vocabulary range
<i>Technical Quality</i>	Audio-visual clarity, editing, and production standards

Data Collection Procedures

The data for this study were collected using three complementary instruments to ensure comprehensive and reliable findings. A structured survey is the primary tool, and it is given to English Education students who have taken English Broadcasting courses. The survey was conducted using English. A Likert scale is used in this survey to measure students' perspectives, the impact of English broadcasting on their communication skills, motivation, and expectations. Ten selected participants were interviewed in-depth after completing the survey to learn more about their individual experiences, challenges, and other viewpoints that might not be adequately conveyed by the survey alone. The final step evaluated the students' actual communication performance by analyzing their broadcasting video assignments using a standardized content analysis rubric developed by Brown & Abeywickrama (2010). This rubric covered topics like delivery, pronunciation, script organization, engagement, non-verbal communication, technical quality, and English usage [44]. This multi-layered data collection approach allows for triangulation and a holistic understanding of how English Broadcasting learning influences students' communication competence.

Data Analysis

Data analysis in this study followed the systematic approach, which includes organizing and interpreting information from field notes, interviews, surveys, and documentation to derive meaningful insights. The process began with data reduction, where raw data were selected, coded, and simplified to focus on relevant themes such as confidence and communication growth. This involved summarizing and categorizing key points while eliminating repetitive or irrelevant content. A standardized rubric was used to ensure consistent evaluation of students' video content. The next step was data display, in which findings were presented through tables, charts, and thematic summaries to highlight patterns and facilitate comparison of responses. These visual and narrative displays helped clarify the impact of English broadcasting on communication competence. Lastly, data verification was conducted through triangulation, comparing results from interviews, surveys, and video assignments to ensure accuracy and consistency. Reliability and validity checks were applied to the instruments, and all transcripts and coding were reviewed to avoid misinterpretation. Conclusions and recommendations were drawn based on this multi-layered analysis, ensuring the findings accurately reflect participants' experiences.

3. FINDINGS

This research examines the impact of English broadcasting studies at Universitas Muhammadiyah Purworejo on EFL students' communication skills. Data was collected through a structured survey, in-depth interviews, and content analysis of students' final video assignments. The study reveals students' perceptions of the course, its theoretical and practical advantages, and areas for improvement. Data was gathered from students who took broadcasting classes in the 2024/2025 academic year.

Student Perception of English Broadcasting

Table 2. The Results of the Students' Perceptions Survey (%)

		Answer			
No.	Statement	SD	D	A	DA
Students' Perceptions of English Broadcasting					
1.	The English Broadcasting course is engaging and enjoyable.	0	13,3	66,7	20
2.	The course provides useful knowledge and skills for real-world communication.	0	13,3	66,7	20
3.	English Broadcasting helps improve my overall English proficiency.	0	33,3	60	6,7
4.	The teaching methods used in English Broadcasting are effective.	0	20	66,7	13,3

5.	I feel motivated to participate in English Broadcasting activities.	0	6,7	86,7	6,7
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The findings reveal that the majority of students had a favourable perception of the English broadcasting course. The majority of responders (66.7%) thought the course was interesting and fun, and an equal number valued how applicable the material was to everyday communication. However, qualitative data from interviews point to a critical gap: although students expected a hands-on broadcasting experience, the actual course delivery leaned more heavily on theory classes.

Several students reevaluated their original enthusiasm as a result of this contradiction between expectation and experience. While they valued the content, they yearned for more direct broadcasting practice, such as live performances and public speaking simulations. Still, the foundation laid by the course was acknowledged as beneficial in improving their understanding of broadcasting in English.

The Impact of English Broadcasting on Communication Competence

Table 3. The Results of the Impact of English Broadcasting Survey (%)

Table 3: The Results of the Impact of English Broadcasting Survey (%)					
No.	Statement	Answer			
		SD	D	A	DA
<u>The Impact of English Broadcasting on Communication Competence</u>					
6.	English Broadcasting has improved my confidence in public speaking.	6,7	26,7	53,3	13,3
7.	My ability to structure and organize spoken communication has improved.	0	40	46,7	13,3
8.	The course has helped me develop better pronunciation and fluency.	6,7	33,3	46,7	13,3
9.	My scriptwriting skills have improved due to English Broadcasting.	0	26,7	73,3	0
10.	I can now express ideas more clearly and effectively in English.	0	20	80	0

Considering whether students' communication skills have improved was one of the main objectives of this study. The information shows a moderate level of achievement in this area. Specifically, 80% of students said that they were able to communicate concepts more effectively and clearly in English. Significant progress in written communication was demonstrated by 73.3% who reported an improvement in their scriptwriting skills. Meanwhile, confidence in oral communication produced less impressive results. Just over half (53.3%) felt an increase in their public speaking confidence, and only 46.7% believed that they had improved in organizing and structuring oral communication. Interview responses support this conclusion, with students stating that they were hesitant to speak because they did not have enough opportunities to practice directly in broadcasting.

Motivation and Interest in English Broadcasting

Table 4. The Results of the Motivation and Interest Survey (%)

Table 4. The Results of the Motivation and Interest Survey (%)					
No.	Statement	Answer			
		SD	D	A	DA
Motivation and Interest in English Broadcasting					
11.	I am interested in learning more about English Broadcasting.	0	6,7	86,7	6,7
12.	I believe English Broadcasting is useful for my future career.	0	6,7	73,3	20
13.	I enjoy working on broadcasting projects such as podcasts and videos.	0	26,7	66,7	6,7
14.	I am willing to participate in extracurricular broadcasting activities.	0	26,7	73,3	0
15.	I feel that technology enhances my learning experience in English Broadcasting.	0	0	80	20

Despite practical limitations, student motivation and interest in the subject remained high. An overwhelming 86.7% expressed a desire to explore more about English broadcasting, and 73.3% believed that the course would benefit their future careers. Students particularly enjoyed creating video projects, crediting the integration of technology (endorsed by 80% of respondents) for making their learning more dynamic and engaging.

Nevertheless, the interviews indicate that if the course doesn't provide enough practice opportunities, this enthusiasm might decrease. Some even expressed that, despite their initial motivation to become skilled speakers or future broadcasters, the lack of immersion practice undermined their motivation when they enrolled.

Student Expectations

Table 5. The Results of the Suggestions and Expectations Survey (%)

Table 3. The Results of the Suggestions and Expectations Survey (%)					
No.	Statement	Answer			
		SD	D	A	DA
Suggestions and Expectations					
16.	The university should provide more broadcasting-related courses.	0	0	46,7	53,3
17.	More practical and hands-on projects should be included in the course.	0	6,7	53,3	40
18.	The facilities and equipment for broadcasting should be improved.	0	6,7	20	73,3
19.	More collaboration with industry professionals should be encouraged.	0	6,7	46,7	46,7
20.	I would recommend English Broadcasting courses to other students.	0	20	60	20

Students' expectations for course growth were also clearly recorded in the survey. There should be more courses on broadcasting, according to all respondents, and 93.3% of them supported more practical and hands-on projects. Additionally, 73.3% expressed dissatisfaction with the facilities and equipment that are currently in place, and many of them advocated for partnerships with media professionals to connect classroom instruction with industry standards. These ideas were reflected in the interview narratives, where students emphasised the value of real-world experience, organised feedback, and enhanced institutional support. In their ideal course, students would be prepared not only intellectually but also practically and professionally, simulating professional broadcasting conditions.

Content Assignment Analysis Rubric

The study used a standard content analysis rubric adapted from Brown and Abeywickrama (2010) to analyze broadcast video assignments, focusing on key aspects of effective communication in a broadcast context. Key aspects included delivery and confidence, pronunciation and intonation, script and content organization, use of English, audience engagement, non-verbal communication, and technical quality. The rubric assessed the clarity of speech, fluency, body language, and confidence on camera. It also evaluated the accuracy of sound, stress placement, natural rhythm in English, script structure, coherence, relevance, use of English, audience engagement, and non-verbal communication and technical quality. The study aimed to assess the speaker's ability to maintain audience interest and maintain their interest throughout the performance.

Table 6. Rating Points

Initial	Criteria	Score
E	excellent	5 points
VG	Very good	4 points
G	Good	3 points
S	satisfactorily	2 points
P	poor	1 point

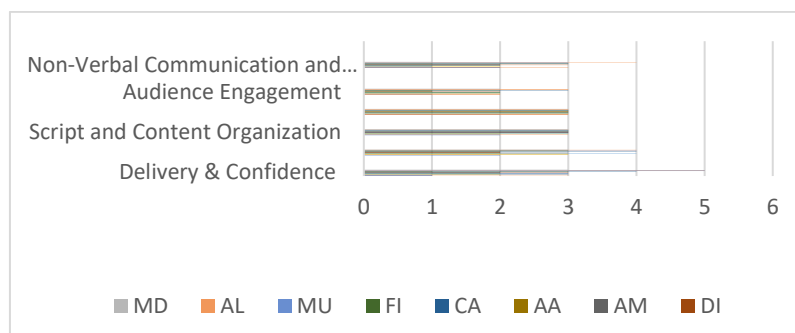


Figure 1. Content Assignment Analysis Rubric

Table 7. Percentage of Student Scores in All Categories

Grade	Percentage
Excellent (E)	3.33%
Very Good (VG)	17.78%
Good (G)	55.56%
Satisfactory (S)	21.11%
Poor (P)	2.22%

While the majority of students performed at a "Good" level (55.56%), with smaller proportions achieving "Very Good" (17.78%) and only 3.33% reaching the "Excellent" category, the analysis of the students' final broadcasting assignments showed that their overall performance exposed significant gaps in practical communication skills. Because the course places a lot of focus on planning and written communication, students generally showed proficiency in scriptwriting and content organisation. However, many of them found it difficult to maintain natural intonation, expressive tone, and a confident on-camera appearance. Their verbal delivery, which includes fluency, pronunciation, and audience involvement, remained moderate. This suggests insufficient practice speaking and performing in real-time situations.

Additionally, technical limitations were a major concern; issues such as poor audio-visual quality, minimal editing, and weak production values hindered the overall effectiveness of the videos. These flaws imply that students either did not know how to use the required digital tools or did not have access to high-quality equipment and training in media creation methods. As a result, the technical presentation and delivery of the content fell short of professional broadcasting standards, even in cases when it was well-structured. In order for students to use their knowledge in genuine, real-world broadcasting circumstances, there is an urgent need for more immersive, hands-on training that combines digital production abilities with communicative performance.

4. DISCUSSION

Gap Between Theory and Practice

The survey discovered a glaring discrepancy between what was taught and what students expected, even though students generally enjoyed the English Broadcasting course—66.7% found it engaging and 86.7% felt motivated. Writing and organisational abilities increased as a result of the course's strong emphasis on theory, scriptwriting, and conceptual understanding (73.3% reported stronger scriptwriting). But there weren't many chances for students to practise actual broadcasting, including talking on camera or participating in live simulations. Their capacity to use what they had learnt in real-world situations was thus left undeveloped. This is consistent with research by [39], who found that when courses don't incorporate experiential learning, EFL students frequently find it difficult to translate theoretical knowledge into performance.

The course's format did not quite conform to the tenets of Communicative Language Teaching (CLT), which place an emphasis on speaking, engagement, and performance in real time. [47] noted that regular practice of integrated skills such as speaking, listening, and responding in context helps students become more proficient communicators. In this instance, there was limited opportunity for ongoing speaking practice, peer review, or low-pressure performance due to the strong emphasis on theory and final assignments, all of which are critical for gaining fluency and confidence.

Low Confidence and Fluency

The slight rise in the students' speaking fluency and confidence was one of the most concerning findings. Just 46.7% of students thought their verbal communication structure had improved, and only 53.3% felt more comfortable speaking in front of an audience. Speaking in front of the camera still made many students feel nervous or unprepared, according to interviews, which points to more serious problems in the classroom. Lack of regular speaking practice was a significant contributing factor; students found it difficult to improve their fluency and lower their anxiety levels in the absence of repetition, feedback, and gradual exposure. This is corroborated, who point out that EFL students frequently suffer from speech anxiety as a result of their limited exposure to the actual world [28].

The other issue was that there was no formative or customised feedback. Students have limited opportunity to improve their pronunciation, tempo, and body language without help, and they were also unable to gain confidence. Feedback is crucial for encouraging revision and speaking accuracy [14]. Additionally, students might have encountered psychological obstacles including poor self-efficacy or fear of making mistakes, which could have been lessened with peer cooperation and teacher assistance [9], [18]. These results highlight the fact that fluency requires engagement, confidence-building, and regular feedback in addition to content knowledge.

Technical Issues and Course Improvement

Besides linguistic challenges, technical limitations also weakened students' performance. Just 3.33% of students received a "Excellent" rating on their final video assignments, despite the majority receiving a "Good" rating (55.56%). Poor video quality, unclear audio, limited editing, and low quantity of production were frequent problems. These issues imply that students either lacked access to the necessary equipment and instruction or were not familiar with the tools required for broadcasting. Digital skills are essential in today's media education and should be taught alongside communication skills, according to [25].

It is interesting to note that 80% of students stated that technology enhanced their learning, but this only applied to their theoretical material and writing skills. Furthermore, they only really used technology practically when working on their final project. Students' opportunities to become familiar with the instrument technology are reduced because of this gap. Digital integration needs to be done constantly throughout the process, not just during the project phase [48]. Future iterations of the course should include more hands-on technical instruction, earlier introduction of digital platforms, and better industry partnerships. In addition to improving student outcomes, these adjustments would be more in line with the MBKM framework, which encourages project-based learning that is adaptable and connected to real professional environments [7].

5. CONCLUSION

This study investigated how English Broadcasting learning influences EFL students' communication competence at Universitas Muhammadiyah Purworejo. The results of data triangulation, which includes surveys, interviews, and content analysis, offer a fair assessment of the course's successes and shortcomings. Pupils had favorable opinions of the course; 86.7% felt inspired to participate, and 66.7% thought it was pleasant. With a Cronbach's Alpha score of 0.802, the survey instrument demonstrated good internal consistency, demonstrating the validity of the quantitative results. It is crucial to remember that the study was restricted to a small sample of English Language Education students who took the English Broadcasting course in the 2024–2025 school year. This could have an impact on how broadly the results can be applied to other student populations or future cohorts.

Significant gains in written communication were observed, with 80% of students feeling more capable of clearly expressing ideas and 73.3% of students reporting an increase in scriptwriting. However, speaking confidence and fluency remained limited—only 53.3% felt more confident in public speaking, and 46.7% noted improvement in organizing spoken communication. These results were corroborated by a study of video assignments, which showed that although 55.56% of students achieved a "Good" grade, only 3.33% achieved "Excellent," with deficiencies in technical excellence, fluency, and engagement. These findings emphasize the need for additional real-world implementation. Future classes should use continuous video-based assessments to monitor progress, give feedback, and gradually improve speaking and production abilities in order to promote long-term development.

To elevate the effectiveness of English Broadcasting instruction, the course should integrate more hands-on speaking activities such as live broadcasts, simulations, and peer-led sessions that allow students to build fluency in real time. Regularly offering structured comments will improve delivery and

pronunciation. Technical facilities should adhere to industry standards, and digital technologies should be incorporated early and regularly—not just during final projects. Working together with media experts can provide insightful advice and practical experience. The training will support career preparedness and communication skills if it is aligned with the CLT and ESP frameworks.

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