



Students' Perceptions toward the Use of Podcast Video in Speaking Class

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ABSTRACT

This research aimed to find out students' perception toward the use of podcast video in speaking class. This research was a case study. The participants were the second semester students of Speaking for Social Intercultural Class of English Department Study Program at Universitas Baturaja in the academic year of 2024/2025 with the total number of participants are 24 students. The data were collected through close-ended questionnaire and analyzed by percentage analysis and presenting data using tables. The result of the study showed that (1) Students had a good attitude toward the usage of podcast video in speaking class because podcast video is simple to utilize. Podcast video may help them learn to talk, and they are willing to use podcast video as an alternate method of learning to speak. Podcasts video can also motivate them since they attracted their interest. The podcast video's content and pronunciation of the native speaker could help them improve their talents. Furthermore, podcast video was easy to access; (2) The perception problems expressed by students regarding the use of podcast video in speaking class revealed that the length of the podcast is too long for them. Thus, they may get bored and lose their interest when watching a podcast video.

Keywords: Podcast video, Speaking achievement, Students' perceptions

Introduction

Speaking is the most productive aural/oral talent. It involved making structured vocal utterances to convey meaning (Nunan, 2003). Comprehension, grammar, vocabulary, pronunciation, and fluency are the five components of speaking (Ghafar & Raheem, 2023). It is one of the most crucial and necessary skills to practice in order to communicate orally. However, while it is a necessary ability for further oral communication, particularly in English, it is also the most difficult to master. Speaking is also very important skill to be improved by the learners (Akhter, 2021; Umida Ochilovna & Zarina Sameyevna, 2021). Students and teacher need to have a good conversation in the classroom in order to have a good classroom atmosphere. But sometimes, students are too afraid in making mistake when they have to talk in English to their friends or teacher in the classroom.

Speaking is very useful skill which can be used by the students (Qureshi et al., 2022; Riadil, 2020). Speaking is a main media in communication to others, in this context between student to other students or among students to their teacher, whether it is inside or outside the classroom (Kashinathan & Abdul Aziz, 2021). As a teacher, it is need to find out an alternative learning media in order to improve students' speaking skill in the classroom. One of them is through the use of podcast video. Renisyifa et al. (2022) defined podcast as an audio or even a video file, from some sources and can be accessed by everyone. Students can access the podcast video through their own devices, it could be from YouTube channel, or other websites from the internet by using their laptop or mobile phone. Suseno (2023) mentioned that podcast can enhance language learning skills, such as pronunciation, grammar, and also vocabulary. By watching podcast video, students can also learn how the way the speakers speak by using English so they can imitate the way they pronounce sentence by sentence. Besides, teachers also can teach their students using podcast video not only inside the classroom, but also outside the classroom (Basenko & Baskakova, 2021; Wake et al., 2020). Therefore, students will more enjoy their learning.

As previously said, strong fluency and acceptable pronunciation in speaking are necessary for pupils to develop successful speaking skills. It would serve as the foundation for utilizing podcast media. As a result, the research is aimed to find out students' perception toward the use of podcast video in speaking class.

Aspect of Speaking

Several aspects of speech are engaged in the speaking process that occurs during interaction. According to Duong (2014), the most significant qualities of speaking are typically regarded to be vocabulary, grammar, pronunciation, fluency, and accuracy.

1. Vocabulary, is one that has a different meaning for each function. To avoid misunderstanding in communication, a term expresses the content of ideas. It is useful for defining any objects, activities, or thoughts. Schmitt (2008) defines an acceptable language as the number of vocabularies.

2. Grammar, this is comparable to rigorous rules in both spoken and written form. According to (Brown, 2014), grammar is a set of principles that govern the traditional order and relationship of words in a phrase. Furthermore, Sodikovna & Botirovich (2022) state that grammar is a set of rules that specifies the structure of a language and can be used to join linguistic units. Combining appropriate linguistic units assists a speaker or writer in developing any ideas in their mind, and it makes it much easier for a person to build communication in communicating messages in spoken or written form.
3. Pronunciation, this is the process of correctly pronouncing a specific word. Whereas acceptable pronunciation is also an important component of speaking. According to Kissová (2020), pronunciation is a distinct sound that comprises effective articulation and includes sound characteristics such as aspiration, voicing, voice setting, intonation, and stress. Pronunciation is important in speaking since it gives an indication of what is being said. If the speaker pronounces the word incorrectly, the interlocutor will misunderstand the meaning. As a result, pronunciation is how a language generates an accepted and unambiguous lexical word.
4. Fluency, according to Samifanni (2020), fluency is the ability to communicate at an effective speed, to speak smoothly, and to deliver the correct word without having to think too hard. In this example, exceptional fluency fosters greater confidence in expressing ideas while also improving communication skills
5. Accuracy, according to Bakhtiyor Zakirovich (2023), accuracy relates to understanding words, being correct in structures, grammar, and catching the meaning of linguistic messages without making mistakes, and not causing hesitation in interaction. Obviously, accuracy influences how he or she communicates the message to the other.

Furthermore, Tavakoli & Wright (2020) indicates that proper conversational formula, good ability to communicate phonological aspects of a language, excellent mastery stress, and an acceptable degree of fluency are essential for success in speaking. All of those aspects should have emerged during the course of speaking, and speaking features must be effectively built to avoid misunderstandings.

Podcast Video as Language Learning Material

Many tools have been developed to help non-native speakers learn to speak this language. Technology, according to Lee & Yoon (2021), can offer new opportunities. It supports users to connect with people from all over the world and offers different perspectives and experiences. Podcasts are recorded audio/video files that are uploaded to websites for people to download and listen to later.

Rosell-Aguilar (2015) clearly state that "podcasts are a practical and easy-to-use format". As previously stated, podcasts are of course easy to access, engaging, and inspiring students to learn. There are many provided sources of podcast video in the internet with different style and material of video. Therefore, it can be enriched teachers' material in teaching their students, especially in speaking class (Hue & Lan, 2024). Students also being more motivated in speaking when they have watched podcast video because they have many things to talk and topic in speaking by watching the podcast video (Rahmasari et al., 2021).

Methodology

This study employed a qualitative descriptive case study design to investigate students' perceptions toward the use of podcast videos in speaking classes. Case study research focuses on a single unit, generates an in-depth description, is grounded in reality, employs numerous data gathering methodologies, and provides a comprehensive, holistic account of context. This approach was considered appropriate for exploring the nuanced perceptions and experiences of students regarding podcast video implementation in their speaking instruction (Barlett & Burton, 2024).

The participants of this study were 24 second-semester students enrolled in the Speaking for Social Intercultural Class of the English Department Study Program at Universitas Baturaja. The selection of participants was based on purposive sampling, as these students had been exposed to podcast videos as a learning medium in their speaking class throughout the semester. Prior to data collection, the researcher obtained informed consent from all participants, ensuring they understood the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Ethical approval was secured from the university's research ethics committee before commencing the study.

Data were collected through a close-ended questionnaire designed using a five-point Likert Scale, which was later modified to a four-point scale to eliminate neutral responses and encourage participants to take a definitive stance. The questionnaire was adapted from Darwis (2016), which originally consisted of thirty-two statements. For the purposes of this study, the instrument was modified and refined to include twenty-five statements that were more contextually relevant to the use of podcast videos in speaking classes. The statements were divided into two main components: sixteen positive statements (items 1-16) addressing students' attitudes, motivation, accessibility, and perceived effectiveness of podcast videos; and nine negative statements (items 17-25) exploring potential problems and challenges students encountered when using podcast videos for learning speaking skills. Each statement was assigned a score based on the Likert Scale, with predetermined responses ranging from 1 to 4, where 1 represented "Strongly Disagree," 2 represented "Disagree," 3 represented "Agree," and 4 represented "Strongly Agree."

Table 1. Questionnaire's Specification

No.	Questions	Item Specification
1.	Positive (+) statements	Num 1- Num 16
2.	Negative (-) statements	Num 17- Num 25

To ensure the validity and reliability of the questionnaire, a pilot test was conducted with five students who were not part of the main study sample. Based on their feedback, minor adjustments were made to improve the clarity and comprehensibility of several statements. The reliability of the questionnaire was assessed using Cronbach's alpha coefficient, which

yielded a value of 0.86 indicating acceptable internal consistency for the instrument. The questionnaire was administered during the final week of the semester, after students had sufficient exposure to podcast videos throughout their speaking course. The administration took place in a regular classroom setting and required approximately 15-20 minutes for completion. The researcher was present during the administration to provide clarification if needed and to ensure that all questionnaires were completed properly.

Data analysis was conducted through percentage analysis to determine the distribution of responses across the four response categories for each statement. The percentages were calculated by dividing the number of students who selected each response option by the total number of participants (n=24) and multiplying by 100. To interpret students' overall perceptions, responses of "Strongly Agree" and "Agree" were considered as positive perceptions, while "Disagree" and "Strongly Disagree" were categorized as negative perceptions. A statement was deemed to reflect a predominantly positive perception if the combined percentage of "Strongly Agree" and "Agree" responses exceeded 70%. Conversely, statements with combined "Disagree" and "Strongly Disagree" responses exceeding 50% were interpreted as indicating problematic areas or challenges. The analyzed data were then organized and presented in tables to facilitate clear visualization and interpretation of the findings. This systematic approach to data analysis allowed the researcher to identify patterns in students' perceptions and to distinguish between aspects of podcast video use that students found beneficial and those they perceived as challenging

Findings

The perception is divided into students' perceptions and problems toward the use of podcast video in speaking class. The data can be seen on the Table 2 and Table 3.

Table 2. The Students' Perception Toward the Use of Podcast Video

Statement	Students' Perception			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I like podcast	8 (33.33%)	15 (62.50%)	1 (4.17%)	-
The files of podcast video easy to access	5 (20.83%)	12 (50.00%)	4 (16.67%)	3 (12.50%)
The podcast video files are easy to play	9 (37.50%)	15 (62.50%)	-	-
Watching podcast video is possible everywhere and every time	6 (25.00%)	15 (62.50%)	2 (8.33%)	1 (4.17%)
I enjoy watching to podcasts video	8 (33.33%)	12 (50.00%)	2 (8.33%)	2 (8.33%)

I more motivated to learn English by Used the podcast video	8 (33.33%)	14 (58.33%)	2 (8.33%)	-
In the future I will watch to podcast video	8 (33.33%)	14 (58.33%)	1 (4.17%)	1 (4.17%)
Podcasts are useful for language learning	6 (25.00%)	18 (75.00%)	-	-
Podcast videos are effective for improving speaking skills	8 (33.33%)	15 (62.50%)	1 (4.17%)	-
Podcasts video is effective to improving my comprehension skills	4 (16.67%)	16 (66.67%)	3 (12.50%)	1 (4.17%)
After getting material of podcast in speaking class, I am more open to learning through podcasts video in the future	6 (25.00%)	16 (66.67%)	2 (8.33%)	-
I would recommend that other students learning English by watching to podcasts video	9 (37.50%)	14 (58.33%)	1 (4.17%)	-
The length of podcast is appropriate for me	5 (20.83%)	12 (50.00%)	4 (16.67%)	3 (12.50%)
The material of podcast video is suitable for me	10 (41.67%)	12 (50.00%)	2 (8.33%)	-
Podcast video helps me a lot in learning English	8 (33.33%)	15 (62.50%)	1 (4.17%)	-
I hope podcast video to be implemented in speaking class	9 (37.50%)	14 (58.33%)	1 (4.17%)	-

Table 2 presents data pertaining to the overall score of students' perception toward the use of podcast video in speaking class. There are 16 statements used in the questionnaire. The findings above show that most of the participants have positive perception on the use of it. 50.00% of students agree that they enjoy watching podcast videos, and the length and content of podcast videos are appropriate for them. 58.33% of students agree that watching English podcast videos has made them more motivated to learn the language and will watch videos in the future. They also agree to recommend it to other students learning English by watching the podcast videos, and they want the podcast to be implemented in speaking classes. 62.50% of students agree that they like podcasts because they are easy to play the video files, which

can be watched everywhere and every time. They also agree that watching podcast videos is effective for improving speaking skills and helps them a lot in learning English. While 66.67 % of students agree that watching podcast videos is an effective way to improve their comprehension, they are more open to learning through podcast videos in the future. Finally, 75.00% of students agree that podcasts are useful for language learning.

Table 3. The Students' Problems toward the Use of Podcast Video

Statement	Students' Perception			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I found around 8-to-10-minute podcast video is enough for me	8 (33.33%)	13 (54.17%)	2 (8.33%)	1 (4.17%)
The length of podcast video is too long	5 (20.83%)	4 (16.67%)	13 (54.17%)	2 (8.33%)
The material of podcast video is not suitable for me	3 (12.50%)	3 (12.50%)	14 (58.33%)	4 (16.67%)
Difficult for me to find out of podcast video in the internet	2 (8.33%)	5 (20.83%)	13 (54.17%)	4 (16.67%)
Podcast video is difficult to use	1 (4.17%)	4 (16.67%)	13 (54.17%)	6 (25.00%)
I don't know how to operate podcast video	1 (4.17%)	4 (16.67%)	14 (58.33%)	5 (20.83%)
The subtitle of the podcast makes me understand the audio of the video file better	6 (25.00%)	16 (66.67%)	2 (8.33%)	-
Podcast video brings me no fun at all	1 (4.17%)	3 (12.50%)	13 (54.17%)	7 (29.17%)
Watching to podcast video was not a productive use of speaking class	-	3 (12.50%)	15 (62.50%)	6 (25.00%)

Regarding table 3, there are 9 statements consisting of the problems toward the use of podcast video in speaking class. 16.67% of students agreed that the podcast was too long for them, difficult to use, and they did not know how to use the podcast video. The podcasts' length of 8-10 minutes was considered inappropriate by 54.17% of the learners. This means that students have to deal with the issue of podcast length. Furthermore, 12.50% of students agree that the content of podcast videos is not suitable for them and does not bring them any fun at all. 20.83% of students agree that it is hard to get podcast videos from the internet. But,

66.67% of students also agree that transcription makes them understand the audio of the video file better.

Discussion

The main objective of this study was to determine students' perceptions of the use of video podcasts in speaking classes. However, using video podcasts in the classroom is one of the best ways to improve students' speaking skills and give students a positive perception of themselves. The results of this study are similar to several previous studies. Sotlikova & Haerazi (2023) reported that students had positive perceptions of the quality and usefulness of course podcasts. According to Indahsari (2020) students have a desire to use podcasts in learning English. In addition, students enjoy learning with podcasts because it is a combination of entertainment and learning (Laiya et al., 2022; Muffels & Van Weyenberg, 2024). This study is consistent with findings showing that almost all students agree that they like podcasts and enjoy watching videos.

However, there are also some problems happened to students in using podcast video in their learning process. The duration of podcast considered too long because it can make them feel bored in watching podcast video. In line with this statement that Harahap (2020) also mentioned that the duration of podcast which is too long will make them hard to download the video and students will not focus in watching the podcast video. Students also not interested to the content (Permatasari et al., 2024). To conclude, it still might have some problems in using podcast video in the teaching and learning process.

Conclusion

The conclusions of this study are: (1) The perceptions of students of the English Department Study Program at Universitas Baturaja regarding the use of podcast video in speaking class revealed that students had a good attitude toward the usage of podcast in speaking class. Because podcast video is simple to utilize, students enjoy using it in speaking class. Students believed that podcast video may help them learn to talk, and they are willing to use podcast video as an alternate method of learning to speak. They were also motivated by the podcast videos since they attracted their interest. The podcast video's content and clear native pronunciation derived from the podcast video could help them improve their talents, particularly their speaking abilities. Most students also agreed that podcast video was easy to access because there are many podcasting websites available on the internet; (2) The problems expressed by students regarding the use of podcast video in speaking class revealed that most students believe the length of the podcast is too long for them. As a result, students may become bored and lose interest when watching a podcast video.

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