

# THE USE OF ENGLISH VIDEO PODCASTS TO IMPROVING STUDENT'S LISTENING SKILL AT STKIP BUDIDAYA BINJAI

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## ABSTRACT

Listening skills are an important aspect of English language learning that supports students' communication skills. However, students often face difficulties in understanding pronunciation, vocabulary, intonation, and conversational context, especially when listening to native speakers. This study aims to identify the main weaknesses in students' listening skills and understand their perceptions of the challenges they face. This study used a mixed-method approach, combining qualitative and quantitative methods involving 45 students of the English Education Study Program at STKIP Budidaya Binjai who were selected through purposive sampling. Data was collected through questionnaires to measure students' perceptions of their listening skills, as well as to explore the experiences and obstacles they face during the listening process. The results of this study are expected to provide insight into the main challenges experienced by students, as well as the basis for developing more effective and engaging learning media, such as the integration of podcast videos or other interactive methods, to improve students' listening skills in a sustainable manner.

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## 1. INTRODUCTION

English is not only a means of communication but it is also a bridge to explore the wider world and connect globally, therefore English is one of the international language that is very important to master or learn (Maduwu, 2016). English also opens the door to access to various opportunities in various fields of life. With English proficiency, one can easily access global resources, collaborate with individuals from different countries, and keep up with the latest development in science, technology, and culture exchange, cross-cultural understanding.

The process of learning English is inseparable from the emergence of various difficulties that occur, especially among students. This problem can be seen in all language skills or in individual cases

(Megawati, 2016). Each student may face different challenges, depending on their basic ability, language background, and how often they are exposed to English in their daily lives. In some cases, difficulties may arise in terms of pronunciation, understanding grammar, or using the right vocabulary. This often affects students' confidence in communicating using English. These difficulties can also affect their motivation to learn if not addressed in an appropriate manner. Therefore, a more personalized and varied approach is essential in helping students overcome these challenges.

According to (Lestari, 2019) in the process of teaching and learning English, there are four skills in English as the second or foreign language, namely: listening, reading, speaking, and writing. Listening

skill (understanding the spoken language), reading skill (understanding written language), and productive skill, speaking skill (producing spoken language) and writing skill (producing written language).

Among these skills, listening skills are particularly important as they involve the process of listening to and interpreting spoken language. This includes understanding intonation, accent, and nuances in conversation, as well as capturing implied information, which helps avoid misunderstandings and improve overall communication (Kutlu et al., n.d.) Listening skills are indispensable in a variety of contexts, including educational, professional, and social interactions.

Technology has produced prominent contribution on education in this information age. It is well known as Edu technology. The podcast is an alternative teaching media to support students' listening skill (Norhayati & Jayanti, 2020, n.d.). Additionally, mobile applications and online learning platforms have become integral parts in supporting flexible and accessible learning, enabling students to study anywhere and anytime according to their need. In the area of language teaching, applications for listening have become increasingly popular, and 'podcasting' in particular appeals to language learners; podcast can provide additional up to date and authentic listening practice both inside and outside the classroom (Qasim et al., 2013). Podcasting as an online communication technology is inspirational in this context; it gives learner control over their exploration processes and allows them to search for and discover motivational educational material independently (Kavaliauskienė, 2008).

The purpose of this study is to explore the effect of using podcasts as learning media on students' English listening skills. This research aims to find out the extent to which podcasts can increase students' understanding of spoken language, improve their listening skills, and provide flexible access for them to learn independently outside the classroom. In addition, this research also aims to evaluate the effectiveness of podcasts as an adaptive learning tool, which allows students to develop their listening skills according to their individual learning style and pace.

## 2. METHODS

This study used a mixed methods approach, combining qualitative and quantitative methods, to evaluate the effectiveness of video podcasts in improving students' listening skills. By integrating these two methods, the research aims to provide a comprehensive understanding of students' perceptions and experiences regarding the use of video podcasts.

This study involved 45 students from the English Education study program at STKIP Budidaya Binjai. Participants were selected using a purposive sampling technique, which focused on students who

were taking English listening skills courses. This ensured that the participants had experiences that were relevant to the research objectives.

### Research Instruments

#### 1. Questionnaire

The main instrument of this study was a questionnaire designed to capture both qualitative and quantitative data. The questionnaire included:

- Closed-ended questions: Using a Likert scale (e.g., Strongly Agree to Strongly Disagree) to measure students' perceptions and experiences.

- Open-ended questions: Provided an opportunity for students to share their opinions in detail about the advantages, challenges, and overall experience of using video podcasts.

#### The questionnaire focused on three main aspects:

1. Advantages of Using Video Podcasts
2. Challenges or Difficulties in Using Video Podcasts
3. Recommendations or Suggestions for using Video Podcasts to improve listening skills

### Data Collection Procedure

The research was conducted in two stages:

1. Use of Questionnaires: Students were asked to fill out a questionnaire after using video podcasts as a learning tool.
2. Qualitative and Quantitative Data Collection: Data on students' perceptions, experiences, and challenges were obtained through answers on the questionnaire.

### Data Analysis

#### Quantitative Data

- Data from closed questionnaires are analyzed using descriptive statistics (e.g., percentages, averages) and presented in tables or graphs.

#### Qualitative Data

- Answers from open-ended questions were analyzed thematically. Recurring themes were identified to capture students' perceptions, challenges, and recommendations regarding podcast videos.

- Answers were categorized based on the three main aspects under study (advantages, challenges, and recommendations).

By combining qualitative and quantitative analysis, this study provides a thorough understanding of how podcast videos impact students' listening skills.

## 3. RESULT AND DISCUSSION

The purpose of this study was to examine the effectiveness of using video podcasts in improving the listening skills of English Education Study Program students at STKIP Budidaya Binjai. This study involved 45 students who participated by filling out a questionnaire. The questionnaire consisted of 10 Likert scale-based closed questions containing the experience of using video podcasts to measure their perceptions and 5 open questions to explore their challenges, strengths, and suggestions regarding the use of video podcasts as a learning medium.

The results of the closed questions showed that the majority of students gave positive responses to the use of podcast videos as a medium for learning listening skills. Complete data on student responses can be seen in the following table:

Table 1. Results of Using Podcast Videos in closed-ended Likert-scale

No. Questions	strongly agree	agree	disagree	strongly disagree
1	17 (37,8%)	25 (55,6%)	3 (6,7%)	0 (0%)
2	16 (35,6%)	25 (55,6%)	4 (8,9%)	0 (0%)
3	11 (24,4%)	30 (66,7%)	4 (8,9%)	0 (0%)
4	9 (20%)	19 (42,2%)	16 (35,6%)	1 (2,2%)
5	12 (26,7%)	25 (55,6%)	7 (15,6%)	1 (2,2%)
6	15 (33,3%)	24 (53,3%)	6 (13,3%)	0 (0%)
7	14 (31,1%)	27 (60%)	3 (6,7%)	1 (2,2%)
8	18 (40%)	21 (46,7%)	6 (13,3%)	0 (0%)
9	16 (35,6%)	25 (55,6%)	4 (8,9%)	0 (0%)
10	12 (26,7%)	29 (64,4%)	4 (8,9%)	0 (0%)

The results of students' responses showed that in terms of learning motivation, 37.8% strongly agreed and 55.6% agreed that the video podcasts made them more motivated to learn listening, while only 6.7% disagreed. This shows that the video podcasts succeeded in increasing students' motivation in learning listening skills. Regarding the ability of podcast videos to clarify the pronunciation and accent of native speakers, 35.6% strongly agreed and 55.6% agreed that podcast videos clarify pronunciation and accent, while only 8.9% disagreed. And on the question regarding study concentration, the results showed that 24.4% strongly agreed and 66.7% agreed that they felt their concentration improved while studying using the video podcasts, indicating the effectiveness of the video podcasts in keeping students' attention. In terms of media attractiveness, 20% strongly agreed, 42.2% agreed and 35.6% disagreed and there were 2.2% strongly disagreed that the podcast video was more attractive compared to other learning media. And also as many as 26.7% strongly agree and 55.6% agree that students can understand the contents of the podcast video easily. This shows that video podcasts are effective in delivering material and facilitating student understanding. Regarding interest in listening skills, 33.3% strongly agreed and 53.3% agreed that the podcast video made them more interested in learning listening skills. For understanding the context of the conversation, 35.6% strongly agreed and 55.6% agreed that the video podcast made it easier for them to understand the context of the conversation. This shows that video podcasts help students in understanding English conversations better. Regarding the routine use of video podcasts, 40% strongly agreed and 46.7% agreed that video podcasts should be applied regularly in learning listening skills. And also in terms of the ability to recognize intonation and expression in speaking English, 35.6% strongly agreed and 55.6% agreed that podcast videos improved their ability in this regard. This shows that video podcasts are effective in helping students recognize important elements in speaking, such as intonation and expression. Finally,

with regard to the visualizations provided in the podcast videos, 26.7% strongly agreed and 64.4% agreed that the visualizations were helpful to them, while only 8.9% disagreed.

From the open-ended questions, students revealed some of the main advantages of using video podcasts as learning media. One of the frequently mentioned advantages is the visualization that helps students understand the context of the conversation better. Visual elements in the video podcasts, such as facial expressions, body movements, and additional illustrations, are considered to be very supportive of understanding the content, especially for students who have difficulty understanding the context through audio only. In addition, students also reported an improvement in their overall listening skills, including the ability to recognize native speakers' pronunciation, intonation and accent. This suggests that video podcasts are not only effective in delivering the material, but also in providing an authentic listening experience.

However, this study also identified some challenges that students often face in using video podcasts. One of the main challenges is the unstable internet connection, which hinders accessibility and smooth learning, especially for students who access the material from locations with inadequate internet infrastructure. In addition, the duration of the video podcast is also a concern. Some students felt that the length of the video made them lose concentration in the middle of learning, so the effectiveness of this media may decrease if it is not arranged with an appropriate duration.

As a solution, students provided some valuable suggestions to improve the use of video podcasts in the future. One of the main suggestions is the addition of subtitles to the video podcasts to aid comprehension, especially for students who have difficulty catching certain pronunciations. In addition, students also suggested that the material be organized in a more concise and focused duration, so that learning can run more effectively and according to their concentration capacity.

The results of this study support the multimedia learning theory proposed by (Mayer, 2014). which states that the combination of audio and visual elements can increase understanding and motivation to learn. Video podcasts are proven to be an effective learning media to improve listening skills, as they are able to integrate these elements optimally. However, in order for its implementation to be more successful, it is important to consider the challenges faced, such as too long duration and accessibility affected by technological infrastructure.

as a whole this study shows that video podcasts have great potential as an innovative and effective learning strategy, especially in improving students' listening skills. For a more optimal implementation, it is necessary to make adjustments to the material design, such as adding subtitle

features, setting the ideal video duration, and ensuring that podcast videos can be accessed by all students without technical barriers. With these steps, podcast videos can be a relevant learning media and provide a greater positive impact in learning listening skills.

#### 4. CONCLUSION

The results of this study show that video podcast is an effective learning media to improve students' listening skills. The video podcasts not only helped students understand the learning materials better, but also increased their motivation to learn. Students felt that the visual elements in the video podcasts, such as facial expressions and gestures, made it easier to understand the context of the conversation and improved their ability to recognize native speakers' pronunciation and intonation.

Nonetheless, the study also identified some challenges, such as unstable internet connections and the length of the videos, which were perceived as too long, which reduced the effectiveness of this medium. Students suggested some improvements, such as the addition of subtitles to the videos and the organization of more focused and concise material to make learning more efficient and interesting.

Overall, podcast videos have great potential to be applied routinely as a medium for learning listening skills. However, to achieve more optimal results, it is necessary to make adjustments to the video design, such as more appropriate duration and supporting features, as well as ensuring the accessibility of technology for all students. Thus, video podcasts can be a relevant learning innovation and have a positive impact on English language learning.

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