

Exploring the English Learning Process Using Video Podcasts

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Abstract

This study investigates the use of video podcasts in the English learning process of Grade XII students at SMA Xaverius Bandar Lampung, focusing on students' engagement, language skill development, and learning motivation. A qualitative descriptive research design was employed. Data were collected through classroom observations conducted over three meetings and a questionnaire administered to 35 students to explore their learning experiences and perceptions. The findings revealed that the use of video podcasts positively influenced students' English skills, particularly listening, speaking, writing, and reading. Students demonstrated improved ability to comprehend spoken English, summarize content, and present information orally with increased confidence. Questionnaire results indicated that the majority of students perceived video podcasts as motivating, enjoyable, and effective in enhancing vocabulary mastery and pronunciation, although some students experienced difficulties related to unfamiliar vocabulary and speech speed. However, this study was limited to a single school context and relied on qualitative data, which may affect the generalizability of the findings. Overall, video podcasts provide meaningful learning experiences and serve as an effective learning medium to support a more interactive and student-centered English learning environment.

Keywords: English learning; listening skills; learning motivation; learning media; video podcast

1. Introduction

English is a global language for communication, learning, and career advancement. To improve listening, speaking, reading, and writing, Indonesian students learn English as a foreign language (Richards, 2015; Sreena & Ilankumaran, 2018). Many classrooms still have unmotivated students, lack of real language input, and teachers who dominate lessons (Mujahida & Rus'an, 2019).

Guney and Al (2012) say technology makes lessons more interactive and student-centered. Digital language learning tools like podcasts are growing in popularity. Video podcasts allow learners to see and hear pronunciation, intonation, gestures, and contextual clues simultaneously (Dalman & Plonsky, 2022). Previous research shows that podcasts improve listening comprehension, vocabulary, pronunciation, and speaking confidence (Nikbakht & Mazdayasna, 2023; Fatika & Rahayu, 2021).

Although research is growing, most studies have used quantitative or experimental designs to target specific language skills. There is little qualitative research on video podcasts in Indonesian secondary schools. This study examines students' engagement, language skill improvement, and perceptions in a natural classroom setting while learning English through video podcasts.

2. Method

Research Design

This qualitative descriptive study examined English language learning with video podcasts. Researching students' experiences, engagement, and responses in an authentic classroom required a qualitative approach (Creswell, 2014).

Participants

Thirty-five Grade XII students from SMA Xaverius Bandar Lampung participated in this research. Purposive sampling was used to choose the participants based on their participation in English learning activities that included video podcasts. The researcher was able to get a variety of viewpoints on the learning process since the chosen students represented a range of English skill levels.

Instruments

Two research instruments were used:

1. **Classroom Observation**
Structured observation sheets were used to make observations during three meetings. Observation enables researchers to capture real-time behaviors and interactions in authentic learning environments (Marshall & Rossman, 2016). An observation sheet was used to record students' engagement, interaction, and performance during learning activities such as listening to video podcasts, summarizing content, and presenting information orally.
2. **Questionnaire**
A structured questionnaire comprising 15 statements was utilized to examine students' perceptions concerning motivation, vocabulary enhancement, pronunciation, accessibility, and the overall learning experience. Responses were sorted into percentages of Yes and No.

Data Collection Procedures

Students listened to some video podcasts from the YouTube channel LEP – Learn English Podcast during three class sessions. After they listened, students were told to:

- Summarize what the podcast was about
- Give the class a spoken summary of the summary.

These activities were meant to test how well you can listen, write, and speak. After the observation sessions, the questionnaire was given out.

Data Analysis

The Miles and Huberman model was used to analyze the data. This model includes data reduction, data display, and drawing conclusions. We sorted the relevant observation notes and questionnaire answers into groups based on engagement, skill development, and perceptions.

To ensure credibility, triangulation was used by comparing data from observations and questionnaires. An English education lecturer looked over the questions on the questionnaire to make sure they were valid. We did repeated observations to make sure that the students' behavior and answers were always the same.

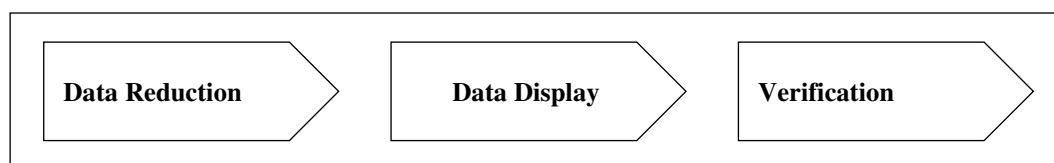


Figure 1: Research Analysis Process.

3. Findings and Discussion

Findings

Students' Engagement in Learning Activities

Observation data revealed that students showed increased engagement when video podcasts were integrated into learning activities. Most students actively listened, took notes, and participated in discussions. Over successive meetings, more students volunteered to present their summaries without relying heavily on written notes, indicating growing confidence.

Development of English Language Skills

Many language skills improved for students:

- Listening: Students improved at identifying main ideas and relevance.
- Writing: Later summaries were more organized and logical.
- Speaking: Many students were more confident and fluent when presenting.
- Vocabulary & Pronunciation: Repeated exposure helped students recognize pronunciation patterns and expand vocabulary knowledge.

Although some students struggled with new words and fast speech, but guided practice and repeated exposure helped.

Students' Perceptions of Video Podcast-Based Learning

Questionnaire results showed overwhelmingly positive perceptions:

Table 1. Students' Perceptions of Video Podcast-Based English Learning

Pernyataan	Agree (Yes)	Disagree (No)
Podcast meningkatkan motivasi belajar	97.1%	2.9%
Podcast menyenangkan	97.1%	2.9%
Podcast sesuai kemampuan	82.9%	17.1%
Podcast menambah kosa kata	97.1%	2.9%
Podcast bantu pelafalan	94.3%	5.7%
Podcast beri gaya belajar baru	100%	0%
Sulit memahami pembicara	34.3%	65.7%
Podcast menarik	97.1%	2.9%
Aktivitas podcast menarik	97.1%	2.9%
Podcast mudah diakses	94.3%	5.7%
Durasi podcast sesuai	94.3%	5.7%
Kosa kata bertambah	85.7%	14.3%
Kemampuan listening meningkat	94.3%	5.7%
Podcast tidak efektif waktu	20%	80%
Disarankan untuk guru	88.6%	11.4%

Discussion

Based on the findings, it can be discussed that during the English learning process using video podcasts, it shows the result that students experience an increase in English language skills such as writing, listening, and speaking skills. The improvement in their writing skills can be seen from the results of their writing when concluding the results of the video podcasts that have been listened to. During the learning process, students do activities such as writing and speaking, to measure their writing skills, researchers give students assignments to summarize the video podcasts that have been listened to. One example of a student (NV) in writing, he already understands how to write with good and correct vocabulary and (AP, KO) During the learning process, they are able to write down the results of the video podcasts they listen to, and they are able to present the results of their writing in front of the class without bringing text.

Therefore, the learning process uses podcasts, even though the podcasts given are in difficult language, students are able to understand them. However, there are also difficulties faced during the learning process, namely the difficulty of students in remembering words because the podcasts given have quite difficult vocabulary and the podcasts given are not

for learning English which makes students find it difficult to understand or interpret the meaning of video podcasts. Based on the analysis of the questionnaire results on 15 statements regarding the English learning process for class XII at SMA Xaverius Bandar Lampung using video podcasts, it can be concluded from student perceptions that this media provides many benefits to the development of students' abilities. Overall, students showed an increase in the four main English skills, namely listening, writing, speaking, and reading. This increase shows that video podcasts not only function as an interesting learning medium, but also have a good impact on improving the quality of student learning. Students showed a high interest in this learning method, which can be seen from the positive responses to the questionnaire. Video podcasts provide flexibility in time and place of study, allowing students to repeat the material according to their needs. This provides an opportunity for students to learn independently and adjust their learning pace.

The results of this study indicate that the use of video podcasts as a learning medium at SMA Xaverius Bandar Lampung is very beneficial in improving students' English skills. With these results, teachers are expected to be able to utilize video podcasts more widely and creatively as part of their teaching methods.

4. Conclusion

This study aims to analyze the English learning process using video podcasts in class XII of SMA Xaverius Bandar Lampung. The research method used is a qualitative descriptive method with data collection techniques through observation and questionnaires. The subjects of the study were 35 students of class XII of SMA Xaverius Bandar Lampung. The learning process carried out was by giving students several video podcasts as learning media in the classroom. Students were asked to listen to video podcasts after that the researcher gave some exercises such as summarizing the results of the video podcasts they had listened to, after that students were asked to present their work in front of the class. The results of the study revealed that video podcasts are one of the effective media in improving students' cognitive, emotional, skills, and language skills. Students showed a better understanding of pronunciation, vocabulary mastery, and conversation context after using video podcasts. In conclusion, the learning process using video podcasts in English learning can be an effective alternative in improving students' cognitive, emotional, and language skills.

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