

The Students' Perception of Using Multimodal Podcasts in Enhancing Listening Skill

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Abstract

The purpose of this study was to determine students' perceptions of using multimodal podcasts in enhancing listening skill. The problem in this research is many students have below average listening abilities due to a lack of listening practice and a lack of knowledge of listening learning media. This study employed a descriptive qualitative method. It employed observation and semi structured interviews as the instruments. Participants were 5 students second-grade senior high school students at a public high school in Asahan Regency. 1 student as key-informant and 4 student as supporting informant. The result of this research was found that the multimodal podcasts is really helps students improve their listening skills. The study's results found five student perceptions of using the multimodal podcasts. The five perceptions include the ease of use of the application (usability), effectiveness in improving understanding of English listening (effectiveness), available controllable features and quizzes (interactivity), increasing students' motivation when learning English listening (motivation) and students are satisfied with their learning listening experience using multimodal podcasts (satisfaction). Most participants preferred the Learn English Video app as a medium for learning English listening.

Keywords: Listening, Perception, Multimodal Podcast.

Introduction

English is the most widely used universal language worldwide. In the era of globalization and technological advancement, English language skills are becoming increasingly important for individuals in various fields such as academia, business, and tourism. However, many people still struggle to learn English, especially if they don't live in an English-speaking country (Zamzami, 2022). As an international language, English is crucial for sustaining international ties as well as for communicating and learning about science, technology, the arts, and culture. English is taught in schools because of its significance. To effectively acquire a language, students should be taught four skills: speaking, listening, reading, and writing. Reading, writing, speaking, and listening are all critical components of education. Even though listening is the most crucial ability for everyday communication, it hasn't gotten much emphasis in foreign or second language studies (Syachroni, 2022).

Traditional classroom formats have changed in terms of time and location as well as the range of learning options offered by multimodal instructional formats that use the Internet and mobile devices (such as laptops, iPads, smart phones, and tablet). The learning options that have arisen in the digital age include multimodal approaches and learning technologies that change conventional notions of teaching and learning and center on the learners.

Listening skill is the process of accurately hearing and comprehending the spoken messages that the speaker or sound source wants to convey (Oren & Yilmaz, 2022). Listening skill involves capturing spoken content, understanding the speaker's intended meaning, and considering the speaker, listener, and sound. Listening includes both auditory receipt and

comprehension. Listening differs from hearing, which is passive. Listening involves extracting meaning from noises or words. Learning listening skills in a natural setting turns out to be very different from what is expected. Students find listening challenging because the students have trouble understanding the meaning and intent of the podcast's sound.

Listening is more responsive and allows for greater comprehension than output. It requires integration and comprehension of new knowledge. The study of listening comprehension in second language learning takes into account linguistic units, listener expectations, situational context, background knowledge, and topic. (Yanuar et al., 2023). In order to collect or interpret information from auditory input, listening comprehension is an active activity that calls for focus, language proficiency, and listening techniques (Hadijah&Shalawati, 2018).

The process of becoming conscious of and understanding information about one's environment is known as perception. Students' perceptions of what is provided or applied during a learning activity are referred to as perceptions of learning. Teachers can use students' perceptions to assess and make corrections to the system, techniques, or educational resources we offer or employ with them (Lindawati et al., 2022). Students' perceptions can provide important information on how different tactics work and how each affects language proficiency (Salainti&Fansury, 2024).

As a unidirectional teacher-to-student method of communicating information and course material, audio podcasts have long been used in language learning. For instance, they can be used to record lectures, provide audio feedback, or prepare for the next lesson (France & Ribchester, 2008). In a similar vein, audio recordings have long been utilized in language instruction to support textbooks and other teaching resources while also encouraging real-world listening practice. Students' auditory competency in English can be enhanced by auditory activities. For example pronunciation drills, listening exercises, learning through songs, and immersive language experiences (Harsa et al., 2020). Furthermore, kinesthetic exercises like as physical movement and gesture-based learning provide real-world experiences that greatly improve language acquisition (González-Carriedo et al., 2020)

A podcast is an internet-based information gathering platform that uses personal mobile terminals to deliver customized audio programs to audiences and enable non-linear listening (Perez-Alaejos, et al.,). Podcast programs can be assessed using media platform features like listener messages and comments, and even different listeners of the same show can interact with one another in the comments area (Mohamad, 2023). (Ayang, et al., 2025) Stated that, Podcast is one of the examples of new technology which has been viewed positively by the students. Therefore, try to implement Podcasts as the media in the teaching and learning process especially English, is a positive and aworthedidea.

Podcasting is another sort of sound and video content that offers language learners a lot of opportunities to practice their language abilities, particularly listening comprehension. Podcasts as learning tools are divided into two categories. The first is actual content from native speakers, which is not meant for educational purposes. These podcasts are mainly themed around sports or television systems. The second is a podcast containing learning content that is expressly intended for learning.

The Learn English Video app is a multimodal podcast app that can be used as a medium for students to practice listening. It can be downloaded from the Play Store or App Store and used on smartphones, laptops, and tablets. The Learn English Video app can be used by students and the general public of all ages. It offers a variety of video podcasts covering dozens of learning topics and also includes quizzes on each topic.

For second language acquisition, multimodality in language instruction entails coordinating several sign systems to deliver a single message (Shin & Chimasko, 2020). A

potent tool in language learning, multimodal podcasts combine standard podcasting with video information. Digital audio recordings that are shared online through systems are referred to as podcasts (Diez & Richters, 2020). By adding visual components, multimodal podcasts expand on this idea and become a captivating multimedia resource. Multimodal podcasts appeal to several senses at once by offering both visual and audible stimuli, in contrast to standard podcasts, which are only audio. Due to their dual modality, video podcasts are highly beneficial for language acquisition since visual cues can enhance memory and spoken language understanding. Video podcasts provide varied and genuine linguistic inputs in language learning, including real-world dialogues and speech patterns that are essential for improving speaking and listening abilities. By offering abundant sources of information and improving conventional teaching techniques, it has the potential to revolutionize education (Hasan & Hoon, 2013). multimodal learning recognizes the varied learning preferences and styles of students. For instance, visual aids can help students better picture topics, which will improve their comprehension of English language structures (Lin, 2019).

However, despite numerous studies examining students' perceptions of the use of audio podcasts by teachers and lecturers in teaching English (Yanuar et al., 2023) Audio podcasts have a number of serious disadvantages for new English language learners. Listeners frequently find it difficult to comprehend the context of a conversation when there are no visual aids present, particularly when there are new vocabulary or accents. The listeners are unable to understand facial expressions, body language, and possibly discussed objects—all of which are essential for deciphering meaning. Because the listener must rely solely on hearing, which may not be fully trained to pick up on the subtleties of spoken English, this can cause frustration and slow down the learning process. However, there are a lot of benefits for new English language learners from video podcasts. The visual component offers the crucial background information. Beginners can see the objects or situations being discussed, observe the speaker's facial expressions to understand emotions or intentions, and watch how words are pronounced (mouth movements). Because new words and idioms can be connected to visual representations, this greatly aids in their comprehension. Furthermore, beginners may find it easier to relate to the material when they can see the speaker, which enhances learning and lessens the fatigue that frequently results from depending only on audio. Overall, for those who are just beginning their English language learning journey, the combination of visual and audio makes for a more engaging and successful learning experience. Therefore, the author conducted a recent study on students' perceptions of the use of multimodal podcasts in English listening learning. This is what distinguishes this research from previous studies on podcasts.

Some previous studies have researched the use of applications in English listening. (Ega et al., 2024) has researched podcasts as a medium for learning English listening at a university in Tanjung Pura. The results showed that 81% of students were satisfied and found the use of podcasts helpful. (Li et al., 2024) have researched the motivation of using podcasts. The results of research showed that the people who researched felt satisfied and motivated to learn English listening skills using podcasts, this was because there were many interesting themes in podcasts that could be chosen as a hobby. (Voni et al., 2023) have researched students' perception on watching podcasts. The result of research showed that students have a good impression of the use of podcasts as a medium for learning English listening, based on the results of semi-structured conducted by researchers. From the various research results that the researcher has read, no research results have been found regarding students' perceptions of the use of multimodal podcasts. Therefore, the researcher attempted to

conduct a new study regarding students' perceptions of the use of multimodal podcasts as a medium for learning to listen to English.

Based on the background explained above, this study aims to determine students' perception of using multimodal podcasts as a medium that helps improve English listening skills. This research is necessary to investigate the Students' Perception of multimodal podcast. Specifically, the impact of multimodal podcasts on students' listening abilities of the material they receive. The research question formulated in this study is: *How are students' perceptions after using multimodal podcasts in enhancing English listening skill?*

Method

This research uses a descriptive qualitative method with a case study approach to explore students' perceptions of using multimodal podcasts in enhancing listening skill. A case study plan includes the steps of data collection, data analysis, and reporting of case study findings. A case study plan helps researchers design and organize in-depth case research (Bogdan & Biklen, 2017). When examining how people interpret a phenomenon, qualitative approaches are suitable. Students' perception of using multimodal podcasts to learn English listening were thoroughly investigated utilizing the case study technique. A thorough understanding of students' interactions with the program, their experiences, and the educational results related to its use was made possible by this strategy.

This research was conducted in a class of 30 students. However, the research participants were 5 students selected using a purposive sampling technique consisting of 1 key informant and 4 supporting informants. According to Creswell and Poth (2017), purposive sampling (PS) is the intentional process of choosing environment, materials, or participant who possess particular characteristics that are pertinent and have the ability to address the question concerning the phenomenon of interest.

Observation and semi-structured interviews were used to gather data for this investigation. The first step the researcher took was to observe English lessons in the classroom. The researcher observed the teaching and learning process between teachers and students as they learned to listen to English using a guidebook and supporting media such as a laptop and loudspeakers. The researchers then introduced the Learn English Video app as a multimodal podcast medium to students for use in listening to English at school and outside of school. The researchers gave the students three days to learn to listen and explore the app independently. 1 student will be a key informant in a semi-structured interview to provide data related to students' perceptions of using multimodal podcasts to enhance listening skills. Four students will be supporting informants in a semi-structured interview to provide supporting data from the key informant. Each interview lasted approximately 15 to 20 minutes and followed a semi-structured format, allowing the researcher to explore emerging themes through follow-up questions.

The six-phase framework served as a guide for the thematic analysis of the data from surveys and interviews (Braun & Clarke, 2021). including data transcription, coding, theme generation and interpretation. Thematic analysis is a technique for methodically finding, classifying, and providing context for theme patterns of meaning across a dataset. Thematic analysis enables the researcher to recognize and interpret shared or communal meanings and experiences by concentrating on meaning across a dataset.

The result were validated through triangulation, member checking and peer debriefing. The data from the semi-structured interview on students' opinions of the English Video Application for learning English listening was first examined using content analysis. The responses were manually coded by the researcher to find recurrent phrases and patterns, which were then arranged into broad themes. To identify broad patterns, a descriptive

analysis of the semi-structured interview responses was carried out using thematic analysis. Second, interpretation data was gathered in order to examine the outcomes of comprehensive interviews with students regarding the use of the English Video Application to promote English listening skills. To improve analytical credibility, triangulation was used by examining trends in semi-structured interview.

Results and Discussion

After analyzing data on students' perceptions of using multimodal podcasts in the Learn English Video application, researchers have found 5 findings in this study, namely usability, effectiveness, interactivity, motivation, and satisfaction. Each theme was explored through analysis of interview responses from key informants and enriched with interview results from supporting informants, then linked to relevant literature to underline its significance and pedagogical implications in the context of promoting listening skills. The following is data from a semi-structured interview with students as the key-informant and supporting informant

1. Usability

The first finding in this study introduced the term usability. Students found that this application really helps students to be more diligent and more independent in studying, students can study with more time outside of school hours. This shows that the application is very useful in helping students learn English listening anywhere and anytime. This finding can be proven through the results of interviews with key informants as follows:

"This application makes me more active in learning English listening, I can use this application when I am chilling in the living room or when I have a road trip in transportation, It makes me more independent." (KI)

The results of this finding were also strengthened by the results of interviews with supporting informants as follows:

"I tried listening to podcasts in this app while I was sitting in the living room and when I was having some me time at a cafe, I got a lot of new knowledge from this app that I had never learned in school before." (S2)

The majority of students agreed that the Learn English Videos application is easy to use because the students can open the application and the students can download the podcast video material anywhere. Students gain new knowledge about English while relaxing in the living room or sitting in a cafe while listening to podcasts on the Learn English Videos application.

2. Effectiveness

This effectiveness category is explained based on semi-structured interview's result. Students found that the podcast content in the application presented various English language materials with detailed explanations and used language that was easy for students to understand. This shows that the application is effective to helps students in increasing their knowledge of English through multimodal podcasts. This finding can be proven through the results of interviews with key informants as follows:

"Yes, I think this app is effective. Because in this application, the speaker explains the material in great detail but without being boring. For example, in the topic of the W + H question, the speaker explained the topic in language that was easy for me to understand." (KI)

The results of this finding were also strengthened by the results of interviews with supporting informants as follows:

"The LearnEnglish Videos app has been incredibly helpful in helping me learn to listen to English words, which I previously struggled to understand due to the native speakers' fast speaking speed. In this podcast, the native speakers speak at a perfect tempo, making it easier for me to understand what they're saying."(S2)

"Learning listening using this application is very effective because the speaker delivers the material with a loud voice and an expressive face."(S3)

The majority of students find it easier to learn English listening through the multimodal podcasts in the app, as they receive comprehensive information and diverse materials delivered in language that is easily understood by upper-secondary students. Podcasts can also be downloaded to save on internet data usage. Based on the results of the interviews above, the LearnEnglish Videos application is very effective as a medium for learning English listening for students.

3. Interactivity

The next finding is categorized into interactivity. Interactivity in learning can be defined as the ability to engage and learn through discussion, action, and conversation (Abykanova et al., 2016). The students can interact with the Learn English Video application through controllable features like pause, reply, and adjustable speed that enhance perceived ease to use. The majority of students agree that students can easily interact with the learn English video application when practicing listening. This finding can be proven through the results of interviews with key informants as follows:

"I think what makes this podcast app so interactive is that after watching a podcast video, I can immediately answer the questions provided. These questions are still related to the topic in the podcast title." (KI)

The results of this finding were also strengthened by the results of interviews with supporting informants as follows:

"What I like about this podcast application is that the video can be repeated, Paused, and and choose the material I want to learn myself." (S4)

The majority of students agreed that the Learn English Video application is very interactive because students can control the video playback and students can answer quizzes related to the podcast content.

4. Motivation

Motivation is an internal process that gives a person a desire or excitement for learning, which includes efforts to accomplish learning objectives where learning is comprehended and developed (Mantra et al., 2022). The students felt that their motivation to learn English listening increased after listening to and watching podcasts from the application. This application provides a lot of interesting materials that increase students' motivation to learn. This finding can be proven through the results of interviews with key informants as follows:

"I will continue to use this application to learn English listening because I just found out that there is a very interesting video podcast application like this. I feel motivated to practice listening." (KI)

The results of this finding were also strengthened by the results of interviews with supporting informants as follows:

"Since the first day I got to know and learned listening from this application, I have been more diligent in studying listening both at home and at school during breaks or free periods. My desire to further improve my listening skills has increased." (S3)

Based on the results of the interviews above, Learn English Videos application can increase students' motivation to be more diligent in learning to listen because the choice of material in the application is large and attracts students' interest in continuing to learn.

5. Satisfaction

The term satisfaction refers to a person's wants and sentiments about a procedure or result that satisfy them (Ningsih et al., 2023). The students felt that they had gained many benefits from using the LearnEnglish Videos application as a medium for learning English listening, such as gaining new knowledge about English, improving their listening skills, and becoming more diligent in learning listening. This finding can be proven through the results of interviews with key informants as follows:

"Yes, I'm very satisfied. I think this app really provides what I need to learn to listen, including clear audio, engaging videos, and a wide selection of materials explained in detail."(KI)

The results of this finding were also strengthened by the results of interviews with supporting informants as follows:

"So far I feel quite satisfied learning listening using this application, and I think I will also recommend it to other students."(S2)

Based on the results of the interviews above, Learn English Videos application is enough to make students feel satisfied in learning English listening because the application has provided what students need in learning to listen, such as good audio quality, interesting videos, and varied materials.

Discussion

This study aims to investigate senior high school students' perceptions about using the Learn English Videos application to improve students' listening skill. Five students' opinions regarding this application in learning English listening were discovered by the researcher based on the data analysis results. The first finding is usability. Students believe that this application is easy to use and helps them become more independent in learning English listening. This finding aligns with Voni et al., (2023) who stated that Students may have a greater understanding of the subject matter and enhance their listening comprehension abilities by using podcasts to teach and study languages. What was found in this study and had not been found in previous studies was that multimodal podcasts are the type of podcast that is currently preferred by students because the content of the podcast is more up to date and can be accessed from mobile phones, making students more independent in learning English listening from anywhere.

The second finding of the study is effectiveness. The study found that by using this application, the students get various new information and knowledge with easy-to-understand explanations in the application's podcasts. This supports the argument of Yanuar et al., (2023) stated that Podcasts serve as an innovative avenue within the realm of online education, amplifying the spectrum and caliber of materials accessible for honing English language listening proficiencies. A result that was found in this study and was not found in previous studies is in one day students were able to study more than two topics of material in one time studying English listening, this is one of the reasons students agree that the Learn English Video application is very effective in helping to learn English listening by providing a variety of material choices.

The third finding of this research is interactivity, The degree to which students can actively participate in learning through the features of the app is referred to as interactivity. The study found that by using this application, students can be more interactive because they can choose the topics they want to watch, control video playback, and students can also do the

quizzes provided in the application. This supports the argument of Andi et al., (2024) stated that the practical contribution of using audio podcasts to teach listening can encourage students' interaction and interest in learning English. Additionally, learners enjoyed listening to audio podcasts as learning resources. Happy, enthused, not bored, and drawn to the speaker. The learners were also able to comprehend and retain language from audio-podcasts. A finding that was not found in previous research was that the variation in topics material of each native speaker in the multimodal podcast was able to foster students' interactivity in continuing to listen and watch the podcast and accustom students' hearing to listening to English audio with different accent versions.

The fourth finding is motivation. This application can provide a sense of motivation to students in learning English listening. This is also in line with Ayang et al., (2025) stated that Podcasts are undoubtedly appealing, simple to obtain, and help students become more motivated to learn. Podcasts, which are audio or video files uploaded to the internet, have become popular academic resources offering a wide range of educational content. Another finding that was not found in previous research but was successfully found in this study is that one of the factors that increases students' motivation to learn English listening with the Learn English Video application is that students feel they do not need to waste their internet quota because each podcast content can be downloaded and played offline.

The last finding is satisfaction. Overall, pupils expressed excellent satisfaction with the application. This supports the argument of Andi et al., (2024) stated that podcasts can help teachers teach listening skills more easily and help students enjoy and feel comfortable listening to English.

Conclusion

The results of this study reveal that the multimodal podcasts is a good learning medium for learning English listening. The study's results found five student perceptions of using the multimodal podcasts. The five perceptions include the ease of use of the application (usability), effectiveness in improving understanding of English listening (effectiveness), available controllable features and quizzes (interactivity), increasing students' motivation when learning English listening (motivation) and students are satisfied with their learning listening experience using multimodal podcasts (satisfaction). These findings indicate that the Learn English Videos application can be an useful, effective, interactive, motivated, and satisfied media for students and teachers.

This study focused on 1 student as key-informant and 4 students as supporting informant at a Senior High School in Asahan Regency. It is recommended that future researchers involve more students. Future researchers are advised to expand the number of participants to obtain more representative data. Furthermore, developing a more comprehensive English listening learning application is also an important recommendation to improve the effectiveness of English listening learning media in the future.

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