"I Say Red, You Say Green": Students' Perception of "Speak English with Zach" Video Podcast for Speaking Practice

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Abstract

Purpose: This research aims to identify how students' perception of the "Speak English with Zach" Video podcast is essential for optimizing its use as an educational tool, especially for speaking practice.
Methodology: In this study, rsearchers used mixed methods, descriptive quantitative and qualitative. Researcher used questionnaires and interviews as data collection methods. The participants in this questionnaire were 54 students and ten students from the Interpersonal Speaking class at Universitas Muhammadiyah Surakarta. The object of this research is some videos from the podcast "Speak English with Zach" used as assignments in Interpersonal Speaking classes.
Results: The data gathered from questionnaires and interviews showed that students' perceptions of using video podcasts for English-speaking practice were positive. As a medium for improving English language skills, students feel that videos can improve speaking skills and pronunciation, increase vocabulary and fluency in English, improve intonation and grammar, and increase their confidence. It is also found out about the difficulties that students experienced, such as the duration and script of the video, which made students less free to express themselves.
Applications/Originality/Value: The research findings can help educators, curriculum designers, and podcast creators modify and improve the content of educational vodcasts for better learning outcomes.
Keywords video podcast, speaking, students' perception

Introduction

English serves as a lingua franca in many international domains, including academia, business, travel, and communication. It is a language used as a communication tool for oral and written communication worldwide in connecting various fields such as economics, politics, and social aspects (Komang et al., 2022). Increasing English proficiency is essential for individuals who want to achieve academic and professional success. The role of English is enormous in our lives. Thus, speaking English is indispensable (Kaur & Abdul Aziz, 2020). Therefore, English has become a compulsory subject in schools, from elementary school to university.

In the university environment, several courses, such as Listening, Writing, Reading and Speaking, etc., support students' proficiency in learning English. Among the four language skills, speaking is usually the most widely used to identify if someone has successfully mastered a language (Putera Jaya et al., 2022a). Brown & Yule (1983) stated that speaking is the ability needed most by learners in real-life situations. Speaking skills are essential to daily interactions, and people are generally judged by their ability to speak the language widely and thoroughly. Most students have low confidence in speaking English because many still think that learning English is complicated. Learners tend to have affective-affiliated cases in speaking for some explanations, comparable to anxiety, low personality- confidence, and anxiousness. They tend to talk sluggishly and non-fluently because they do not produce any miscalculations (Putera Jaya et al., 2022b). The study by Sangaji (2019) revealed that identifying barriers to student learning is not easy, so most teachers ignore it. A study by Panjaitan et al. (2022) revealed how, despite the importance of speaking ability, speaking is still considered by many students as one of the most challenging subjects in English.

Nowadays, many strategies can be utilized to improve learners' ability in English speaking skills. For example, Crisianita & Mandasari (2022) used small groups to hone students' speaking competence in the learning process. It was found that the application of small group discussions is efficient because, using the discussion method, students are more interested in conveying ideas and criticizing their thoughts, and this is due to the characteristics of students as learners. However, in the study, some students still could not accept the use of the media. It was seen from the results of the questionnaire because there were still some students who disagreed with the researcher's statement. Another study by Wahyuni & Utami (2021) used YouTube to improve speaking skills. The results showed that the participants in this study agreed that using YouTube as a medium could enhance the ability of English education students in speaking classes.

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However, several students felt bored using YouTube as a learning medium. Another research by Komang et al. (2022) has demonstrated that watching YouTube videos to develop English language abilities provides greater exposure to students' speaking elements such as pronunciation, structure, vocabulary, intonation, grammar, and fluency. However, there are drawbacks to using YouTube videos, including unpredictable internet connections, lack of engagement with classmates and teachers, limited video understanding, unsuitable video duration, low student preparation and autonomy, and conflicts in videos and language learning objectives. In Indonesia, more than 50 studies have discussed speaking skills. As for now, some research reveals that the TikTok platform can be used to improve speaking skills. Such as, the research by Rahmawati (2023) used TikTok media to improve speaking skills. The study showed a 45.6% increase in vocabulary, a 40.6% increase in fluency, a 31.6% increase in pronunciation, and a 32.8% increase in comprehension from the pretest score. However, using the media requires a good connection and video duration.

Previous research has used strategies to improve speaking. Still, few research studies have investigated the effectiveness of video podcasts to develop learners' fluency and confidence in the speaking classroom. The diverse character of podcasts makes it challenging for general conclusions to be drawn about how effective they are in facilitating learning outcomes (McNamara & Drew, 2019). The "Speak English with Zach" video podcast can be an effective solution to increase students' interest in learning English because it uses attractive and modern media. Vodcast is the same as a podcast, but it's just that Vodcast emphasizes more on output in the form of video and audio. Likewise, some studies mention that podcasts can also be said to be audio and video files. The podcast is a digital-based distribution of audio and video data so that the data can be downloaded directly from the internet or emailed to subscribers (Suvarna Phaet & Suvarna Phaet, 2023). According to Levy's stated on Azizi et al. (2022), podcasting is an audio/video file broadcast through the Internet with a sound file being 'pushed' to a sub-broadcaster, often at regular intervals. Other studies have found that Podcasts present a combination of e-learning in audio, video, and text files, so they can directly replace the language learning media often seen in classrooms, such as language labs, compact discs, DVDs, or radio tapes. Thus, students will understand their language learning faster (Indahsari, 2020; Yaacob et al., 2021). Therefore, it allows more knowledge to be gained from using this podcast media. In essence, a vodcast designed by a native English speaker provides many opportunities for students to listen to authentic material.

This research aims to identify how students' perception on the "Speak English with Zach" Video podcast which is essential for optimizing its use as an educational tool, especially for speaking practice. Perception is a person's response when getting information from the learning process or a particular activity. Perception is all information obtained through activities, situations, and surrounding conditions, as well as through a series of actions in viewing everything so that this information can help the individual concerned achieve the desired goal (Maulina et al., 2022). the research questions of this study are addressed as follows: 1. How can the "Speak English with Zach's" video podcast improve the students' English skills? 2. What challenges do English students experience when using Zach's content for Learning English?

Research Methods

Researchers used mixed method, quantitative and qualitative methods. According to Creswell in Ikhsaniyah. (2022), mixed methods design includes data collection, analysis processes, and "combining" quantitative and qualitative data as the best way to achieve maximum understanding of a research problem by recognizing the purpose of using qualitative methods as an integral part of investigating what happens in implementation and what can "surround" and interact with the implementation process (Hamilton & Finley, 2019). The qualitative method is ideal for data collection through in-depth interaction with the participants in this research (Muzari et al., 2022).

Research activities started from October to November 2023. The participants of this research were some students from the Interpersonal Speaking class at Universitas Muhammadiyah Surakarta. The object of this research is several "Speak English with Zach" video podcasts used as learning materials in classroom activity. The data of this research is information in the form of data and words taken from questionnaires and interviews. The data were collected from the results of questionnaires to students of interpersonal speaking English teaching classes using videos from the creator of the video podcast "Speak English with Zach," which were made into course assignments. Students were asked to make several duet practice videos with Zach's creator. Students had to complete questionnaires about using these media in learning. The interview technique uses random sampling by inviting several students who have practiced making videos. So that researchers can find out student perceptions regarding the use of this media.

Data validity in this research uses triangulation. Triangulation refers to a strategy in which multiple sources are used to test the validity of findings. Denzin & Patton in Carter et al. (2014) have identified four types of triangulation: Triangulation of methods, triangulation of investigators, triangulation of theory, and triangulation of data sources. In this research context, the researcher decided to use one type of triangulation to increase the validity and reliability of the findings, which is triangulation of data that allows for use in collecting data from the interview results to gain a comprehensive understanding of students' perceptions of the video podcast. In the validation part of the data, the researcher compared the data from questionnaire and the data from the interviews. After giving assignments in the form of video podcasts to English students, a questionnaire was then conducted to see students' responses regarding the use of video podcasts in learning. The Researcher then cross-checked the interview data. The data analysis technique in this research

refers to Miles and Huberman (1994), that the analysis is defined as an activity with stages of actions simultaneously, including data reduction, data presentation, and conclusion drawing/verification.

Result

Quantitative Result

The evaluation results in this paper are presented based on 15 five-point Likert-type questions. Likert-type questions were distributed to 54 participants, that is, students who had created and submitted assignments in the form of video podcasts. They were then asked to give their perceptions regarding their experience using video podcasts in learning. From the 15 questions, the researcher then grouped the questions into three parts, namely, related to student perceptions of video podcast content in English language practice, student perceptions related to the quality of podcast media as learning materials, and finally, student perceptions in the aspect of motivational influence from using video podcasts as learning media. Here are the results of the analysis of the use of video podcasts.

Table 1. Students' perception of Video Podcast Content to practice English

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I think the "Speak English with Zach" video podcast can improve English Speaking skills.	-	-	7,4%	51,9%	40,7%
2.	I think the video podcast "Speak English with Zach" can improve Vocabulary.	-	-	1,9%	57,4%	40,7%
3.	I think the video podcast "Speak English with Zach" can improve Pronunciation.	-	-	-	59,3%	40,7%
4.	I think the video podcast "Speak English with Zach" can improve Fluency in English.	-	-	13%	55,6%	31,5%
5.	I think the video podcast "Speak English with Zach" can improve Intonation in English.	-	-	9,3%	59,3%	31,5%
6.	I think the video podcast "Speak English with Zach" can increase confidence in speaking English.	-	3,7%	22,2%	48,1%	25,9%
7.	I think Zach's video podcasts can help me learn grammar.	-	1,9%	13%	61,1%	24,1%

Table 1 shows students' perceptions of using video podcasts for speaking practice have positive results. In the 7 statement items regarding the benefits obtained by students, the average answer results show a very high value. Like item 1, with statements related to video podcasts that can improve speaking skills in English showing positive results, only 7.4% of students chose neutral, 51.9% of students decided to answer agree, and even 40.7% responded strongly agree. With these answers, it can be confirmed that Zach's video podcast can improve English language skills. In addition, in item 3, wherein the statement students think that using video podcasts for learning can improve pronunciation, the results show 59.3% of students agree with the statement, even the remaining 40.7% strongly agree. After obtaining the respondents' answers, the researcher outlined that the content of the "Speak English With Zach" video contributed positively to the learning implementation process. The student responses above show that the majority of students chose to agree.

Table 2. Students' perception of the quality of video podcasts for learning

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
8.	I think the duration of the "Speak English with Zach" video podcast was enough.	1,9%	5,6%	14,8%	53,7%	24,1%
9.	I think the material on Zach's video podcast is relevant to the lecture material.	-	-	11,1%	72,2%	16,7%
10.	I think the transcript of the video helps in improve my English skills.	-	-	3,7%	66,7%	29,6%

Table 2 related to student responses to the quality of video podcasts as learning materials shows positive results. This is evidenced in items 8, 9, and 10. 53.7% of students agreed with the duration of the learning video, 24.1% of students agreed strongly, and only 5.6% chose to disagree. Based on the questionnaire results, researchers can conclude that the duration of the video is sufficient. Because it can be seen from the questionnaire results that most students answered agree.

Furthermore, in item 9, related to the material in the video that is relevant to the lecture material, 72.2% of students agreed, and 16.7% strongly agreed. This number is a very positive result. Thus, this can be a solution for lecturers and students to utilize video podcasts as learning materials. The 10th item statement, related to the use of transcripts on video podcasts, turns out to have a positive influence, too; it can be seen in the table above that 66.7% of students gave an agreed answer, and as many as 29.6% of students gave a strongly agree answer. Therefore, researchers can conclude that the existence of transcripts on video podcast can provide an increase in English language skills in students.

Table 3. Students' perceptions of the motivational influence of video podcast

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11.	I think Zach's video podcasts motivate me to learn English.	-	1,9%	16,7%	51,9%	29,6%
12.	I think it is very effective to use podcasts in learning English.	-	1,9%	27,8%	51,9%	18,5%
13.	I am comfortable having a dialog using video podcasts	-	7,4%	31,5%	42,6%	18,5%
14.	I am comfortable publishing video podcasts on my social media	-	7,4%	27,8%	33,3%	31,5%
15.	I am comfortable if the podcast is used as learning material for the future.	-	1,9%	38,9%	44,4%	14,8%

In Table 3, student responses show positive results on 5five items related to the motivational influence of using video podcast media, as shown in item 11, where as many as 16.7% of students answered neutral, then 51.9% of students chose the answer to agree, and 29.6% of students chose the answer strongly agree. Here, it concludes that video podcasts can provide learning motivation for students. Likewise, with item 12, with statements related to the effectiveness of video podcasts in learning, 27.8% of students chose neutral, 51.9% of students decided to answer agree, and 18.5% responded strongly agree. Thus, it can be concluded that video podcasts are effective in learning.

Furthermore, items 13 and 14 relate to student self-confidence, whereas item 13 has a statement about using dialogue through video podcasts. The results show that most students chose to agree with a percentage of 42.6%, followed by 31.5% of students who decided neutral and some who chose to disagree with a rate of 7.4%. Item 14, which concerns on the publication of their videos and podcasts to social media, shows positive results, with 33.3% of students choosing to agree and 31.5% choosing strongly agree. Then, as in item 13, 7.4% of students also chose to disagree. Researchers can conclude that video podcast media can motivate the level of self-confidence in students. Regarding the use of video podcast media as learning material, most students answered that they decided if podcasts should be used as learning material in the future. It can be proven in item 15 that 44.4% of students answered agree, followed by 14.8% who strongly agree. Based on the results of this questionnaire, researcher can conclude that the use of video podcast media positively impacts students' ability to speak English.

Qualitative Result

The qualitative findings in this study are used to complement the quantitative findings, in which researchers used interviews through random sampling with several participants of the interpersonal speaking class. From the results of these interviews, there were several findings to help researchers complete this research. Through this, researchers used several research questions as material to refine the data that had been taken in the previous questionnaire. Some of these findings are then managed into several points so that researchers can focus more on analysing the results of data findings. Some facts of research results and some discussion are presented in the following paragraphs.

The Advantage of Podcasts as learning materials in Speaking practice

In this section, it can be indicated that the participants expressed their perceptions regarding using video podcast media as learning materials can improve English language skills.
A.   Video podcasts motivate students to learn speaking practice
In the content of Zach's video podcast, there are several segments, including dialog, guessing words, learning pronunciation, and then answering some questions. With this content, there is no doubt from students who think that video podcasts can increase their learning motivation. One of the reasons is because the media is exciting and easy to understand. It can be seen from the interview data that students are motivated by the existence of video podcasts.

> *"When making a duet video, there is a dialog, so I already know what I want to say, and if there is already a scribe, I like it more because there are some words that I can add to my new vocab list, so I am more motivated"* (student 4).

In addition, using video podcasts as learning materials will often be repeated, making it easier for students to study new topics because if similar content videos are watched frequently, they will often appear on the home page.

> *"A little motivated because the video can be stitched and if we open the video Zach several times it will appear on fyp, and now if it appears on fyp I will not scroll, I will follow until the video duration is finished"* (students 8).

According to the interview results above, the researcher found that the application of podcasts for speaking practice was quite successful in motivating students to learn English. In this case, it is in line with Rahmasari et al. (2021) statement that Podcasts contain audio content such as historical stories, music, and motivational words. For this reason, students become encouraged to create podcasts and practice speaking. So, it cannot be denied that with podcasts as learning content, students indirectly gain new knowledge and information.

B.   Video podcasts help students improve vocabulary and grammar

Furthermore, the use of video podcasts has a positive impact. For example, in the guessing segment, students automatically have to guess the name of an object or some other content, and there must be a lot of new vocabulary that students get. In addition, as in the dialog segment, students indirectly have a conversation, and of course, from this, they can improve their grammar so that their English skills will increasingly improve.

> *"In the video podcast media, there are parts like "What is this picture called, what is this one?", so it will increase vocabulary because, in my opinion, it is rare; there are some who don't know what it is called because in everyday life we don't mention much. So that's good for increasing the vocabulary"* (student 2)

Other students also stated that the use of video podcast can help them to improve vocabulary and grammar. It is because several segments in Zach's content use conversation techniques, the new vocabulary acquired can be used by students as material to support the English learning process in their classes.

> *"The use of podcasts is beneficial, in terms of conversation, increasing vocabulary and grammar"* (student 6).

> *"As for vocab, maybe in everyday life, it is less used, but because we are majoring in English, it is used more. Because there are words that we don't understand, we understand the words. And it helps the lesson too"* (student 8).

Thus, it can be concluded that vodcast media can provide a lot of help to students in speaking English. The new vocabulary they get can be used as learning materials and as a means of supporting learning materials, especially for students majoring in English. In the other hand, content of dialog exercises using podcasts can improve conversation skills and grammar.

C.   Video podcasts help students practice pronunciation and intonation and improve their confidence

Video podcasts in English practice content have other benefits, including improving pronunciation fluency, intonation, and self-confidence. Of course, with so many new vocabulary that they know and learn, students become unfamiliar with pronunciation. With this video podcast, students can learn directly how to pronounce and then improve their pronunciation because the content of this video podcast uses native speakers. This will undoubtedly be an added value and make students more confident in practicing pronunciation.

> *"According to my experience, I have never made a video like this, so this is the first time. In addition to increasing speaking, pronunciation, increasing vocabulary from what we don't know so we know, besides that, it also increases self-confidence, we use the TikTok platform right, and through that platform many people will see it and from there we see other videos too, so it improves our speaking skills"* (student 3).

In addition, Zach's video podcasts provide convenience for the audience, where almost every video offers a transcript. This impacts the audience, including students, because through this video podcast, the students have to carry out a dialog, whereas previously there was a transcript of the answer or text provided for them to express the conference. Most of the students felt that the transcripts helped them, as they could focus more on pronunciation and intonation. In addition, they can be more confident after using the video podcasts because they can explore the potential that exists within themselves.

> *"In my opinion, it's good because in addition to practicing speaking it also trains pronunciation, because in this media, the creator Zach provides a transcript, there are already sentences so we just have to imitate. Besides that, it also trains self-confidence, because making assignments using the video will later be uploaded on the TikTok platform"* (student 1).

"It improves pronunciation, how to dialogue, speak, improve intonation too, besides that it trains self-confidence" (student 7)

"If we ask a question, there must be a tone, intonation. So if the tone is different, it makes people feel confused. So from there we learn intonation" (student 9)

"I usually imitate Zach's intonation. It's because when I duet with my friends, we usually just memorize the text, there's no intonation" (student 10).

On the discussion of the use of podcast media in speaking skills, almost all students answered that the media has a positive impact because it can improve their speaking skill. Besides, students become more fluent in pronunciation, add new vocabulary, and improve intonation. In addition, the transcript on the video made some students feel more accessible, but some students could not have the opinion they wanted.

The advantages of podcasts as learning media in speaking practice

Using video podcasts as a form of learning media has several advantages. The "Speak English With Zach" video podcasts can only be accessed on the TikTok platform. Due to its easy use and the fact that almost all students have the application, this greatly facilitates the learning process. Students can easily access the video through a link, which is then directed to Zach's video podcast. Furthermore, students can directly create and edit videos easily.

"If the TikTok platform can be uploaded directly, there is no need to edit it again like on YouTube. So it's not complicated; it's simpler and easier to use TikTok." (student *2*).

Another advantage is that similar videos, like Zach's podcast, can be easily found. That way, students will get more and more new information and knowledge from various sources, including native speakers. Video podcasts like Zach's can also be watched continuously. There is no limit to watching videos, so students can replay the video if they want to learn new material or correct material errors they experience. Similar video podcasts can be managed, produced, or edited anywhere and anytime. Of course, this will make students even more active in learning English materials.

"If there are difficulties with pronunciation, etc., the video can be repeated. So we can keep learning. It's more complex, more flexible" (student 10).

"It is more flexible because the video is not made according to lecture hours. The video can be watched several times. It can be accessed anytime and anywhere. Then we can also learn our videos, which can be learned by all groups" (student 7).

"The video is an action learning method for me because children nowadays prefer to play on cellphones. So, it's easy for people to access it using their cellphones so that they will find the video podcasts*, so it's good to learn there. The learning method may be developed again"* (student 9).

Then, the duration of the video on the podcast is a crucial aspect of learning media. Because of the short duration, it will make students focus more on the material the creator presents. Therefore, students can understand the message conveyed in the podcast. In addition, duration affects student activeness; with sufficient duration it will make students feel comfortable and not bored in learning new material.

"It's okay if the duration is short; the important thing is that we can take advantage of it, and the material is conveyed to our brains" (student 8).

"Because for some people too much duration is boring. And maybe the short duration is more effective so that people can learn it faster" (student 2).

From the interviews, it can be summarized that using video podcasts in teaching and learning activities has several advantages. According to the students, these benefits include the platform's easy-to-use application. These videos can be watched repeatedly, the quality of the video duration is sufficient, and access to the platform is easy. When watching similar video podcast shows, this can make the homepage on the TikTok platform contain a collection of the same videos. Also, the existence of media as an attractive and easy-to-use learning tool will undoubtedly facilitate the learning process.

Challenges on using podcasts in speaking practice

Some challenges in using Zach's podcast made its use as a practice tool in speaking classes less effective. In Zach's video podcasts, there are segments such as duets, guess the picture, and guess the pronunciation of a word where the video includes transcribed text that is intended to allow viewers to practice speaking using the answers that have been included previously, but students argue that the transcripts provided make them less accessible to answer or improvise according to the desired response. Thus, students found it challenging as they felt unable to express themselves further.

" I can't use improvisation, because there is already a script, for example, what does Zach ask, the answer is already there, we just have to say it. So I think there is an improvement in speaking, but it's

more about the pronunciation. Because speaking is more about our answers, but the media has already prepared the answers, so we just have to read them" (student 2).

"*I prefer that there is no transcript, because I can improvise so that I can answer more easily. I can express myself more"* (student 5).

In addition to the transcript, it can hinder student learning. Some students also had a challenge with the duration of the video. The duration of the video is indeed one of the crucial aspects that need to be considered in its use as a learning tool. The length or shortness of the duration will affect the mindset of students toward learning using video podcasts. Some students thought that Zach's videos had some segments that were too short in duration, so students did not have enough time to answer or provide the desired information.

"Technically, the last video is more complicated, because it requires improvisation itself, so I have to think quickly, and the duration is short, so I haven't answered yet and then there are already other questions" (student 6).

"It's not about the material, it's just like the duet part with Zach, we've finished talking, but Zach hasn't talked back. It's awkward. But some were timed just right. Maybe it's also because Zach's speaking technique and ours are different. So sometimes when we do duets, we speak fast and sometimes we speak slow" (student 10).

"For the video with 6 questions, there is a duration that I think is fast, I want to have a broader opinion but there are already other questions" (student 9).

In Zach's video podcast, the Guess the Picture segment, students are asked to guess the name of an item or object. In this segment, the researcher found that the students had challenges because the picture had a different character from what they had previously thought. Students felt that they had answered correctly, but after the answer came out, it turned out that there was a more correct answer, and some students made mistakes in guessing the word. Then in the pronunciation segment, creator Zach shows a word, and then students try to pronounce the word. Students find it challenging because the word has a pronunciation that is hard to say, in addition to the fact that students previously did not know the meaning of the word. This can happen because it is possible that in the segment with pictures or other parts, there is new vocabulary and students have never known it before. So that students find it challenging to learn to pronounce these new words.

"Mostly pictures, because the answer doesn't match what we think" (student 8).

"The pronunciation, because there are some words that are difficult for me to pronounce" (student 9).

Based on the results of these interviews, some students argue that the use of podcast media as learning materials has several challenges, such as the use of transcripts on videos, the duration of some videos being too fast and too short, and the guessing picture segment and the difficulty of pronunciation so that students are less able to improvise and state their arguments.

Integration of video podcasts with social media

This aspect explains students' perceptions regarding the publication of video podcasts on their social media. Social media is a platform that can be accessed by anyone. In addition, social media has many positive and negative impacts. This depends on the users who use the platform. This allows for various responses to posts on social media. Therefore, students have several opinions about uploading video podcasts to their social media.

" I choose to publish videos to social media, that way I feel more confident, and maybe publishing videos can motivate others because many people watch them so they can be interested in learning" (student 6).

"I'm more comfortable uploading the video to a wider platform such as social media because I think it's more courageous to show that my ability is like this so that I will develop it more. I think in speaking, grammar is good, but I think the most important thing is performance. Like confidence. I dare to be seen by people. So, if I meet people in person, I already have that mentality" (student 1).

Furthermore, some students argue about publishing videos on social media, and some of them feel less confident about appearing on public pages. Apart from being embarrassed, students feel less confident in their speaking skills if the video is watched by many people through social media. So, some of the students disagree with publishing video podcasts on their social media.

"I don't approve of publishing video podcasts to my social media because I feel embarrassed and lack confidence, and because I don't feel fluent in English" (student 5).

"I don't trust myself to publish videos on my social media. It doesn't matter if it's only seen by my friends, but if on social media, my video can be fyp and seen by so many people. I would feel embarrassed. I am not confident with my face and the way I speak" (student 3)

It can be concluded that most of the students have the intention to publish video podcasts on their social media because they think that utilizing social media will provide an opportunity for them to become more confident people. Using social media can provide opportunities for the wider community to be more motivated to learn English and dare to appear to show their abilities. Students and the other viewers who find the video podcasts can develop their skills in learning English.

Integration of podcast content with lecture material

Researchers prepared several video podcasts as learning materials for students. Of course, the topics and materials contained in the videos are different. This statement is in line with Indahsari (2020) who researched the content of the podcasts. The teacher needs to consider that they determine the scope of podcasts that is relevant to the students' level of education. They need to prepare the media that can be used before the students access it. In this issue, some students argue that some material on the video podcast is the same as the material taught in the interpersonal speaking class, such as material related to offering help, and agreement and disagreement. Besides, there is the topic of small talk which is similar with the lecturers' previous material.

> *"The topics yesterday were more formal, but some were appropriate, such as offering help which is same topic as the material in previous meeting. There is also Agreement and Disagreement, which we have had it before"* (student 2).

> *"I remember we had the small talk topic in the previous meeting. And we had it too in this podcast. Like the part about buying shoes, so this Zach asked how to buy shoes, then we answered by recommending shoes, what models are suitable"* (student 4).

It can be identified as related to the video material; some students argue that the content or topics in the video are the same as in their lecture material, namely the material in the interpersonal speaking class. Thus, the Researcher found that the use of podcasts as teaching materials in the classroom has a positive value because students can directly learn through practice, not just by using materials alone.

Video podcasts as the alternative for speaking duets

In the aspect of using video podcasts as material for duets, students have an outstanding response. According to students, by using video podcasts, they will be able to practice with native speakers, so that indirectly, they can improve fluency and confidence. Related to students' experience, when practicing duets with friends, there will be many difficulties. This situation is different when using video podcasts.

> *"I am more confident in using podcasts because with friends, sometimes there are different thoughts and differences in making sense, and sometimes it's just like being distracted. Using this podcast is still easy, and the questions are still basic"* (student 2).

> *"I prefer to duet with Zach because it is more fluent. because he is a native speaker"* (student 10).

Most students have the same opinion regarding using podcasts as duet material, and students answered that they prefer to use podcasts rather than with friends due to various factors such as differences in opinion, how to make sentences, etc. Students choose to make videos using podcasts and they prefer to make videos using podcasts. They believe that actively duetting with native speakers can improve students' intonation.

Podcast media as a means of learning English in the future

Regarding the use of podcast media for future learning, students argue that it would be good to continue using podcast media because of easy access, interesting material, and the benefits obtained are many. It's just that some students might emphasize that the duration is not long enough. If video podcasts can be used for learning in the future, maybe it will make it easier for lecturers and students in the teaching and learning process.

> *" Maybe this is for the first semester, so the material is still basic and easy to understand, for podcast media it is good and exciting. only for the weaknesses, the duration is too short"* (student 1)*.

> *" I think using video podcasts for future learning is good. Because I already use social media a lot. So it's more convenient and easier to access"* (student 8).

Based on the interviews above, students argue that using video podcast media is very helpful in learning. Still, because there are some shortcomings regarding duration and perhaps material that is not all following lecture material, students suggest that video podcasts should be further developed regarding material and duration. However, students also argue that using this media for learning is convenient and easy.

Discussion

This study is designed to identify how students perceive the "Speak English with Zach" video podcast as essential to optimize its use as an educational tool, especially for speaking practice. This study's findings revealed a significant impact of video podcasts on students' English comprehension. Using video podcasts as a learning tool has several advantages, such as regarding the material on the video. Researchers found that students have improved pronunciation, vocabulary, grammar, intonation, and confidence. Students are also motivated to speak English. In line with Nova (2022) who found that through podcast interaction, students can improve their English skills, especially in speaking, including fluency, accuracy, spelling, and pronunciation. In addition, research by Hikmah et al. (2021) found that students felt that podcasts helped them improve their pronunciation and feel confident in speaking in English. Also, the students felt motivated to learn English in several ways. Podcasts also provide advantages as learning media. The researcher found that the media is a platform that is easy to access and understand and is a media that is flexible in its use. Of course, it will provide convenience for students in the learning process and improve skills in English language practice. This finding is reinforced by the results of previous research, which found that the use of technology in the classroom, such as virtual classrooms, is proven to provide tremendous enthusiasm for students in learning (Nova, 2022).

The use of technology in the learning process of speaking practice is certainly not entirely smooth. In this case, the researcher found that the duration and transcript of the video have their challenges for students. Based on the information obtained from the data enforces the statement put forward by Sangaji (2019) who stated that students encounter a challenge in speaking because, regardless of what needs to be said, students do not know how to communicate and use the right words, considering that the order of sentences is built from vocabulary, so grammatical constraints can also occur if they do not have adequate vocabulary.

Video podcasts as a learning tool are directly integrated with social media. Students were found to have higher confidence and more enthusiasm in making videos. Moreover, the ease of use made the students feel comfortable. In addition, students can hone their mental ability by practicing English. This finding is in line with Rahmawati et al. (2023), which indicates that the use of social media not only impacts improving students' abilities but also increases creativity, enthusiasm, and vocabulary mastery. In addition, Namaziandost & Nasri (2019) research states that social media can set aside time and alleviate distance differences, thus creating a comfortable environment where students can speak freely and explore their opinions without embarrassment or insecurity.

In learning, of course, the main thing is the compatibility of the material in the media with the lecture material. That way, the lecturer can consider the use of the media. Lecturers must sort and choose so that there is integration between media content and material. Of course, technology plays an essential role as the material can be easily found so that the learning process can run effectively. This is consistent with the results in previous studies by Kuning (2019). The study found that second language learning theory and practice can be integrated with the utilization of modern technology. Moreover, along with the development of technology, integrating these media into the learning process is essential.

Video podcasts are one method that helps students to practice English. It allows students to learn directly the process of speaking. By using this podcast, students will dialogue or duet with native speakers, so indirectly, students will learn how to speak, pronunciation, and intonation. So that students will gain various benefits through this language practice. In the podcast, there is authentic material provided by native speakers, where the native speakers are the ones who know exactly what their behaviour in the use of English is like (Rosyidah et al., 2021). This will help students to improve their English skills.

Learning English is not a new experience, especially for English language learners. With so many benefits obtained in improving English language skills, podcasts will be a material that must be considered in the learning process for the future. This statement is supported by research conducted by Yaacob et al. (2021), which shows that YouTube and video podcasts have interactive and fun elements so that students will be more interested in the subject matter. In line with Hikmah et al. (2021), most students agree that podcasts make it comfortable and provide convenience in learning English. In addition, they also hope to keep using Podcasts as a learning tool.

Conclusion

The data in the analysis results clearly states that the "Speak English With Zach" video podcast received a positive response. Video podcasts can be an effective tool in improving English language skills. As a medium for enhancing English language skills, video podcasts can improve speaking skills and pronunciation, increase vocabulary and clarity in English, improve intonation and grammar, and increase student confidence. In addition, the existence of video podcasts can motivate students to learn English.

Furthermore, researchers also found related difficulties experienced by students in using video podcasts as a learning tool. Among them are related to the duration of some videos that are too fast and short, based on students' perceptions. This is an obstacle for them to express their opinions and expressions. In addition, a video transcript makes them unable to answer according to what they want to say. Nevertheless, it can be concluded that this research had a very positive response because most students stated that this research significantly improved their language skills.

In analyzing the data in the form of questionnaires and interview processes, information was obtained regarding the majority of students who mainly chose to agree to the use of video podcasts as learning materials in the future, and this will help teachers and lecturers to consider using video podcasts as a learning tool, apart from the fact that this platform is easy to use and easily accessible by anyone, anytime and anywhere. With the many benefits and advantages obtained from video podcasts, it is hoped that students will find it easier to capture the material and information presented.

Acknowledgment

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