

The Role of Video-Based Digital Platforms in Enhancing English Speaking Skills among First Semester EFL Students

Ayu Maulidina *¹
Julia Crist Ei Riyanti ²
Dhea Amelia Artikasari ³

^{1,2,3,4} UIN K.H Abdurrahman Wahid Pekalongan

*e-mail : ayu.maulidina@mhs.uingusdur.ac.id, julia.crist.ei.riyanti@mhs.uingusdur.ac.id,
dhea.amelia.artikasari@mhs.uingusdur.ac.id

Abstract

The increasing prevalence of digital platforms such as YouTube, movies, vlogs, and music has had a noteworthy influence on the oral communication skills of English Language Education Department at UIN K.H. Abdurrahman Wahid. The aim of this study is to examine the impact of frequent exposure to video-based content on students' speaking abilities. Video learning provides a dynamic and immersive experience that enables students to hear authentic pronunciation, comprehend intonation, and observe language use in real-life contexts. Through independent and repeated consumption of various video materials, students can improve their fluency, pronunciation, and confidence in speaking. The results suggest that students who consistently engage in video-based learning demonstrate significant enhancements in their spoken language proficiency and communication aptitude. Additionally, students indicated that viewing films and videos blogs aided in their comprehension of language context and boosted their enthusiasm for learning. Video learning also offers exposure to a variety speaking styles and accents, especially those of native speakers. These results indicate that dedicating additional time to interacting with video content on digital platforms can significantly enhance speaking skills and facilitate increased engagement in the process of learning English.

Keywords: Video-Based Learning, Speaking Skills, Digital Platforms, Language Proficiency, Learner Engagement.

INTRODUCTION

The integration of technology into educational processes has progressively increased in significance during this digital era, particularly within the field of English language teaching (ELT). According to Djuma (2023), YouTube's widespread popularity, supported by a variety informational videos, many of which are instructional in nature is establishing it as an essential educational resource. Technology enables students to use real materials and supports independent study, changing conventional language learning approaches into interactive and interesting experiences. With the use of mobile technologies and online tools, students can now practice English in ways that are more flexible, personalized, and accessible.

Video-based learning are popular and effective ways to use technology in English language education. Platforms such as YouTube, streaming services, and music applications provide a wide range of multimedia content that not only inspires learners but also engages them in real-life language scenarios. Vishnupriya & Bharathi (2022) stated that audio-visual resources refer to any tool that enhance learning experience by making it more dynamic, realistic, and concrete. Studies indicate that using captions and subtitles in videos can aid in learning new vocabulary and understanding spoken language, particularly when combined with pre-teaching techniques. According to Kamelia (2019) video format facilitates instruction and learning, particularly in Foreign Language. Furthermore, video content allows learners to improve their speaking skills by providing opportunities to observe pronunciation, intonation, and conversational patterns in context. Putra et al. (2022) stated that speaking is the process of using words and gestures to create and convey meaning in a variety of context.

Mobile devices and digital platforms allow learners to access these materials whenever needed and from any location, making language learning as a part of their everyday routines. Sadiku, L. M.

(2015) stated speaking is particularly challenging since it is the area in which students are unable to assess their proficiency in other English language abilities and components, such as listening, writing, reading, grammar, vocabulary, and pronunciation. Many students get better at speaking and listening in English, by watching movies, vlogs, and listening to music on their own. Engaging with real-life language in different contexts through these exposure forms helps them develop confidence and fluency as speakers.

Despite its benefits, there are obstacles to incorporating technology into the learning of English. Obstacles such as frequent distractions, limited resources, disparities in digital literacy, rapid technological changes, and institutional constraints may hinder its successful implementation. Furthermore, not every student or teacher is equally or eager to integrate these tools.

This study aims to explore how video-based learning, specifically using digital platform like YouTube, movies, vlogs, and music, aids in the improvement of students' speaking skills, taking into account these complexities. According to Harmer (2007), there are a number of advantages to learning English through watching movies, including the following: the film has an intriguing special value, teaches how to pronounce and balance facial expressions, aids in understanding the meaning conveyed by body language, includes a series of lessons to explain a process, and has sounds and pictures that make learning simple.

In order to properly investigate this matter, it is imperative to analyze the current literature that addresses the advantage and obstacles associated with incorporating video-based materials and technology in the field of students studying English Language Education Department at UIN K.H. Abdurrahman Wahid. Examining previous research will offer a basis for comprehending the incorporation of technology into English education, its efficacy, and the necessary considerations for its optimal implementation.

LITERATURE REVIEW

The use of technology in English language teaching (ELT) has received a lot of attention these days, particularly in considering the rising need for efficient and interesting language training. Several studies have examined the advantages and difficulties of using digital tools, platforms, and multimedia resources to improve students' language proficiency.

One prominent area of research is the general benefits and challenges of technology integration in ELT. Rintaningrum (2023) identifies multiple advantages such as facilitating online quizzes, enabling independent learning, and providing access to multimedia resources. However, the study also notes considerable obstacles, including technological accessibility, rapid changes in technology, high teaching workloads, and the limited availability of resources.

The use of YouTube as a learning resource has been another major focus. Djuma (2023) found that YouTube positively influences learners' knowledge acquisition and interest in learning. Similarly, Concesal and Roslani (2024) emphasized students' favorable perception of YouTube videos in enhancing their speaking skills. These findings suggest that video-sharing platforms serve as effective supplementary tools for language learning, especially in promoting student engagement and autonomous learning.

Watching English movies has been reported to aid in vocabulary development and speaking and listening skills. Sari and Aminatun (2021) demonstrate that students perceive movies as a helpful in mastering vocabulary, ultimately supporting communication in English. Likewise, Liando, et al. (2018) assert that English major students benefit from movies for developing listening and speaking skills, noting that subtitles aid comprehension and reinforce learning.

In terms of speaking skills development, various approaches have been explored. Apriani and Sari (2020) proposed the "Effortless English Movie Technique," which integrates listening and speaking practice through repeated exposure to English dialogue in films. This technique reportedly

promotes fluency and pronunciation. Păduraru (2024) also supports the use of short movies to improve students' speaking abilities, reporting increased classroom participation and communicative competence among learners.

The role of direct interaction with native speakers has also been considered. Riski (2023) discusses how conversation programs with native speakers on campus can significantly enhance students' speaking proficiency. The study emphasizes the importance of program design, institutional support, and resource availability in ensuring long-term success.

Mobile-assisted language learning (MALL) is another emerging trend. Ma (2017) investigates the personalized and context-dependent nature of mobile learning, where students utilize various digital tools for combined academic and leisure purposes. The study highlights L2 agency and learner autonomy as crucial factors in successful mobile learning experiences.

Lastly, Kamelia (2019) highlights the use of videos in classroom instruction, particularly in teaching expressions like congratulations and hopes. The study finds that videos can create a relaxing classroom environment and help students better understand the material through a combination of visual and auditory stimuli.

METHODOLOGY

This study applied a qualitative descriptive research design aimed at exploring students' perceptions and experiences in using video-based media such as YouTube videos, movies, vlogs, and music to enhance their English speaking abilities. A qualitative approach was chosen because it allows for a deeper understanding of individual experiences and offers extensive, detailed data on how learners engage with digital media for language development. The participants in this study were students from the English Language Education Department at UIN K.H. Abdurrahman Wahid. They were selected using purposive sampling based on their active use of media in practicing English and their willingness to participate in the research.

Data collection was conducted through semi-structured interviews, which allowed the researcher to explore participants' experiences while maintaining flexibility to ask follow-up questions. The interviews were guided by a set of open-ended questions focusing on how students use video-based media to enhance their pronunciation, fluency, vocabulary, and overall confidence in speaking. The main instrument of this study was the interview guide, which helped ensure consistency across interviews while still allowing for free expression of ideas.

The data obtained from the interviews were analyzed using descriptive qualitative techniques. After transcribing the interview recordings, the researcher identified recurring themes and patterns related to students' strategies, perceived progress, and challenges faced while learning through video-based media. The findings were then grouped and interpreted to provide insight into how such media influence students' speaking development in a natural and engaging way.

RESULT AND DISCUSSION

The results of this study indicate that video-based content significantly aid students in enhancing their speaking abilities. According to Brown (2001), speaking is a process that involves receiving, producing, and processing information in order to create meaning. Putra et al. (2022) define speaking as the process of producing and conveying meaning through words and gestures in a variety of situations. The majority of participants asserted that consistent consumption of videos on platforms such as YouTube, movies, and vlogs aided in their acquisition of familiarity with authentic pronunciation and intonation patterns. Fluency, vocabulary, grammar, pronunciation, and the actual

substance of speaking are examples of supporting competences in speaking (Nuridzdzati & Akhiriyah, 2023). They also observed an enhancement in their fluency and confidence while conversing in English. Multiple students noted that observing proficient English speaker interact in authentic contexts helped enhance their comprehension of the cadence and fluidity of spoken English, a aspect that is frequently challenging to grasp solely through textbooks.

In addition, numerous participants indicated experiencing heightened motivation and enthusiasm for learning English through videos in contrast to traditional instructional approaches. Syafiq et al. (2021) said that a number of variables, such as the right learning resources and media, affect how well people learn speaking. The interactive quality of multimedia content enhanced the educational experience by making it more enjoyable and reducing stress levels. Additionally, they mentioned that they rewatched specific video segments in order to improve their pronunciation and facial expressions, ultimately enhancing their speaking abilities.

This can be seen from the results of the interview that submitted to several of students:

"If I use learning media in the form of videos, especially animations, I am interested in watching it and understanding it" (Anna, interview, 2025).

According to Anna (2025), the significance of visual engagement in the process of language acquisition. Visual cues such as mimicry, facial expressions, and body language aid comprehension and discussion (Alluri (2018), Tajgorazi (2019)). Animated videos are frequently more engaging and easily understood by learners, particularly those who may find traditional learning methods challenging. The incorporation of visual elements, spoken information, and occasionally streamlined conversation facilitates comprehension and coherence for individuals seeking to grasp the materials. Technology in the form of multi-media is able to improve students' learning motivation and attention (Passey et al. (2004), Shyamlee & Phil (2012)).

Motivation is a crucial factor in facilitating effective learning, as genuine interest in the media utilized by learners typically enhances comprehension and retention.

"I feel that watching a lot of movies makes me know the correct pronunciation" (Katarina, interview, 2025).

Stated by (Katarina, 2025) emphasizes how the exposure to genuine language use in films can improve pronunciation skills. According to Harmer (2001), there are a number of benefits to learning English through watching movies, including the following: the film has an intriguing special value, teaches how to pronounce and balance facial expressions, helps understand the meaning conveyed by body language, includes a series of lessons to explain a process, and features sounds and pictures that make learning simple. Gestures in movies are pivotal for learning English and improving speaking skills, alongside into-nation Meinawati et al. (2020); Pitaksuksan & Sin-wongsuwat (2020); Rao (2019). Observing native speakers in a variety of contexts enables learners to witness precise articulation, intonation, and speech rhythm. Films frequently offer authentic language instances, aiding learners in ingraining pronunciation patterns and reproducing them more fluidly in their own verbal communication. Repeated exposure can also enhance familiarity with regional accents and informal expressions, thereby further aiding in pronunciation development.

"By watching a lot of English content, I was able to improve my vocabulary and fluency" (Elle, interview, 2025).

Elle (2025) stated illustrates the wider advantages of immersive language input. One of the

interesting media that can help students learn vocabulary is through film or movie Simamora and (Oktaviani, 2020). Viewing English content, such as videos, shows, or vlogs, offers learners ongoing exposure to new vocabulary within significant contexts. This assists not only in identifying word definitions but also in comprehending how they are utilized in daily discourse. Regular exposure to the language through various forms of media also encourages fluency by helping learners become more adept at constructing sentences, articulating thoughts, and responding in spoken English. Sabouri and Zohrabi (2015) stated that in learning English, movie can help problem variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills.

“Just like some of my friends, we also faced difficulties in improving our English speaking skills, especially during the first year of college. We often felt frustrated when watching English videos because we couldn't keep up with the speed of native speakers, and we was easily confused by idiomatic expressions that weren't clearly explained. One of our classmates also experienced the same thing, and we both agreed that relying solely on movies or vlogs without subtitles was very difficult.”

The statement emphasizes a common struggle for English learners, especially during their early school years, when comprehending spoken English from genuine sources such as movies or vlogs can feel daunting. A significant problem for beginners is understanding the rapid speech of native speakers, which frequently involves shortened forms and connected sounds that can be challenging to grasp. Moreover, idiomatic expressions not clarified in the video can lead to confusion and make understanding difficult. Faqe (2017) asserts that watching movies with English subtitles will improve language acquisition. Additionally, it aids in learning new slang, idioms, syntax, and English vocabulary. The speaker and a classmate facing similar challenges suggest that this issue is widespread, not unique. Depending entirely on unedited media content without any assistance like subtitles or explanations can be irritating. This indicates how crucial it is to gradually increase exposure by beginning with subtitles or slow-down content in order to develop familiarity and confidence before moving on to more authentic, unedited speech.

“To remedy this, we start with videos that provide English subtitles and visual clues, such as pronunciation videos on TikTok or slowed-down dialogs on YouTube. Watching with subtitles helps me connect the spoken words with their written form, making it easier to understand unfamiliar expressions. We also make it a habit to pause and repeat the part we don't understand, and then take note the new phrase.”

To overcome this challenges, utilizing videos with subtitles and visual aids is an effective method for enhancing comprehension, particularly for students who have difficulty with rapid speech. Additionally, watching English-language films, particularly those with English subtitles, will improve speaking abilities and vocabulary (Pratiwi & Ayu, 2020). Because the movie features dialogue and subtitles in English, pupils may easily understand the meaning of the pronunciation and imitate it. According to Ebrahimi and Bazaee (2016), the usage of movie subtitles has been shown to be more successful at enhancing overall comprehension than non-subtitled films. Students can give themselves time to process the language and catch important details by pausing and repeating unclear parts. Taking notes of unfamiliar phrases can help improve vocabulary recall and facilitate future language usage. This method promotes active learning, enabling continuous enhancement of speaking abilities.

Furthermore, challenging segments of the video may be paused and replayed to enhance understanding. Recording unfamiliar vocabulary words and phrases in written form, then rehearsing their pronunciation through repetition, can enhance one's speaking skills. Regular exposure to

audiovisual media, bolstered by these methodologies, enables learners to progressively enhance their fluency, precision, and assurance in utilizing English in both academic and real-life settings. According to Nuridzdzati and Akhriyah (2023), supporting competencies in speaking include fluency, vocabulary, grammar, pronunciation, and the actual content of speaking.

CONCLUSION

The results of this study indicated that using video-based learning techniques through websites like YouTube, movies, vlogs, and music improves students' speaking abilities, particularly in the areas of pronunciation, fluency, vocabulary, and speaking confidence. It continual utilization of English video content offers learners genuine language models, enabling them to observe and emulate native speakers within authentic contexts. Students derive benefits from features such as subtitles, visual cues, and the capability to pause and replay content, all of which facilitate comprehension and language retention. Although encountering certain challenges, such as understanding rapid speech and idiomatic expressions, students managed to overcome these obstacles by utilizing methods such as watching with subtitles, repeating important phrases, and practicing consistently. In general, video-based media provides an immersive, adaptable, and efficient option for enhancing English speaking skills among language learners.

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