



## **Students’ Perceptions of Using Short English Videos in Learning Speaking At Grade 8**

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### **ABSTRACT**

This study investigates students’ perceptions of using short English videos in learning speaking at SMP Negeri 19 Medan. The research aims to explore how video-based learning is implemented and how it influences students’ speaking development. A qualitative descriptive approach was employed, involving eighth-grade students as participants. Data were collected through semi-structured interviews and classroom observations. The data analysis process included data reduction, data display, and conclusion drawing. The findings reveal that short English videos were effectively implemented as an engaging learning medium that enhanced students’ participation and reduced monotony in speaking activities. Students expressed positive perceptions toward the use of video, reporting increased motivation, improved pronunciation, better understanding of expressions, and greater confidence in speaking. However, several challenges were identified, including limited vocabulary, difficulty understanding fast speech, and comprehension problems. Despite these challenges, the study concludes that short English videos serve as an effective instructional medium in speaking learning when supported by appropriate material selection and teacher guidance.

*Students’ Perceptions, Short English Videos, Speaking Learning, English Learning, Junior High School Students.*

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## **INTRODUCTION**

Speaking is one of the essential skills in learning English, as it enables students to express ideas, thoughts, and feelings in communication. However, many students at the junior high school level still face difficulties in speaking, particularly in terms of pronunciation, vocabulary, and confidence. These challenges often result in low participation during classroom activities.

In recent years, the integration of technology in language learning has increased significantly. One commonly used medium is video. Short English videos provide both visual and auditory input, which helps students

understand language use in real-life contexts. Video-based learning has been widely recognized as an effective way to enhance students' motivation and engagement.

However, although video is frequently used in the classroom, there is still limited research focusing specifically on students' perceptions of using short English videos in speaking learning at the junior high school level. Therefore, this study aims to explore students' perceptions, identify the benefits, and examine the difficulties experienced by students when learning speaking through short English videos.

## **RESEARCH METHODE**

This study employed a qualitative descriptive research design, focusing on students' perceptions of using short English videos in learning speaking. This design was appropriate as it allowed the researcher to explore students' experiences and responses in a natural classroom setting.

The participants of this study were Grade 8 students at SMP Negeri 19 Medan. The data were collected through two main instruments: semi-structured interviews and classroom observation. The interviews were conducted to obtain in-depth information about students' perceptions, while the observation was used to record students' engagement, responses, and participation during the learning process.

The data were analyzed using qualitative data analysis procedures, including data reduction, data display, and conclusion drawing. The researcher categorized the data into several themes, such as students' perceptions, learning benefits, confidence, and difficulties, to interpret the findings systematically.

## **RESULT AND DISCUSSION**

### **Result**

This section presents the findings based on interview and observation data. The findings are organized into three main themes: implementation of short English videos, students' perceptions, and learning difficulties.

#### **Implementation of Short English Videos**

The implementation of short English videos in speaking learning showed positive classroom dynamics. Students paid attention to the video and actively participated in speaking activities such as role play. Observation data indicated that students were engaged and showed interest during the learning process.

#### **Students' Perceptions**

Most students expressed positive perceptions toward the use of short English videos. They found the learning activity interesting, enjoyable, and

easier to understand compared to traditional methods. Students reported that video helped them learn pronunciation, vocabulary, and expressions more effectively.

In addition, students stated that video-based learning increased their confidence in speaking. They felt more comfortable practicing speaking after watching the video and imitating the expressions.



(a)

(b)

(a) An interview session with one the students asking his perspectives on the efficacy of Using Short English Videos as a English Speaking teaching and (b) Collecting qualitative data by analyzing a group of students english speaking pronunciation, and their expression while speaking english in roleplay session after watching and learning through the English short videos. (Source: Andhika).

### Learning Difficulties

Despite the positive perceptions, several difficulties were identified. Some students had problems understanding the video due to limited vocabulary and the fast speed of speech. Observation data also showed that some students required repetition to understand the content.

### Discussion

The findings indicate that the use of short English videos positively influences students' engagement and motivation in speaking learning. The use of audiovisual media provides meaningful input that helps students understand language more effectively.

This result supports previous studies which state that video-based learning enhances students' motivation and participation. The combination of visual and auditory elements allows students to process information through multiple channels, which improves comprehension.

Furthermore, the use of video helps increase students' confidence in speaking. By observing language models in the video, students can imitate pronunciation and expressions, which supports their speaking development.

However, the challenges identified in this study indicate that video materials should be carefully selected based on students' proficiency level. Teachers need to provide guidance and support to help students overcome comprehension difficulties.

Overall, the use of short English videos creates an engaging and effective learning environment, although proper implementation is required to maximize its benefits.

## CONCLUSION

The study concludes that students have positive perceptions toward the use of short English videos in learning speaking. Video-based learning enhances students' interest, engagement, and confidence. It also helps improve pronunciation and vocabulary understanding.

However, students still face difficulties in understanding video content due to limited vocabulary and fast speech. Therefore, appropriate video selection and teacher guidance are essential to support effective learning.

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