Exploring the Benefits of Social Media Video Platforms for Learning Speaking Skills at SMP 34 Medan

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ARTICLE INFO	ABSTRACT
	Penelitian ini bertujuan untuk mengeksplorasi bagaimana manfaat platform media sosial seperti Youtube, Instagram, dan Tiktok untuk membantu siswa SMP mempelajari keterampilan berbicara bahasa Inggris mereka. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif melalui wawancara semi-terstruktur dengan 10 siswa dari tingkat SMP. Responden dipilih secara sengaja dengan mempertimbangkan pengalaman mereka dalam menggunakan media sosial sebagai sarana pembelajaran bahasa Inggris, terutama keterampilan berbicara. Hasil penelitian menunjukkan bahwa Youtube membantu siswa meniru pengucapan penutur asli, Instagram membantu menambah kosakata baru, dan Tiktok membuat siswa lebih percaya diri dalam berbicara melalui video pendek. Semua platform ini membuat siswa lebih bersemangat dalam belajar dan berlatih berbicara bahasa Inggris dengan cara yang menyenangkan. *This study aims to explore how the benefits of social media platforms such as Youtube ,Instagram ,and Tiktok to help junior high school students learn their English speaking skils .The method used in this study is a qualitative approach through semi-structured interviews with 10 students from high school level. The respondets were selected purposively by considering their experience in using social media as a means of learning English, especially speaking skilss. The results show that Youtube helps students imitate the pronunciation of native speakers, Instagram helps add new vocabulary, and Tiktok makes students more confident in speaking through short videos. All of these of these platforms make students more enthusiastic about learning and practicing speaking English in a fun way.*

INTRODUCTION

Social media, especially video-based platforms such as YouTube, TikTok, or Instagram, become very popular in the life of teenagers. The contents of these flatforms are vary based on the user interests. One of the interests of social media video flatform is educative content. As the result, social media gives students the freedom to learn whenever and wherever they want.

Previous studies found that social media gives them the opportunity to practice speaking, either through speaking challenges or watching English teaching videos (Reinhardt, J. (2019). Language learners can see, hear, and interact with native speakers and other native English speakers through a variety of easily accessible content available on social media.

Compared to traditional learning methods, these videos are often more participatory and engaging (Benson,P.(2017). In addition, you can communicate with native English speakers using social media video platforms, which allows you to directly teach your speaking skills. Language learners can see,

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hear, and interact with native speakers and other native English speakers through a variety of easily accessible content available on social media. Compared to traditional learning methods, these videos are often more participatory and engaging.Social media has a positive impact and benefits in the development of science and technology, for example, making it easier to speak English, search for and access information, develop relationships, and others (Hamid et al., 2015).

Effendy (2024) states that TikTok application has a significant influence on students' learning behavior. TikTok provides students with the opportunity to observe and imitate English expressions directly through short and imaginative videos. Features such as speaking challenges or videos that educate students on how to become the most popular among Indonesians are also available.

Furthermore, YouTube application, one of the popular social media platforms, offers a variety of educational content that can be used to improve English language skills, especially in speaking (Sari, et al.,2019).Various tutorial videos, vlogs, and English learning channels can help users to learn independently, access various materials, and interact with native speakers. However, not all YouTube users make optimal use of this platform to improve their speaking skills.

The Instagram application allows students to access educational content from various content creators, such as influencers, language teachers, or English communities (Aslan, E. (2024). Through Reels and Stories, students can watch short videos containing everyday language expressions, slang, correct pronunciation, and phrases that are often used in conversation. This video-based learning is very useful for improving speaking skills because students can see and hear directly how native English speakers speak.

TikTok, YouTube, Instagram allow learners to hear different accents and dialects from all over the world, giving them the opportunity to be exposed to variations of English, whether from native American, British, Australian, or other countries, thus improving their listening skills and understanding of the language used in various situations. The great advantage of TikTok and YouTube is their flexibility. Videos can be replayed at any time, slowed down, or sped up allowing learners to learn at their own pace. This gives learners full control to choose the material they find difficult or interesting.

The purpose of this study was to see to what extent students of Sekolah SMP Negeri 34 Medan utilize social media TikTok, YouTube, and Instagram to improve their English speaking skills well and fluently. Through this study, it is hoped that findings can be found that are useful for educators and learners in improving their English speaking skills.

METHOD

This chapter outlines the research design employed in the study "Exploring the Benefits of Social Media Video Platforms for Learning English Speaking Skills." It covers the research approach, participants, data collection methods, and data analysis procedures. The objective of this study is to explore how social media video platforms can enhance the learning of English speaking skills. The study is qualitative in nature, and the methodology chosen aligns with the aim to gain in-depth insights into the participants' experiences and perspectives.

The purpose of this study is to explore and understand the benefits that English language learners gain through the use of social media video platforms in improving their speaking skills.This study uses a case study design which involves an in- depth exploration of SMP 34 Medan students interact with social media video platforms such as YouTube, TikTok, etc. to improve their English speaking ability. Through the case study, the research will capture the subjective experiences and perceptions of the participants. This research was be conducted at SMP Negeri 34 Medan . EFL students of SMP Negeri 34 Medan were proposed to be the participants of this research. Participants would be taken from class VIII. This class consists of 30 students who are not native speakers. The researcher was going to conduct this research by interviewing students about English language learners using social media video platforms to improve their speaking skills.10 EFL students at SMP 34 Medan would be the participants of this research. This research would use two data collection techniques namely: interview

According to Johnson and Christensen (2004), an interview is a method of data collection or a data collection tool that shows the researcher as the interviewer asking a number of questions to the participants as the subjects being interviewed. Interviews are a flexible way to collect detailed and personal research data. The presence of the interview allows for continuous monitoring of the

information collected, and the researcher examines what the participants say. Tohirin (2012) stated that in qualitative research, in-depth interview (in-depth interview) usually done in an unstructured manner. Data was collected through interviews generally was verbal data obtained through conversation or inquiries answer. Interviews allow more to be said about the research than is usually stated in the questionnaire cover letter. The researcher selected 10 students to be the interviewees. The purpose of the student interviews was to align the data obtained from the questionnaire so that the data was more credible and valid. Therefore, the researcher created an interview guideline to assist the research. There were 10 questions related to the use of social media video platforms to Learn Students' English Speaking Skills. The data collection technique used in this study is an interview. The researcher prepared an interview concept for participants to discuss their experiences in depth and reflect on the use of social media platforms to learn English speaking skills. The interview would be conducted for 3 minutes. The interview would explore participants' motivations for using social media platforms, their learning strategies, and the benefits they get from these platforms. The interview guide and focus group would consist of open-ended questions, focusing on themes such as platforms used, perceived improvement in speaking skills, engagement with content, and challenges faced during learning. The questions are designed to explore the personal and educational impacts of using social media video platforms for English language learning. The data analysis would follow a thematic analysis approach, which is suitable for identifying and interpreting patterns or themes within qualitative data (Braun & Clarke, 2006). The analysis process would involve the following steps:

Data Familiarization: Transcriptions of interviews and focus groups would be read several times to ensure a thorough understanding of the data.
1. Initial Coding: Initial codes would be generated based on the key themes in the data, such as engagement , motivation, language improvement, and challenges.
2. Theme Development: The initial codes would be grouped into broader themes that reflect the benefits and challenges of using social media platforms for learning English speaking skills.
3. Theme Refinement: The themes would be reviewed and refined to ensure that they adequately represent the data.
Reporting: The final themes would be presented, with illustrative quotes from the participants.

RESULTS AND DISCUSSION

Research Findings

This study aimed to explore the benefits of using social media video platforms—YouTube, Instagram, and TikTok—in supporting students' English speaking skills. This qualitative research employed a case study approach involving 10 eighth-grade students from SMPN 34 Medan. Data were collected through in-depth interviews regarding students' experiences, perceptions, and strategies in utilizing social media to improve their English speaking skills.

The findings revealed that most students use more than one platform simultaneously to support their learning process. The usage percentages showed that YouTube was the most dominant platform (70%), followed by TikTok (60%), and Instagram (50%).

The Use of Video-Based Social Media in Learning Speaking

YouTube as the Main Learning Resource

YouTube was chosen by most students as their primary learning source due to its long, in-depth content such as conversation videos, pronunciation tutorials, vlogs by native speakers, and educational videos from online English teachers. These types of content helped students understand pronunciation, intonation, and vocabulary usage in real contexts. Some students stated that they often replay specific videos to reinforce their memory of new phrases and vocabulary.

Features like automatic subtitles and flexible content selection made YouTube highly effective for learning. However, some challenges were noted, including unclear audio or video quality, the fast pace of native speakers' speech, and technical issues such as advertisements or unstable internet connections.

TikTok as a Fun Learning Medium

TikTok was utilized by students as a fun and light learning medium. They used it to learn new vocabulary, follow pronunciation challenges, and practice daily conversations. Its short, straight-to-the-

point video format attracted students' interest, making it easier for them to stay engaged. Content like English songs, grammar tips, and interactive features like duets with native speakers effectively boosted students' speaking confidence.

However, the short duration of TikTok videos often became a limitation when students needed more detailed explanations about grammar or sentence structure. Additionally, students acknowledged the potential distraction caused by TikTok's entertainment-based content mixed with educational material.

Instagram as a Supplementary Platform

Instagram was used by some students as an additional learning resource. They mainly utilized reels and stories to access brief English learning content, including simple grammar explanations, daily idioms, and pronunciation tips. Some students also used Instagram to upload English school assignments as a form of language practice.

Nevertheless, students recognized that learning through Instagram tended to be passive. Other challenges included visual distractions from interface elements such as comments or like buttons, as well as content that was often too brief to provide comprehensive explanations.

Students' Purposes in Using Video Platforms

The interviews revealed that students generally used video-based social media platforms for several practical reasons, such as:

1. Expanding vocabulary
2. Practicing pronunciation
3. Understanding grammar and sentence structures
4. Completing school assignments
5. Increasing motivation through engaging content
6. YouTube was mainly used for completing assignments and deepening understanding of grammar. Instagram was primarily used for accessing light content, while TikTok was seen as an entertaining yet educational platform that indirectly improved students' speaking confidence.

Comparison of Platform Benefits

Each platform offered distinct strengths:

1. YouTube excelled in providing in-depth, structured content, supporting independent learning of grammar, pronunciation, and real-life conversation patterns.
2. TikTok was highly effective for building exposure to everyday English, increasing students' motivation, and helping them become more familiar with various accents and speaking styles.
3. Instagram served as a visual, supplementary platform that contributed to vocabulary enhancement but lacked depth in developing speaking skills.
4. Despite these benefits, students also encountered common challenges such as limited internet access, distractions from entertainment content, and difficulties maintaining learning consistency without proper guidance.

Discussion of Findings

The findings align with Bandura's Social Learning Theory (1977), which emphasizes that individuals can learn by observing the behaviors of others. In this case, students practiced their speaking skills by imitating how native speakers communicated in the videos they watched.

Furthermore, the use of Instagram and TikTok reflects the principle of Contextual Learning, as students engaged with English content presented in familiar, everyday contexts. TikTok, in particular, contributed to students' motivation through entertaining educational content.

These findings also support Siemens' Connectivism Theory (2005), which highlights that learning in the digital era extends beyond traditional sources, drawing from diverse online information networks—including social media. Students thus act as active participants in designing their own learning pathways based on their interests and goals.

In conclusion, the use of video-based social media platforms—YouTube, Instagram, and TikTok—provides substantial contributions to developing students' English speaking skills. YouTube was identified as the most effective platform for structured and in-depth learning because of its comprehensive, flexible content offerings. TikTok played a significant role as a motivational tool, helping students develop vocabulary and speaking confidence through short, engaging videos.

Meanwhile, Instagram functioned as a supplementary source that introduced vocabulary and grammar in short, accessible formats, although it was not ideal for more structured learning.

To optimize the benefits of these platforms, students need guidance from teachers, parents, or mentors to help them choose appropriate learning content. By integrating social media with formal education, students can strengthen their English speaking skills progressively by leveraging the unique advantages of each platform in a balanced and purposeful manner

CONCLUSION

Based on the research findings, the use of video platforms on social media—such as YouTube, Instagram, and TikTok—provides significant benefits in supporting students' English speaking skills. YouTube proved to be the most widely used platform, offering a variety of learning content, enriching vocabulary, and exposing students to authentic spoken English, despite challenges like video quality and the fast speech of native speakers. Instagram serves as a supplementary medium, helping students learn simple vocabulary and grammar, although its content tends to be superficial and less suitable for deeper learning. Meanwhile, TikTok functions as an enjoyable platform to boost speaking confidence and listening skills through short, engaging videos relevant to students' daily lives, although it lacks in-depth explanations and contextual learning. Overall, these three platforms can serve as effective complements to formal education, with YouTube as the primary learning source, Instagram as light supplementary exposure, and TikTok as a motivating entry point for developing interest in learning English more seriously.

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