JURNAL MANAJEMEN PENDIDIKAN
Homepage : https://ejurnal.stkip-pessel.ac.id/index.php/jmp
Email : jmp@stkip-pessel.ac.id

p-ISSN : 2548-4826 ; e-ISSN : 2548-4834
Vol. 11, No. 5, October 2026
Page 11426-11438
© Author
Jurnal Manajemen Pendidikan

AN ANALYSIS OF SUBTITLED AND NON-SUBTILED VIDEOS IN TEACHING SPEAKING SKILL AT THE SEVENTH GRADE OF SMP NEGERI 1 TUHEMBERUA

Cinthika Joe Apriani Harefa[1], Hidayati Daeli[2], Adieli Laoli[3], Yasminar Amaerita Telaumbanua[4]
[1,2,3,4] Universitas Nias, Indonesia

Email: cindyharefa2021@gmail.com

Check for updates OPEN ACCESS CC BY SA

DOI: https://doi.org/10.34125/jmp.v11i5.3683

Sections Info

Article history:
Submitted: 9 August 2026
Final Revised: 28 August 2026
Accepted: 26 September 2026
Published: 30 October 2026

Keywords:
Speaking Skill
Subtitled Videos
Non-Subtitled Videos
Problem Based Learning
Speaking instruction

ABSTRACT

Objective: *Speaking skill is an important component of English language learning because it enables students to communicate ideas and information orally. This research aimed to describe how subtitled and non-subtitled videos were used in teaching speaking skill and to identify factors influencing students' speaking skill when learning through the videos.* ***Methods:*** *This research employed a qualitative descriptive design involving 20 seventh-grade students and an English teacher at SMP Negeri 1 Tuhemberua. Data were collected through observation, interviews, and documentation and analyzed using thematic analysis with NVivo 12 Pro to organize and code the data.* ***Results:*** *The videos were integrated into Problem Based Learning (PBL) through problem presentation, video viewing, language identification, group activities, dialogue practice, and feedback. Six factors were identified: video characteristics, vocabulary, pronunciation, comprehension, grammar, and confidence.* ***Novelty:*** *This research provides a contextual description of how subtitled and non-subtitled videos were used together as instructional media within one structured speaking-learning process, rather than examining them as separate instructional conditions.*

ABSTRAK

Objektif: *Keterampilan berbicara merupakan komponen penting dalam pembelajaran bahasa Inggris karena memungkinkan siswa menyampaikan ide dan informasi secara lisan. Penelitian ini bertujuan untuk mendeskripsikan bagaimana video dengan tulisan dan video tanpa tulisan digunakan dalam pembelajaran keterampilan berbicara serta mengidentifikasi faktor yang memengaruhi keterampilan berbicara siswa ketika belajar melalui kedua jenis video tersebut.* ***Metode:*** *Penelitian ini menggunakan desain deskriptif kualitatif dengan melibatkan 20 siswa kelas VII dan seorang guru bahasa Inggris di SMP Negeri 1 Tuhemberua. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi serta dianalisis menggunakan analisis tematik dengan bantuan NVivo 12 Pro untuk mengorganisasikan dan mengodekan data.* ***Hasil:*** *Kedua jenis video diintegrasikan dalam Problem-Based Learning (PBL) melalui penyajian masalah, pemutaran video, identifikasi bahasa, kegiatan kelompok, latihan dialog, dan pemberian umpan balik. Enam faktor diidentifikasi, yaitu karakteristik video, kosakata, pelafalan, pemahaman, tata bahasa, dan kepercayaan diri.* ***Kebaruan:*** *Penelitian ini memberikan gambaran kontekstual tentang penggunaan video dengan tulisan dan video tanpa tulisan secara bersama sebagai media pembelajaran dalam satu proses pembelajaran berbicara yang terstruktur, bukan sebagai kondisi pembelajaran yang terpisah.*

Kata kunci:*Keterampilan berbicara, video dengan tulisan, video tanpa tulisan, problem based learning, pembelajaran berbicara*

INTRODUCTION

Speaking is an essential skill in English language learning because it enables students to communicate ideas, express information, and interact with others through the target language (Riswanto et al., 2023; Safitriani and Jayadi, 2021). However, speaking is a complex skill because students need to coordinate several aspects of oral communication, including pronunciation, vocabulary, grammar, fluency, and comprehension. EFL students may experience difficulties in expressing ideas orally because of limited language resources, insufficient opportunities for speaking practice, and anxiety about making mistakes. Therefore, English instruction needs to provide meaningful opportunities for students to receive language input and use English through spoken interaction (Jaya et al., 2022; Sari et al., 2022).

The importance of speaking is also reflected in the implementation of English learning in Indonesia through the *Kurikulum Merdeka*. The English Learning Outcomes (*Capaian Pembelajaran*) for the Listening-Speaking element in Phase D emphasize students' ability to use English to interact and exchange ideas, experiences, interests, opinions, and perspectives with teachers, peers, and others in familiar formal and informal contexts. To support these outcomes, teachers develop learning objectives, *Alur Tujuan Pembelajaran*, and teaching modules that incorporate learning materials and instructional media according to the objectives, content, and students' characteristics and needs (Badan Standar, Kurikulum, dan Asesmen Pendidikan [BSKAP], 2024).

One medium that can provide audiovisual language input is video. Video combines spoken language with visual information and can expose students to language in contextualized communicative situations. Research on audiovisual input indicates that video provides multimodal information that can support language comprehension and learning, while on-screen text can provide additional linguistic information during viewing. Subtitled videos present written text together with spoken dialogue, whereas non-subtitled videos provide audiovisual input without on-screen text. The presence or absence of on-screen text can therefore influence how students attend to and process language while viewing (Montero Perez, 2022; Sydorenko et al., 2024; Wi & Boers, 2025).

The use of subtitled and non-subtitled videos, however, should not be viewed as automatically determining students' language development. Research on subtitled and non-subtitled videos as audiovisual input indicates that learning outcomes can vary according to learner-related characteristics and the conditions under which the input is processed. subtitled videos can support vocabulary learning, while prior vocabulary knowledge and working memory may also influence learning through different captioning conditions. Therefore, the use of audiovisual input needs to be considered together with students' characteristics and the way the input is integrated into the learning process (Malakul & Park, 2023; Teng, 2022; Teng, 2023; Wi & Boers, 2025; Yusuf et al. 2022).

Students' speaking development may also be influenced by conditions beyond the instructional medium itself. Research involving Indonesian EFL students has identified difficulties related to vocabulary, pronunciation, confidence, and foreign-language speaking anxiety, indicating that students' speaking performance is shaped by multiple aspects of the learning experience. Such findings suggest that understanding speaking skill requires attention to the conditions students experience during classroom learning rather than attributing their speaking development to instructional media alone. Therefore, identifying factors that emerge from students' learning experiences is important for understanding speaking development within a particular instructional context (Hanafiah et al., 2022; Jaya et

al., 2022; Sari et al., 2022).

This issue is relevant to the English learning context at SMP Negeri 1 Tuhemberua. Preliminary observation and an interview with the English teacher indicated that students' English learning achievement still needed attention. Of the 20 Grade VII students, 7 students (35%) had reached the school's *Ketentuan Ketercapaian Tujuan Pembelajaran* (*KKTP*) of 75, whereas 13 students (65%) had not yet reached the criterion. The *KKTP* represents the general criterion for English learning achievement and is not a speaking-specific score or a score obtained specifically from the topic *Introducing Myself*. According to the teacher's information during the preliminary study, some students' difficulties in reaching the criterion were related to challenges in speaking. Thus, the preliminary findings provide an initial indication of a speaking-related learning issue that needs to be understood more closely (Preliminary observation and interview with the English teacher, 2026).

Table 1. Preliminary English Learning Achievement of Grade VII Students

Learning Achievement	Number of Students	Percentage
Reached KKTP (≥75)	7	35%
Did not reach KKTP (<75)	13	65%
Total	20	100%

Source: Preliminary observation and interview with the English teacher at SMP Negeri 1 Tuhemberua, 2026.

The preliminary findings provide an empirical basis for looking more closely at speaking instruction in the school. However, the general English learning achievement reflected by the KKTP does not explain how speaking instruction is conducted, how students respond to instructional media, or what factors they experience when developing their speaking skill. In Grade VII-3, the English teacher used subtitled and non-subtitled videos as instructional media in teaching speaking, including the topic Introducing Myself, with Problem-Based Learning (PBL) as the instructional model. In this classroom context, both forms of audiovisual input were used within the same instructional process rather than as separate experimental treatments. Understanding this classroom implementation is important because the use of audiovisual input involves not only the type of input but also how teachers integrate it into classroom instruction and how students engage with it (Montero Perez, 2022; Sydorenko et al., 2024).

Although previous research has provided substantial evidence concerning audiovisual input and the role of on-screen text in language learning, there remains a need to understand how subtitled and non-subtitled videos are implemented together in an actual junior high school speaking classroom and what factors emerge from students' learning experiences in that context. Previous research has shown that audiovisual learning is influenced by the characteristics of the input, learner-related conditions, and the way audiovisual materials are used in instructional contexts (Montero Perez, 2022; Teng, 2022; Sydorenko et al., 2024; Wi & Boers, 2025). However, the present study addresses a different context by examining the use of subtitled and non-subtitled videos together within the same speaking instruction rather than treating them as separate experimental conditions.

Based on this context, the present study does not compare subtitled and non-subtitled videos as separate treatments or determine which medium is more effective. Instead, it analyzes how both types of videos are used as instructional media within the same teaching process and identifies the factors influencing students' speaking skill as they emerge from the

classroom data. Therefore, this study aims to analyze how subtitled and non-subtitled videos are used in teaching speaking skill to seventh-grade students at SMP Negeri 1 Tuhemberua and to identify the factors influencing students' speaking skill when learning through these instructional media.

METHOD

This research employed a qualitative descriptive design to describe how subtitled and non-subtitled videos were used in teaching speaking skill and to identify the factors influencing students' speaking skill when learning through the videos. The research was conducted at SMP Negeri 1 Tuhemberua, North Nias Regency, North Sumatra, Indonesia, focusing on the seventh-grade students of Class VII-3. The research focused on the classroom implementation of the two types of videos and the factors influencing students' speaking skill within the learning process.

The participants consisted of 20 seventh-grade students of Class VII-3 and one English teacher. The teacher was selected because he was directly involved in conducting the speaking lessons and implementing subtitled and non-subtitled videos as instructional media. The students were involved because they directly experienced the learning process through the use of both types of videos, particularly in speaking activities related to self-introduction. Student participants provided information about their learning experiences and the factors influencing their speaking skill, while the teacher provided supporting information to confirm and clarify the students' responses. The research procedure was carried out through several stages, beginning with determining the research design and context, followed by data collection, data organization, and data analysis. These stages are systematically presented in Figure 1 below.

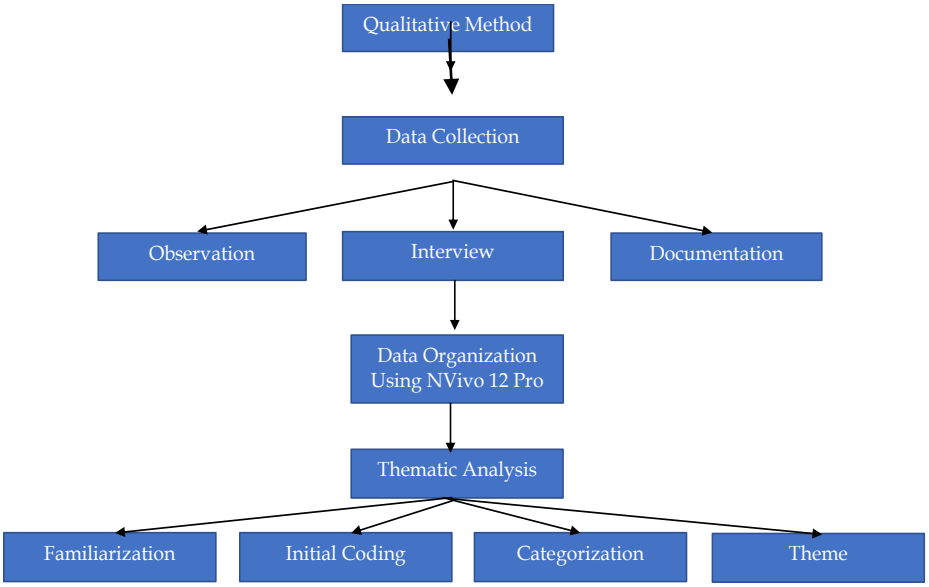


Figure 1. Research Procedure of the Study

As shown in Figure 1, data were collected through observation, interviews, and documentation. Two structured observation instruments were used: a teacher observation sheet, used to analyze and describe how the teacher implemented subtitled and non-subtitled videos in teaching speaking skill, and a student observation sheet, used to describe students' responses and engagement during the learning activities. Both instruments used a five-point rating scale ranging from 1 to 5 namely: very poor, poor, fair, good, very good for each

observed indicator. The scale was used as a descriptive guide rather than as a statistical measurement. Observation was conducted during five classroom meetings on May 13, May 20, May 23, June 3, and June 10, 2026. Observation notes were also used to provide detailed descriptions of the teaching and learning activities and the use of subtitled and non-subtitled videos.

Interviews were conducted with selected students and the English teacher. Student interviewees were selected purposively based on the results of the student observation sheet: students who obtained a low score on at least one indicator in any of the five observation meetings were selected for interviews, even if the same student did not consistently obtain a low score across all meetings. This criterion was used to obtain deeper information about the difficulties and experiences these students encountered during the learning process. The teacher was subsequently interviewed to confirm and clarify the factors influencing students' speaking skill identified through the student interviews. Documentation included the teaching module, teaching materials, students' work, and other supporting documents related to the implementation of subtitled and non-subtitled videos in speaking instruction.

The data were analyzed using thematic analysis. The analysis involved familiarizing the researcher with the data, generating initial codes, categorized, and naming themes, and producing the report. Data from observations, interviews, and documentation were examined to identify patterns relevant to the two research questions. NVivo 12 Pro was used to assist the researcher in organizing and managing the qualitative data, managing interview transcripts, generating and organizing codes, grouping related codes into categories, and supporting the development of themes. The software functioned as an analytical aid, while the interpretation and determination of codes, categories, and themes remained the responsibility of the researcher.

RESULT AND DISCUSSION

Result

The results of this research are presented based on the two research questions concerning the implementation of subtitled and non-subtitled videos in teaching speaking skill and the factors influencing students' speaking skill when learning through the videos. To provide an overview of the coding structure prior to presenting the detailed results, Figure 1 displays the hierarchical organization of themes generated through thematic analysis using NVivo 12 Pro. The chart illustrates two main themes, namely the implementation of subtitled and non-subtitled videos in teaching speaking skill and the factors influencing students' speaking skill, each divided into several sub-themes derived from the coded data obtained through observation, interviews, and documentation. The size of each box reflects the number of references, that is, the data segments coded to the corresponding node.



Figure 2. Hierarchical structure of themes, sub-themes, and initial codes

As shown in Figure 2, the first theme, implementation of subtitled and non-subtitled videos, consists of four sub-themes: teacher's instructional support, student learning engagement, students' speaking performance, and the video-based learning process. The second theme, factors influencing students' speaking skill, consists of six sub-themes: video characteristics, vocabulary, pronunciation, comprehension, grammar, and confidence. Each of these sub-themes is elaborated in the following discussion.

1. Implementation of Subtitled and Non-Subtitled Videos in Teaching Speaking Skill

Figure 3 shows the number of references for each sub-theme under this theme. Teacher's instructional support and student learning engagement were the most frequently coded sub-themes, followed by students' speaking performance and the video-based learning process.

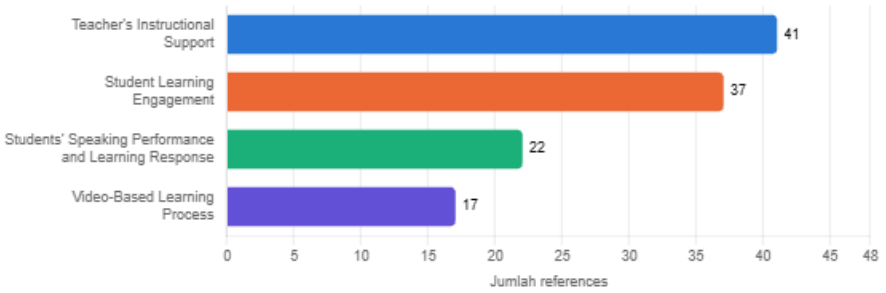


Figure 3. Number of references (coded segments) per sub-theme under the implementation of subtitled and non-subtitled videos in teaching speaking skill

The classroom observations showed that subtitled and non-subtitled videos were used as instructional media within a structured speaking lesson. The teacher did not use the two types of videos as separate treatments; rather, both were incorporated into the same learning process to provide students with different forms of audiovisual input. The implementation involved teacher explanation, video viewing, identification of expressions and vocabulary, group activities, dialogue practice, presentation, and feedback.

During the first meeting, the teacher introduced the topic of self-introduction and provided initial explanations before presenting the video. Students watched the subtitled and non-subtitled dialogue videos and were guided to identify expressions used in introducing themselves. The subtitles helped students follow the spoken dialogue and identify unfamiliar words, while the non-subtitled video required them to pay closer attention to the spoken language and visual information. After viewing, students worked in groups and completed the worksheet by identifying or filling in expressions from the dialogue. The teacher then guided students in practicing the expressions orally

In the second meeting, the teacher repeated the video presentation because some students had difficulty completing the worksheet and understanding the dialogue after the first viewing. The videos were therefore played again to provide additional opportunities for listening and comprehension. Students subsequently discussed the answers in groups and practiced the dialogue. The observation also showed that students were more actively involved when the teacher provided guidance during the activities rather than asking them to work independently.

In the third meeting, the teacher continued the use of the two video types and provided opportunities for students to practice the dialogue in groups. Students identified expressions from the videos, discussed the meaning of unfamiliar language, and rehearsed the dialogue before presenting it. The teacher monitored the groups, clarified students'

questions, and provided assistance when students experienced difficulties with vocabulary, pronunciation, or sentence formation.

During the fourth meeting, the teacher emphasized practice and feedback. Students performed the dialogue activities and received corrections concerning their use of English. The teacher used students' performance as a basis for providing feedback and guided them to revise their responses before continuing to the next activity. Students subsequently repeated or improved their dialogue practice based on the feedback.

In the fifth meeting, the use of the videos was followed by more extensive speaking practice. Students practiced dialogue and presented their performances individually or in groups according to the classroom activity. Compared with the earlier meetings, students were given greater opportunities to demonstrate their speaking ability. The teacher provided feedback on students' pronunciation, grammar, vocabulary, fluency, and comprehension during the speaking activities. Figure 4 documents the classroom activities during the lessons.



Figure 4. Documentation of classroom activities

Overall, the observations indicated that the teacher used the videos through a sequence of viewing, identifying language, discussing meaning, practicing dialogue, presenting, and receiving feedback. Subtitled videos were used to support students' understanding of the spoken dialogue, whereas non-subtitled videos provided opportunities for students to focus more directly on listening to spoken English. Both types of videos were integrated into the learning process rather than being treated as separate instructional conditions.

2. Factors Influencing Students' Speaking Skill when Learning through Subtitled and Non-Subtitled Videos

The interview and observation data revealed several factors influencing students' speaking skill during learning through subtitled and non-subtitled videos. The results were grouped into six categories: video characteristics, vocabulary, pronunciation,

comprehension, grammar, and confidence. Figure 5 shows that confidence was the most frequently coded category, followed by comprehension and vocabulary, while grammar, pronunciation, and video characteristics were coded less often.

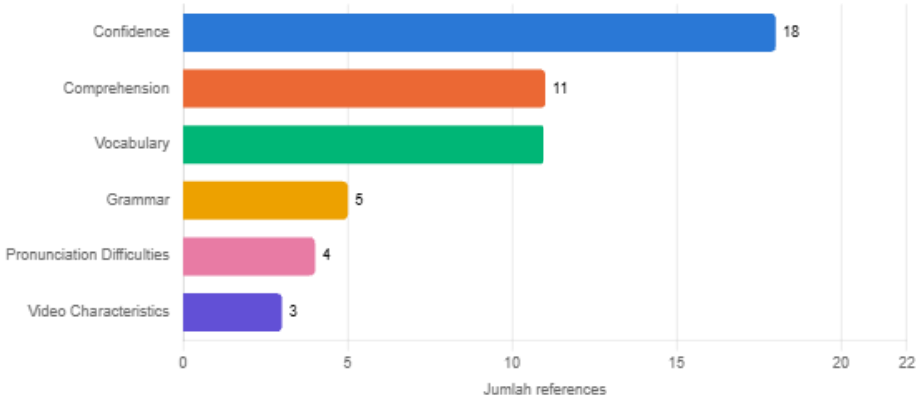


Figure 5. Number of references (coded segments) per category under the factors influencing students' speaking skill

a. Video Characteristics

The characteristics of the videos influenced how students participated in the speaking activities. Students reported that the speed and absence of written support in the non-subtitled videos sometimes made the dialogue difficult to follow, particularly when they were unfamiliar with the vocabulary used in the dialogue. Some students needed to listen to the non-subtitled video more than once before they could understand the information and complete the related activity. In contrast, subtitles provided written support that enabled students to follow the dialogue and identify expressions more easily.

The teacher's interview responses supported these results. The teacher explained that students generally required repeated listening when watching non-subtitled videos, while the presence of subtitles helped them understand the content of the dialogue. However, the teacher also observed that non-subtitled videos encouraged students to pay closer attention to the spoken language.

b. Vocabulary

Limited vocabulary was identified as one of the factors that affected students' speaking performance. During the learning activities, some students had difficulty understanding words in the videos and using appropriate vocabulary when constructing their own spoken responses. Students reported that unfamiliar words made it difficult for them to understand the dialogue and remember the expressions they needed to use during practice.

The teacher also identified limited vocabulary as a recurring difficulty. Students sometimes understood the general topic of the video but had difficulty producing their own sentences because they did not know the words needed to express their ideas.

c. Pronunciation

Pronunciation difficulties also influenced students' participation in speaking activities. Some students were uncertain about how to pronounce words encountered in the videos and required teacher guidance before using the expressions orally. Observation data showed that students sometimes hesitated before producing

unfamiliar words, particularly when they were required to speak in front of their classmates.

The teacher's responses further indicated that pronunciation was related to students' confidence. Students were sometimes afraid of pronouncing words incorrectly, which made them reluctant to speak during classroom activities.

d. Comprehension

Students' comprehension of the video content affected their ability to participate in subsequent speaking activities. When students did not fully understand the dialogue, they experienced difficulty completing the worksheet, identifying expressions, and reproducing the dialogue orally. This difficulty was more apparent when students watched the non-subtitled video because they had to rely primarily on the spoken language and visual context.

Students explained that they sometimes needed repeated viewing or teacher explanation to understand the meaning of the dialogue. The teacher also reported that additional explanation and repeated listening were necessary for some students before they could proceed to speaking practice.

e. Grammar

Grammar difficulties were evident when students attempted to construct or modify sentences based on the expressions presented in the videos. Although students could identify some expressions from the dialogue, they were not always able to produce grammatically appropriate sentences independently. Teacher guidance was therefore needed when students practiced or developed their own spoken responses.

The interview data showed that some students remembered expressions from the videos but experienced difficulty when they had to form sentences without directly following the model provided in the video. This indicates that understanding the language presented in the videos did not always result in students being able to use the expressions independently.

f. Confidence

Confidence was another factor influencing students' speaking skill. Observation and interview data showed that some students hesitated to speak because they were afraid of making mistakes, being laughed at by classmates, or giving incorrect answers. These concerns affected their willingness to participate in speaking activities, particularly when they had to perform in front of the class.

Students reported that teacher guidance, group practice, and repeated opportunities to practice helped them feel more prepared to speak. The teacher similarly observed that students were more willing to participate when they first practiced with their group before presenting. Feedback from the teacher also helped students recognize and correct their mistakes during speaking activities.

Overall, the results show that students' speaking skill during learning through subtitled and non-subtitled videos was influenced by both characteristics of the video input and students' linguistic and affective conditions. Video characteristics affected students' access to and understanding of the spoken input, while vocabulary, pronunciation, comprehension, grammar, and confidence affected their ability to transform the input into spoken English during classroom activities.

Discussion

The results show that subtitled and non-subtitled videos were used as instructional media within the same speaking-learning process. The videos were integrated with teacher guidance, group activities, dialogue practice, and speaking performance. The results also identified several factors that appeared in students' speaking experiences, namely video characteristics, vocabulary, pronunciation, comprehension, grammar, and confidence.

The results show that the videos were used not only as materials for viewing but also as sources of language input for subsequent speaking activities. After watching the videos, students were guided to identify expressions and vocabulary, practice pronunciation, develop dialogues, rehearse with their groups, and perform the dialogues orally. This indicates that the videos were incorporated into a sequence of activities that allowed students to encounter, discuss, practice, and use English orally.

This result is consistent with Montero Perez (2022), who explains that audiovisual input provides learners with multimodal information and that on-screen text can support the processing of spoken language. Muñoz (2022) also describes audiovisual input as an important source of language exposure in second or foreign language learning. In the present study, subtitles provided written language alongside the spoken dialogue, which students used when identifying vocabulary and expressions. In contrast, when watching non-subtitled videos, students relied on the spoken dialogue and visual information presented in the video. These observations show that the two video formats provided different forms of audiovisual input within the same learning process.

The results also show that the teacher played an important role in guiding students during the use of the videos. This is also reflected in Figure 3, where teacher's instructional support was among the most frequently coded sub-themes. The teacher replayed the videos when students needed further viewing, explained unfamiliar expressions, modelled pronunciation, guided group activities, and provided feedback before students performed their dialogues. This result is consistent with Hanafiah et al. (2022), who discuss the use of technology-supported learning in relation to vocabulary learning, speaking activities, and speaking anxiety among Indonesian EFL learners. In the present study, video use was therefore observed together with teacher guidance and follow-up speaking activities rather than as an isolated classroom activity.

The results also identified several factors that appeared in students' experiences during speaking activities. These factors included video characteristics, vocabulary, pronunciation, comprehension, grammar, and confidence. The results show that students encountered these factors at different points of the learning process, particularly when understanding the video content, preparing dialogues, and speaking in front of others.

Video characteristics were evident in students' experiences when they watched dialogues with different speeds and without written support. Some students reported difficulty understanding parts of the dialogue when the spoken language was difficult to follow. This result is consistent with Montero Perez (2022), who discusses the role of audiovisual features and on-screen text in learners' processing of spoken language. Shin and Lee (2024) likewise emphasize that characteristics of audiovisual input are relevant to learners' processing of spoken language. In the present study, these characteristics were reflected in students' need for repeated viewing, teacher explanation, and additional guidance during the learning activities.

Vocabulary, pronunciation, and grammar were also identified in students' speaking experiences. Students encountered unfamiliar words, difficulties pronouncing some expressions, and difficulties forming or using sentences during dialogue practice. Ardian et

al. (2023) discuss the connection between vocabulary knowledge and speaking ability, while Aini (2024) examines grammar proficiency in relation to oral communication performance. Hanafiah et al. (2022) also discusses vocabulary learning and speaking activities in an Indonesian EFL context. These studies provide relevant support for understanding why students' existing linguistic resources were evident during their attempts to understand the videos and produce spoken language.

Confidence was another factor reflected in the students' experiences. As shown in Figure 5, it was the most frequently coded category among the factors. Some students reported feeling afraid of making mistakes, giving incorrect answers, or being laughed at by their classmates. These experiences sometimes made them hesitant to speak during classroom activities. This result is consistent with Diana et al. (2024), Que et al. (2024), and Ramli et al. (2024), who discuss fear of mistakes, negative evaluation, and other experiences associated with speaking anxiety among EFL learners. In the present study, group rehearsal and teacher feedback were part of the learning process through which students prepared their spoken performances before presenting them in front of the class.

Overall, the results suggest that students' experiences with subtitled and non-subtitled videos were shaped by the interaction of audiovisual input, linguistic resources, comprehension, and confidence within the classroom learning process. The videos provided contextualized language input, while teacher guidance, group activities, dialogue practice, and feedback created opportunities for students to work with and use the language orally. An important aspect of this study is that the two video formats were examined as part of one instructional process rather than as separate treatments. This provides a contextual description of how subtitled and non-subtitled videos can be incorporated into speaking instruction in a seventh-grade EFL classroom.

Future research may analyze the use of subtitled and non-subtitled videos in different speaking topics, grade levels, or classroom contexts. Further qualitative studies may also explore students' experiences with different subtitle types, video difficulty, and classroom activities accompanying audiovisual materials.

CONCLUSION

This research concludes that subtitled and non-subtitled videos were used in teaching speaking skill as instructional media integrated into a sequence of teacher-guided activities within the Problem-Based Learning (PBL) framework. After the teacher presented a real-life problem, students identified vocabulary, expressions, and pronunciation from the videos, worked in groups to develop dialogues, performed them in front of the class, and received teacher feedback.

Six factors appeared in students' speaking experiences: video characteristics, vocabulary, pronunciation, comprehension, grammar, and confidence. These experiences indicate that students' engagement with audiovisual materials was connected with their linguistic resources and confidence, with teacher guidance, group practice, repeated viewing, and feedback supporting the learning process.

These findings imply that videos are most useful in speaking instruction when integrated with language identification, pronunciation practice, dialogue development, rehearsal, oral performance, and feedback rather than used only for viewing. However, this research involved one English teacher and 20 students in one seventh-grade class at SMP Negeri 1 Tuhemberua; therefore, the results describe this classroom context. Future qualitative research may explore students' experiences across different grade levels, speaking topics, and

types of audiovisual materials. Overall, integrating videos into teacher-guided practice supports students in moving from audiovisual input to spoken English.

REFERENCES

Aini, D. N. (2024). A study on the relationship between grammar proficiency and oral communication performance of intensive English course participants. *Teaching English as Foreign Language, Literature and Linguistics, 4*(2), 82–88. https://doi.org/10.33752/teflics.v4i2.10740

Ardian, K., Muta'ali S. H., R., Alandalousiyyah, B., & Suprayetno, E. (2023). The correlation between students' vocabulary mastery and speaking ability of eight-grade students at MTs Negeri 1 Tanjung Pura. *Journal of Applied Linguistics, 2*(2), 29–35. https://doi.org/10.52622/joal.v3i1.124

Badan Standar, Kurikulum, dan Asesmen Pendidikan. (2024). *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 032/H/KR/2024 tentang capaian pembelajaran pada pendidikan anak usia dini, jenjang pendidikan dasar, dan jenjang pendidikan menengah pada Kurikulum Merdeka*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Diana, M., Renandya, W. A., & Dahliana, S. (2024). Researching factors and coping strategies of EFL students' speaking anxiety. *Englisia: Journal of Language, Education, and Humanities, 12*(1), 250–271. https://doi.org/10.22373/ej.v12i1.22733

Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking anxiety: The case study of Indonesian EFL learners. *Education Research International, 2022*, Article 5500077. https://doi.org/10.1155/2022/5500077

Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). Speaking performance and problems faced by English major students at a university in South Sumatera. *Indonesian EFL Journal, 8*(1), 105–112. https://doi.org/10.25134/ieflj.v8i1.5603

Leonita, N. N. S. N. A., Apriyanti, N. P. R., Krismayani, N. W., Joni, D. A. A. W., & Budiarta, I. K. (2023). Speaking skill in 21st century: Students' perceptions and challenges in English language teaching. *Premise: Journal of English Education and Applied Linguistics, 12*(2), 614–628. https://doi.org/10.24127/pj.v12i2.7262

Montero Perez, M. (2022). Second or foreign language learning through watching audio-visual input and the role of on-screen text. *Language Teaching, 55*(2), 163–192. https://doi.org/10.1017/S0261444821000501

Muñoz, C. (2022). Audiovisual input in L2 learning. *Language, Interaction and Acquisition, 13*(1), 125–143. https://doi.org/10.1075/lia.22001.mun

Que, S. R., Tiven, P. A., & Warbanaran, T. (2024). Exploring anxiety in EFL students' speech production. *MATAI: International Journal of Language Education, 5*(1), 79–86. https://doi.org/10.30598/matail.v5i1.16558

Ramli, Fitriawati, & Nirmala, A. (2024). Anxiety in speaking: What factors and how to overcome. *Journal of English Teaching, 10*(2), 142–158. https://doi.org/10.33541/jet.v10i2.5696

Riswanto, Teferi, H., & Ahmed Abdel-Al Ibrahim, K. (2023). Cultivating EFL learners' productive skills by employing dynamic and non-dynamic assessments: Attitude in focus. *Language Testing in Asia, 13*, Article 18. https://doi.org/10.1186/s40468-023-00228-2

Safitriani, R., & Jayadi, M. K. (2021). *Teaching speaking*. Sanabil.

Sari, D. P., Asiyah, S., Mustikawati, D. A., & Maghfiroh, A. (2022). Speaking difficulties among EFL students from non-English majors. *English Focus: Journal of English Language Education, 6*(1), 33–44. https://doi.org/10.24905/efj.v6i1.99

Shin, S.-Y., & Lee, S. (2024). Effects of the type of audio-visual input and listenability on young L2 learners' listening comprehension. *TESOL Quarterly, 58*(4), 1580–1608. https://doi.org/10.1002/tesq.3298

Sydorenko, T., Cárdenas-Claros, M. S., Huntley, E., & Montero Perez, M. (2024). Audiovisual input in language learning: Teachers' perspectives. *Language Learning & Technology, 28*(1), 1–25. https://doi.org/10.64152/10125/73587

Teng, M. F. (2022). Vocabulary learning through videos: Captions, advance-organizer strategy, and their combination. *Computer Assisted Language Learning, 35*(3), 518–550. https://doi.org/10.1080/09588221.2020.1720253

Teng, M. F. (2023). Incidental vocabulary learning from captioned videos: Learners' prior vocabulary knowledge and working memory. *Journal of Computer Assisted Learning, 39*(2), 517–531. https://doi.org/10.1111/jcal.12756

Wi, I., & Boers, F. (2025). A synthesis of research on L2 vocabulary learning through audiovisual input and on-screen text. *Digital Applied Linguistics, 3*, Article 102774. https://doi.org/10.29140/dal.v3.102774

Yusuf, Y. Q., Mulyani, M., Trisnawati, I. K., Syarfuni, Qamariah, H., & Wahyuni, S. (2022). *Watch and Learn: EFL Students' Perceptions of Video Clip Subtitles for Vocabulary Instruction*. Pertanika Journal of Social Sciences & Humanities, 30, 1–23. https://doi.org/10.47836/PJSSH.30.S1.01

Malakul, S., & Park, I. (2023). *The effects of using an auto-subtitle system in educational videos to facilitate learning for secondary school students: Learning comprehension, cognitive load, and satisfaction*. Smart Learning Environments, 10, Article 4. https://doi.org/10.1186/s40561-023-00224-2

Copyright holder:
© Author

First publication right:
Jurnal Manajemen Pendidikan

This article is licensed under:
CC-BY-SA