

ABSTRACT

This study aims to identify students' perceptions of using short English videos in learning speaking, the factors that influence these perceptions, and the difficulties experienced by students during the learning process. Speaking is one of the essential language skills that plays an important role in developing students' ability to communicate in English. However, many students still experience problems in expressing their ideas and speaking confidently during classroom activities.

This research employed a qualitative descriptive method. The subjects of this study were 30 students of class VIII at SMP Negeri 19 Medan in the academic year 2025/2026. The data were collected using two research instruments, namely classroom observation and semi-structured interviews. The observation was used to identify students' engagement and responses during the learning process, while the interviews were used to explore students' perceptions and difficulties in learning speaking using short English videos.

The results of the study showed that students generally have positive perceptions toward the use of short English videos in learning speaking. The findings revealed that students experienced several benefits, such as increased interest, better understanding of pronunciation and expressions, and improved confidence in speaking. However, students also faced some difficulties, such as limited vocabulary knowledge, difficulty understanding the video content due to fast speech, and challenges in comprehending unfamiliar words. In conclusion, the use of short English videos can support speaking learning, although some challenges still need to be addressed.

Keywords: students' perceptions, short English videos, speaking learning, English learning, junior high school students