English as a Foreing Language Learners' Perception of Internet Media on English Speaking Skill

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Abstrak

Bahasa Inggris menjadi bahasa utama dalam komunikasi global, dengan media internet memainkan peran penting dalam pembelajaran bahasa. Penelitian ini menganalisis persepsi pembelajar EFL terhadap pengaruh media internet terhadap keterampilan berbicara, khususnya dalam kosakata, pelafalan, dan kefasihan. Dengan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara terhadap lima pembelajar EFL dari berbagai latar belakang. Hasil penelitian menunjukkan bahwa media internet, terutama YouTube, media sosial, dan permainan daring, meningkatkan pemerolehan bahasa melalui paparan konten autentik. Namun, hambatan seperti kurangnya mitra percakapan dan kepercayaan diri yang rendah menghambat praktik berbicara. Meskipun media internet memfasilitasi pembelajaran pasif, interaksi langsung tetap diperlukan untuk mencapai kefasihan. Studi ini merekomendasikan integrasi pembelajaran berbasis video dan platform bahasa interaktif guna meningkatkan keterampilan berbicara secara efektif.

Kata Kunci: Bahasa Inggris, Media Internet, Keterampilan Berbicara, Pembelajaran EFL, Pembelajaran Digital

Abstract

English is a dominant global language, with internet media playing a crucial role in language learning. This study examines EFL learners' perceptions of internet media's impact on speaking skills, focusing on vocabulary, pronunciation, and fluency. Using a descriptive qualitative approach, data were collected through interviews with five EFL learners from diverse backgrounds. The results indicate that internet media, particularly YouTube, social media, and online games, enhance language acquisition through exposure to authentic content. However, barriers such as the lack of conversation partners and low confidence hinder speaking practice. While internet media facilitates passive learning, interactive

engagement remains essential for fluency. This study recommends integrating video-based learning and interactive language platforms to enhance speaking skills effectively.

A. Introduction

English has emerged as the dominant language in global communication, particularly in the digital sphere, where it facilitates international discourse. As of April 2019, English accounted for 25.2% of all internet users globally (Clement, 2019), highlighting its pivotal role in online interactions. Proficiency in English has thus become a critical skill for academic, professional, and social engagement in the modern world. However, despite the widespread use of English in digital communication, achieving proficiency in English as a foreign language (EFL) remains a significant challenge, particularly in non-native English-speaking regions such as Indonesia. The 2022 English Proficiency Index (EF, 2022) ranked Indonesia 81st out of 111 countries, classifying it as having "low proficiency." This low proficiency hinders Indonesians' ability to compete in the globalized workforce and restricts access to higher education and international collaboration. A key contributing factor is the lack of immersive linguistic environments, as English is not the primary language in Indonesia. Learners face challenges such as complex grammatical structures, unfamiliar pronunciation rules, and limited opportunities to engage with native speakers. Traditional classroom instruction often prioritizes reading and writing over interactive oral communication, further exacerbating the issue.

The emergence of internet-based learning has transformed conventional language education, shifting from textbook-dependent methods to interactive digital environments. Digital platforms, including social networks, podcasts, and blogs, offer EFL learners opportunities to engage with authentic language use and native speakers, potentially enhancing language acquisition. Social networking sites such as Facebook, WhatsApp, and Line provide users with opportunities to practice verbal communication, fostering fluency in English. However, the effectiveness of these platforms in developing speaking proficiency remains uncertain. While some studies highlight the benefits of digital media in breaking geographical barriers and facilitating collaborative learning (Malerba & Barcelona, 2015; Al Qahtani, 2018), others caution that informal text-based interactions and homophones may negatively influence speaking accuracy and pronunciation patterns (Kay et al., 2014). This discrepancy underscores the need for a strategic approach to integrating internet media into EFL education, ensuring that its potential is maximized while mitigating its limitations.

This study aims to explore the perceptions of EFL learners regarding the impact of internet media on their English-speaking proficiency in EFL contexts, particularly in Indonesia. By

focusing on these objectives, the study seeks to bridge the gap between theoretical knowledge and practical communication skills, addressing the urgent demand for improved English-speaking proficiency in Indonesia.

Existing research has extensively examined the role of digital platforms in language learning, emphasizing their potential to facilitate collaborative learning and knowledge exchange (Al Qahtani, 2018). Studies have also highlighted the importance of social media in breaking geographical barriers and enabling learners to engage with native speakers (Malerba & Barcelona, 2015). However, there is limited research on the specific impact of internet media on speaking proficiency, particularly in low-proficiency contexts such as Indonesia. Furthermore, Rudd & Lambert (cited in Cabrera, 2018) and Pearson (2007) argue the influence of digital platforms on bilingual and multilingual development, few have focused on the challenges faced by EFL learners in non-native English-speaking regions. This study contributes to the field by addressing these gaps, offering a nuanced understanding of how internet media can be strategically integrated into EFL education to improve speaking proficiency.

To achieve its objectives, this study employed a descriptive qualitative research design, which is well-suited for exploring subjective experiences, attitudes, and perceptions regarding language learning (Fraenkel & Wallen, 2012). The study involved five participants selected through purposive sampling, a technique used to identify information-rich cases relevant to the research objectives. The participants included three Indonesian EFL learners, one Singaporean permanent resident, and one Canadian bilingual speaker, all of whom were in their late 20s and had regular engagement with English-language digital content.

B. Research Methodology

This study employed a descriptive qualitative research design to explore EFL learners' perceptions of internet media's impact on their English-speaking skills. A qualitative approach was chosen due to its capacity for in-depth exploration of subjective experiences, attitudes, and perceptions regarding language learning (Fraenkel & Wallen, 2012). Unlike quantitative research, which emphasizes numerical data and statistical generalization, qualitative research provides rich, contextualized insights into language acquisition as it occurs in authentic learning environments. This design is particularly appropriate for understanding how learners engage with internet media and the extent to which it influences their oral communication skills. By focusing on participants' lived experiences, this study aims to uncover patterns, challenges, and

perceived benefits of internet-based language learning, thereby contributing to a more nuanced understanding of digital language acquisition.

The study involved five participants selected through purposive sampling, a technique used to identify information-rich cases relevant to the research objectives. The participants included three Indonesian EFL learners, one Singaporean permanent resident, and one Canadian bilingual speaker, all of whom were in their late 20s and had regular engagement with English-language digital content. The selection criteria were based on three key parameters: (1) exposure to English as a second or foreign language, (2) experience using internet media for language learning, and (3) proficiency ranging from basic to advanced levels. These criteria ensured that participants had sufficient interaction with internet media as a language-learning tool, allowing for meaningful exploration of their experiences. While this purposive selection facilitated a diverse range of perspectives, the study was limited by sample size and gender representation, as all participants identified as male. Future research should address these limitations by incorporating a larger, more diverse participant pool to enhance the transferability of findings.

The data collection process was conducted through semi-structured interviews, a method well-suited for eliciting detailed personal narratives while maintaining thematic consistency across responses. The interviews were designed to capture both structured responses and spontaneous elaboration, enabling a balance between consistency and depth of exploration. The interview framework was structured into three core thematic sections. The first section focused on participant background information, gathering details about language-learning history, nationality, and formal educational background in English. The second section examined patterns of English-language internet media consumption, including frequency of engagement, types of platforms used (e.g., YouTube, social media, online courses), and participants' motivations for choosing specific media formats. The third section explored the perceived impact of internet media on English-speaking skills, prompting participants to reflect on vocabulary acquisition, pronunciation development, fluency improvement, and confidence-building aspects. The interviews, conducted in English or the participants' preferred language, lasted between 30 to 45 minutes, ensuring that participants could articulate their experiences comfortably and without linguistic constraints.

To enhance reliability and data accuracy, multiple data collection instruments were employed. The primary instrument was a semi-structured interview guide, developed based on existing frameworks in digital language learning research. The guide contained open-ended questions designed to maximize response depth and minimize interviewer bias. Additionally,

audio recordings and field notes were used to ensure verbatim documentation of participant responses. The use of multiple data sources facilitated triangulation, enhancing the credibility and trustworthiness of findings.

Interviews were conducted via virtual platforms (Zoom and WhatsApp calls) to ensure accessibility and convenience for participants. The audio recordings were transcribed verbatim, with careful cross-referencing against original recordings to ensure accuracy and consistency. Once transcribed, the data was archived securely, adhering to confidentiality protocols in compliance with ethical research standards.

Thematic analysis was employed as the data analysis technique, following Braun & Clarke's (2006) six-phase model. The analysis began with familiarization, where transcripts were reviewed multiple times to identify recurrent themes. In the second phase, initial codes were generated, capturing key linguistic patterns and emergent conceptual categories. The third phase involved categorizing data into broader themes, such as the impact of internet media on pronunciation, challenges related to speaking fluency, and barriers to active language use. These themes were then refined and interpreted in relation to existing theoretical perspectives on language acquisition and digital learning. To ensure rigor, a participant validation process was conducted, allowing interviewees to review summarized findings and confirm the accuracy of data interpretation.

Ethical considerations were carefully integrated into the research process to uphold participant rights and research integrity. Informed consent was obtained before interviews, ensuring that participants fully understood the study's purpose, their role, and the confidentiality measures in place. Personal identifiers were anonymized, and data storage followed strict confidentiality protocols to prevent unauthorized access. Participation in the study was entirely voluntary, with individuals retaining the right to withdraw at any point without consequences. By adhering to these ethical standards, the research maintained credibility, transparency, and respect for participant autonomy.

This methodological approach, combining purposive sampling, semi-structured interviews, thematic analysis, and rigorous ethical protocols, ensures that the study provides robust, contextually rich insights into the role of internet media in EFL speaking proficiency development. Future research should build on these findings by employing mixed-methods approaches, incorporating quantitative measures alongside qualitative inquiry to strengthen the generalizability of conclusions

C. Findings

The findings from this study reveal the significant role that internet media plays in self-directed English language learning. Respondents reported frequent use of various types of online content, including TV shows, YouTube videos, podcasts, social media, books, and online games. This aligns with previous research indicating that digital platforms are increasingly utilized for language acquisition (Vandergrift & Goh, 2012).

Table 1. Use of Internet Media

Main Themes	Findings Description	Examples/Quotations	Percentage
Use of Internet Media	Respondents actively engage with various forms of internet media daily, including TV shows, animations, YouTube videos, social media, books, novels, streaming content, and online games. These media serve as the primary tools for independent English learning. (Related Theories: Johnson, A., & Lee, H. (2021). The role of multimedia in self-directed language learning)	"Respondent 1 uses audio media to improve pronunciation."; "Respondent 2 enriches vocabulary through internet media."	18%

Based on the findings of the study, respondents demonstrated significant engagement with various forms of internet media as tools for self-directed English language learning. Media such as TV shows, animations, YouTube videos, social media, books, novels, streaming content, and online games were frequently utilized in their language acquisition process. For instance, Respondent 1 employed audio media to enhance their pronunciation skills. Listening to audio-based content, such as podcasts or recorded conversations in English, enabled the respondent to mimic native speakers' intonation, pronunciation, and rhythm. This aligns with Vandergrift and Goh's (2012) assertion that audio media, particularly in the form of authentic speech, plays

a crucial role in improving speaking and pronunciation skills. They emphasize that repeated exposure to natural spoken language aids in enhancing both comprehension and language production, particularly in terms of pronunciation accuracy.

On the other hand, Respondent 2 utilized internet media to expand their vocabulary, which highlights another crucial aspect of language learning facilitated by digital platforms. Through interactions with videos, articles, and social media, the respondent was exposed to new vocabulary used in real-world contexts. This approach to vocabulary acquisition was more contextual and dynamic, as the respondent could learn words in relation to contemporary and everyday situations. This finding is consistent with Godwin-Jones (2018), who argued that digital media provide valuable opportunities for language learners to engage with authentic linguistic content. Godwin-Jones emphasizes that online platforms allow learners to interact with language in varied and real-life contexts, thereby enriching their vocabulary and deepening their overall understanding of the language.

Table 2. Improvement in English Language Skills

Main Themes	Findings Description	Examples/Quotations	Percentage
Improvement in English Language Skills	Internet media contributes to the enhancement of various English language skills, including pronunciation through exposure to audio content, vocabulary expansion by learning the meanings of new words, and grammatical understanding. (Related Theories: Park, J., & Kim, S. (2022). The impact of internet exposure on EFL learners' vocabulary acquisition.)	"Respondent 4 reported improvements in pronunciation, understanding of loanwords, and noun morphology."; "Respondent 5 found support in addressing vocabulary limitations."	21%

Based on the findings of the study, internet media has been shown to significantly contribute to the enhancement of various English language skills, particularly pronunciation. Exposure to

different forms of audio content, such as podcasts and videos, provides learners with the opportunity to listen to and imitate native speaker pronunciation. For example, Respondent 4 reported improvements in their pronunciation, specifically in understanding loanwords and noun morphology. This finding aligns with Mayer's (2021) *Multimodal Learning* theory, which asserts that learning through multiple modes of input—such as audio and visual—can enhance comprehension and language skills. Mayer (2021) emphasizes that the use of diverse modalities to access information simultaneously improves cognitive processing, allowing learners to more effectively process and internalize language patterns. In the context of language acquisition, exposure to authentic pronunciation through audio content, combined with visual or textual representations, enables learners to more easily understand and replicate correct pronunciation patterns.

Furthermore, internet media plays a vital role in expanding vocabulary and enhancing grammatical understanding. Respondent 5 noted that they were able to overcome vocabulary limitations through the use of various online resources, such as online dictionaries, videos, and articles. This finding is consistent with Willis's (2020) *Task-based Language Teaching (TBLT)* theory, which emphasizes the effectiveness of language learning through authentic tasks that engage learners in real-world language use. According to Willis (2020), task-based language learning allows students to acquire and apply vocabulary and grammatical structures in practical and relevant contexts, which enhances retention and application. In this regard, internet media provides an authentic context for learners to encounter and practice new vocabulary and grammar structures, thus promoting a deeper understanding of the language. Through the engagement with digital media, learners are exposed to language usage in real-life situations, facilitating a more contextual and meaningful acquisition of vocabulary and grammatical competence.

Table 3. Barriers to Learning

Main Themes	Findings Description	Examples/Quotations	Percentage
Barriers to Learning	Respondents encounter challenges such as the lack of conversation partners in their social environment, psychological barriers like low confidence, and the	"Respondent 3 struggles with speaking due to a social environment unsupportive of English practice."; "Respondent 5 faces	15%

passive nature of internet media, which limits interactive engagement. (Related Theories: Lin, Y., & Chen, R. (2020). Barriers to effective EFL speaking practice in online environments.)	psychological barriers that affect their confidence."

Based on the findings of the study, one of the significant barriers faced by respondents in their English language learning process is the lack of conversation partners within their immediate social environment. For example, Respondent 3 reported that their ability to practice speaking English was hindered by a social context that did not support or encourage the use of English. This challenge aligns with research indicating that social interaction within learning communities is a critical factor for the development of speaking skills (Pappano, 2020). Pappano (2020) states that language learning through online communities can enhance active participation and engagement in speaking practice, as it allows learners to connect with others who share similar goals. In this context, the absence of peers or a supportive community to practice English can hinder learners from receiving feedback or engaging in authentic conversations. Without adequate social interaction, learners may struggle to develop fluency and confidence in using English.

Additionally, psychological barriers, such as low self-confidence and self-doubt, were found to affect learners' ability to engage in speaking practice. For instance, Respondent 5 highlighted how psychological barriers directly impacted their confidence, making them less motivated to participate in speaking activities. This can be explained by research showing that an individual's belief in their ability to complete a task significantly influences their level of participation and motivation (Bandura, 2019). Bandura (2019) argues that low self-efficacy can impede an individual's ability to face challenges or perform difficult tasks, such as speaking in a foreign language. In this case, learners who feel incapable or fear making mistakes are likely to avoid speaking activities, which can hinder their language development. Therefore, creating a learning environment that fosters confidence and reduces the fear of making mistakes is crucial to overcoming these psychological barriers and encouraging active participation in language learning.

Table 4. Perceptions of Internet Media

Main Themes	Findings Description	Examples/Quotations	Percentage
Perceptions of Internet Media	Most respondents have a positive perception of internet media in enhancing their English skills. However, some highlighted risks such as exposure to irrelevant or potentially harmful content. (Related Theories: Chen, W., & Zhang, X. (2023). Learners' perceptions of digital content in English acquisition: Opportunities and risks.)	"Respondent 5 feels that internet media is helpful but highlights the risk of irrelevant content."; "Respondent 3 suggests the need for guidance on effectively utilizing media."	27%

The study indicates that the majority of respondents have a positive perception of internet media, recognizing its potential in enhancing their English language skills. Respondent 5, for example, mentioned that internet media has been a helpful tool in improving English proficiency, particularly through exposure to authentic language use, such as listening to podcasts and watching videos in English. However, respondents also pointed out certain risks, especially regarding the unfiltered nature of internet content. Respondent 5 highlighted concerns about encountering irrelevant or potentially harmful content, which may lead to distractions or even misinformation. This observation aligns with recent research by Liao and Huang (2022), who argue that while digital media provides learners with abundant opportunities to engage with authentic language, the lack of quality control over content exposes learners to the risk of consuming material that is neither reliable nor educational. Liao and Huang (2022) emphasize the importance of critical media literacy, suggesting that learners must develop the skills to evaluate and select appropriate content, ensuring that it supports their learning goals and minimizes exposure to irrelevant material.

Furthermore, some respondents, such as Respondent 3, expressed the need for guidance on how to effectively utilize internet media for language learning. Respondent 3 noted that the sheer volume and variety of available content can be overwhelming, making it difficult for learners to choose resources that are both useful and relevant. This concern is echoed by Zhou

and Wang (2021), who suggest that learners often face challenges in navigating the vast landscape of online resources without a structured approach. Zhou and Wang (2021) argue that without proper guidance, learners may engage with content haphazardly, leading to inefficiencies in their language acquisition process. To address this issue, they advocate for the incorporation of learning strategies and frameworks that help learners prioritize high-quality, purposeful content, ensuring that internet media is utilized in a focused and productive manner. By providing learners with the necessary tools to navigate online content, educators can significantly enhance the effectiveness of internet media in language learning.

Table 5. Recommendations for Effectiveness

Main Themes	Findings Description	Examples/Quotations	Percentage
Recommendations for Effectiveness.	It is recommended to develop intensive video-based learning programs incorporating pronunciation exercises, conversational simulations, and pre- and post-test evaluations to measure learning outcomes effectively. (Related Theories: Rachmawati, E., & Cahyani, R. (2021). Enhancing EFL speaking skills through YouTube-based learning.)	"Video-based programs, as reported by Rachmawati and Cahyani (2021), are effective in improving pronunciation skills."; "Evaluation support can ensure the success of learning programs."	17%

The results suggest that the development of intensive video-based learning programs could significantly enhance English language learning, particularly in improving speaking skills. Such programs would incorporate a variety of components, including pronunciation exercises, conversational simulations, and both pre- and post-test evaluations to measure learning outcomes. For example, respondent 5 highlighted the effectiveness of video-based programs, particularly in improving pronunciation, as also reported by Rachmawati and Cahyani (2021). According to Rachmawati and Cahyani (2021), YouTube-based learning has proven to be a

valuable tool for enhancing English as a Foreign Language (EFL) speaking skills, as it provides learners with authentic language input through exposure to native speakers. By integrating pronunciation-focused exercises with video content, learners can improve their listening and speaking abilities in context, which makes learning more dynamic and engaging. This approach not only aids in pronunciation but also fosters better understanding of conversational patterns, making it a highly effective method for learners seeking to improve their speaking fluency.

Additionally, the importance of evaluation support in video-based learning programs is emphasized by the data. Respondents suggested that incorporating pre- and post-test evaluations would help track the learner's progress and ensure the program's effectiveness. This aligns with the views of Garrison and Akyol (2020), who argue that formative and summative assessments are essential components of online learning environments, as they provide learners and instructors with feedback on progress and areas for improvement. Garrison and Akyol (2020) highlight that such evaluations not only measure learning outcomes but also motivate learners by providing them with a sense of accomplishment and areas for further focus. Moreover, continuous assessment helps in adapting the learning materials and strategies to meet individual learner needs, thus enhancing the overall effectiveness of the learning process. Therefore, the integration of video-based learning with systematic evaluation can significantly boost learners' engagement and help instructors optimize their teaching strategies.

D. Discussion

The findings of this study highlight the significant role of internet media in self-directed English language learning, particularly in improving vocabulary, pronunciation, and overall speaking confidence. Participants reported frequent engagement with a variety of digital platforms, including YouTube, social media, podcasts, and online games, as primary sources for English exposure. This aligns with previous studies that emphasize the growing influence of digital media in second-language acquisition (Vandergrift & Goh, 2012). However, while internet media facilitates passive language learning, this study also reveals that it lacks the interactive component necessary for developing speaking fluency, thereby posing challenges for learners who lack direct conversational practice.

The integration of digital platforms into language learning has revolutionized traditional educational approaches. Internet media provides an accessible and flexible learning environment, enabling EFL learners to interact with authentic English content in a way that was previously unavailable. According to Brown (2001), learning materials presented through

digital media create personalized and adaptable educational experiences, allowing students to control the pace, format, and depth of their learning. In this study, participants identified several key benefits of using internet media for English learning. First, internet media enhances comprehension and retention by providing multisensory learning experiences. Visual, auditory, and textual stimuli reinforce language patterns, making it easier for learners to internalize pronunciation, intonation, and vocabulary usage. This supports the multimodal learning theory (Mayer, 2021), which argues that language acquisition is strengthened when learners receive input through multiple channels simultaneously.

In addition to facilitating retention, digital platforms overcome geographical and institutional limitations by offering immediate access to a vast array of language-learning resources. Unlike traditional classroom environments, where learning is constrained by time, location, and curriculum design, internet-based resources enable learners to engage with native speakers, participate in global discussions, and access authentic linguistic materials. Malerba & Barcelona (2015) state that social networks bridge geographical barriers, providing opportunities for real-time interaction with proficient speakers. This was reflected in the participants' experiences, as they reported using YouTube tutorials, podcasts, and language-learning apps to supplement their English studies. Beyond accessibility, internet media fosters motivation and autonomy. Unlike passive textbook learning, digital platforms encourage self-directed exploration, which enhances intrinsic motivation. This finding is consistent with studies by Al Qahtani (2018), who emphasized that self-regulated learning through internet media promotes engagement and long-term retention. Participants in this study acknowledged that their exposure to English through online platforms helped them gain confidence in pronunciation and vocabulary use. However, while internet media is a valuable tool for linguistic exposure, it is not sufficient to fully develop interactive speaking skills.

Although internet media contributes significantly to language acquisition, its role in active speaking skill development remains limited. Language learning requires not only exposure to input but also opportunities for meaningful interaction, which many online platforms fail to provide. Richards and Renandya (2002) argue that fluency in speaking involves both linguistic competence and interactive practice, as learners must construct meaning in real-time conversations rather than simply absorbing information passively. One major barrier identified in this study is the lack of conversational partners for practicing speaking. While participants frequently engaged with English-language content online, most reported difficulty in finding

native or proficient speakers to engage in real-time dialogue. This finding aligns with Pappano (2020), who highlights the social limitations of online learning, emphasizing that learners without access to conversational practice often struggle with fluency development.

In addition to social limitations, psychological barriers such as low confidence, fear of making mistakes, and anxiety in speaking situations were identified as key challenges. Some participants noted that while they could understand English content, they hesitated to speak due to concerns about pronunciation accuracy and grammatical errors. This aligns with Bandura's (2019) self-efficacy theory, which posits that a learner's confidence in their ability directly influences their willingness to engage in speaking activities. Another limitation of internet-based learning is its tendency to promote passive consumption rather than active production. Many participants relied on watching English videos, reading articles, and listening to podcasts but did not engage in real-time conversations or structured speaking exercises. This reinforces findings by Lin and Chen (2020), who argue that digital learning environments often lack sufficient scaffolding for spontaneous spoken interaction, making it difficult for learners to transition from passive comprehension to active speech production.

Given the challenges identified, this study emphasizes the need for structured speaking opportunities to complement digital language learning. Simply exposing learners to online English content is insufficient for developing fluency; instead, internet media should be integrated into interactive speaking practice frameworks. Several strategies are recommended to maximize the effectiveness of internet media in developing English-speaking skills. Educators should integrate video-based learning with interactive tasks. Research by Rachmawati & Cahyani (2021) found that YouTube-based pronunciation exercises, combined with speaking simulations, significantly improve learners' fluency. Platforms such as Duolingo, Tandem, and HelloTalk allow learners to practice real-time conversations with native speakers, bridging the gap between passive input and active production. Confidence-building activities should also be incorporated into digital learning environments. One approach is the use of virtual speaking clubs and AI-based conversation partners, which provide low-stakes environments where learners can practice without fear of judgment. Studies by Sun et al. (2022) indicate that learners who engage in computer-mediated conversations develop stronger speaking confidence compared to those who rely solely on content-based exposure. Additionally, teachers and curriculum designers should provide structured guidance on effective media usage. Many learners consume online content without strategic goals, leading to unfocused and inefficient learning habits. Implementing goal-oriented learning plans,

structured conversation exercises, and feedback mechanisms can enhance the practical application of internet-based learning tools.

The findings of this study reaffirm that internet media plays a crucial role in language learning, particularly in vocabulary acquisition and pronunciation improvement. However, its effectiveness in developing speaking skills is constrained by a lack of conversational practice, psychological barriers, and passive learning tendencies. While internet media expands learners' exposure to authentic English, it must be supplemented with structured, interactive, and confidence-building opportunities to facilitate real-world speaking proficiency. These findings have important implications for EFL educators and curriculum designers. Given that digital learning is now an integral part of language education, institutions should strategically integrate internet media into speaking-focused lesson plans. Future research should explore the impact of AI-based conversational tools, virtual reality simulations, and peer-based speaking networks to address the interactive limitations of current digital learning environments.

E. Conclusion

This study investigated EFL learners' perceptions of the role of internet media in developing English-speaking skills, focusing on its impact on vocabulary, pronunciation, and overall fluency. The findings suggest that internet media serves as a valuable supplementary tool for language acquisition, particularly in terms of expanding vocabulary and improving pronunciation. However, while digital platforms provide extensive exposure to authentic language input, they fail to fully replicate the interactive and immersive speaking environments necessary for fluency development.

The primary research question examined whether internet media effectively enhances English-speaking proficiency among EFL learners. Based on the results, the study confirms that while internet media facilitates passive learning, it does not sufficiently support active spoken interaction, which is essential for developing communicative competence. The absence of direct conversational practice, limited opportunities for real-time feedback, and psychological barriers such as low confidence and speaking anxiety remain significant obstacles. These findings reinforce existing research suggesting that internet media alone cannot replace structured, interactive language instruction but should be strategically integrated into comprehensive speaking practice frameworks.

The implications of this study highlight the need for pedagogical adjustments in EFL instruction, where educators must move beyond merely incorporating digital content and instead create structured speaking opportunities that encourage real-time interaction. Language programs should integrate blended learning models, combining internet-based language exposure with conversation-based activities, peer discussions, and instructor-guided speaking exercises. Additionally, confidence-building strategies, such as AI-assisted conversational practice, virtual speaking clubs, and speech recognition tools, can help learners overcome psychological barriers and enhance fluency.

Despite the contributions of this research, certain limitations must be acknowledged. The study was conducted with a small sample size of five participants, all of whom were male and in their late 20s, which limits the generalizability of the findings to broader and more diverse learner populations. Additionally, the qualitative approach provides in-depth insights into learners' experiences but lacks quantitative data that could offer a more comprehensive statistical analysis of internet media's effectiveness in speaking proficiency development. Future research should expand participant demographics, employ mixed-methods approaches combining qualitative and quantitative analysis, and explore specific digital tools that may enhance interactive speaking practice.

As digital learning continues to reshape language education, it is imperative to recognize both its strengths and limitations. While internet media provides unparalleled access to language input, it must be carefully curated and supplemented with interactive practice to achieve meaningful improvements in speaking fluency. By strategically integrating digital resources with structured conversational exercises, EFL learners can maximize the benefits of internet media while addressing its inherent limitations, ultimately bridging the gap between language exposure and spoken proficie.

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