

Learning Speaking with Educational Influencers Content: A Case Study at Universitas Muhammadiyah Luwuk

Nurhaida Lakuana^{1*}, Ribut Wahyu Eriyanti², Ria Arista Asih³ Joko Widodo⁴ Masduki⁵

¹Doctor of Education, Universitas Muhammadiyah Malang, Indonesia

email: nurhaidalakuana@gmail.com

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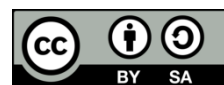
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ABSTRACT

This research aims to investigate the utilisation of digital learning platforms by educational influencers in enhancing English speaking skills among students in Indonesia. Qualitative methods, employing a case study design, were used to collect data from seven students in the second semester of the English Language Education study program at University Muhammadiyah Luwuk. Sampling was conducted using purposive sampling, and the data collection instrument employed was a semi-structured interview. Data were analysed using thematic analysis, which involves the steps of understanding the data, creating initial coding, finding themes, examining themes, mapping and naming themes, and preparing reports. The research findings highlight that platforms such as YouTube and TikTok are effective learning resources for students, as they provide access to high-quality and structured learning content. Internal encouragement, students' willingness to learn, self-confidence, and flexible learning time are important in improving English speaking skills. This research contributes to a deeper understanding of the role of digital technology in the context of English language learning in Indonesia and offers guidance for the development of more effective and relevant learning strategies.

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1. INTRODUCTION

The language learning paradigm in the current digital era has experienced development and transformation. According to Rahman Nur et al. (2023), rapid technological and industrial developments have created a variety of open educational resources, media, influencers, and technology that influence the dynamics of the language learning space in the era of globalisation, with a significant impact on people's lives, including the field of education. Language learning today is increasingly characterised by the independent and creative use of digital media and technology in informal contexts (Lee & Roger, 2023). Linguistics on social media presents numerous opportunities for language learners to process language and gain input, as young social media users spend more than half of their day using and interacting on these platforms (Al Jahromi, 2020).

A language learning platform is an online system or environment that provides various materials, tools, and interactions to assist individuals in learning languages through digital technology. Researchers have investigated non-formal digital platforms designed or adaptable for language learning, demonstrating the practical value of the language contained within such platforms and the consequences of using them in the language classroom (Reinhardt, 2019). Social media can be a diverse learning environment, incorporating the use of digital games (Reinhardt & Thorne, 2019) and social networks, as well as multimodal media-sharing platforms like Instagram and TikTok (Lee, 2023). Explore linguistic opportunities to direct personal learning journeys on social and entertainment platforms, including online games and multimodal media-sharing platforms such as YouTube (Jensen, 2019). Language learning apps such as Duolingo and Busuu are used according to their language proficiency level as part of the learning process (Karasimos, 2022).

English-speaking skills learning platforms are becoming increasingly popular and relevant in this digital era. Leveraging mobile technology such as WhatsApp to improve foreign language students' speaking skills (Rezaee et al., 2019). The use of LINE outside the classroom in a flipped classroom model has a positive impact on speaking performance, perceived foreign language anxiety, and engagement in speaking activities for students (Chang & Lan, 2021). Through various applications, individuals can access a wide range of learning materials, from conversation skills exercises to more structured courses. Interactive features, such as voice recording and live assessments, allow users to practice speaking English with confidence and receive instant feedback. Additionally, the presence of discussion rooms and community forums enables users to engage with fellow learners, share experiences, and offer mutual support. Thus, these platforms not only provide access to learning materials but also create a collaborative and supportive learning environment for individuals seeking to enhance their English-speaking skills. These platforms also provide opportunities for educational influencers to deliver relevant and useful content that enhances English-speaking skills.

Educational influencers refer to individuals who have influence in the world of education and often utilise digital platforms to disseminate information, guide, and motivate students. Carpenter et al. (2023) explained that individuals who have a big influence on the world of education, especially through digital platforms such as social media, blogs, Instagram, or YouTube channels, are known as education influencers. Edu-influencers provide free English learning videos and content to their followers outside of accredited educational programs, and most of them work outside of educational institutions (Donhauser & Beck, 2020). Online resources include platforms that offer engaging materials curated by instructors, including videos or other media that illustrate learning concepts relevant to classroom instruction (Rahman Nur et al., 2023). Many studies have proven that with a large amount of English video content available on YouTube, students can learn grammar, vocabulary, pronunciation, and other English-speaking-related skills (Alawiyah & Santosa, 2022). Each of these digital learning platforms provides engaging English-speaking learning content. Learning content can also help students prepare or complete presentations for speaking courses (Wulandari & Astuti, 2021).

The English learning content delivered by educational influencers has a special and deep appeal for students of the English language education study program at Universitas Muhammadiyah Luwuk. From the results of observations and interviews with several students, the researchers discovered several facts. First, with the increasing development of digital learning platforms such as YouTube, Instagram, Facebook, and TikTok with interesting content, especially English content for speaking skills, students are more likely to choose them as the main reference in efforts to improve or practice their speaking skills in English. Second, students feel that the learning content delivered by educational influencers is interesting and relevant according to their daily needs. Third, students

can choose learning methods that suit their learning style because educational influencers apply various learning methods such as videos, infographics, and direct interaction with their followers. Next, students can study anytime and anywhere according to their needs, providing flexibility in the learning process through content that can be easily accessed via online platforms. Then, students feel closer and connected to educational influencers because of their ability to build personal relationships with their followers.

Regarding the facts gathered by the researchers, the aims of this research are: 1) To find out the type of digital English-speaking learning platform from educational influencers used by students of the English education study program at Muhammadiyah Luwuk University, 2) To investigate how the content contained in the digital learning platform from educational influencers affects the English speaking skill of students in the English education study program at Muhammadiyah Luwuk University.

Furthermore, the research questions below are designed to seek the research answers:

1. What type of digital English-speaking learning platform from educational influencers is used by English language education study program students at Muhammadiyah Luwuk University?
2. How does the content contained in digital learning platforms from educational influencers affect the English-speaking skills of students in the English language education study program at Muhammadiyah Luwuk University?

Overall, this research confirms the importance of integrating digital technology in English language learning and emphasises the active role of students in the learning process. Thus, it is hoped that these findings can provide guidance for developing more effective and relevant curricula and teaching methods in Indonesia. Based on the results of this research, several important implications emerge for teaching and learning English in Indonesia. First, digital platform integration. The use of YouTube and TikTok has proven to be effective in improving students' English-speaking skills. Teachers should integrate this platform in their teaching strategies, providing access and guidance on using content from educational influencers to motivate students and provide authentic exposure to English.

Second, encouragement of the desire to learn. Encouragement from within and the students' willingness to learn are very important. Teachers need to design assignments and activities that encourage independence and personal initiative, such as independent projects and interest-based activities, to help students develop a sense of responsibility for their learning and make productive use of their free time. Third, increase self-confidence. Students' confidence in speaking English can be increased through interactive and practical approaches, such as speaking practice in front of a mirror, role-plays, and small-group activities. Teachers also need to provide constructive feedback and create a supportive learning atmosphere. Lastly, flexible learning time. Digital platforms, such as YouTube and TikTok, offer flexibility in study time, allowing students to study at their own schedule and pace. English language teaching in schools needs to be more adaptive and flexible, allowing students the freedom to access material at any time and from any location. Overall, this research emphasises the importance of integrating digital technology in English language learning and students' active role in the learning process, providing guidance for the development of more effective curricula and teaching methods in Indonesia.

2. METHOD

The researchers took ethical considerations before collecting data in this study by asking participants to fill out a consent form. Thus, data was collected only after participants signed the Interview consent form. To maintain participant confidentiality, the researchers then gave codes such

as Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), and so on. After that, all data obtained was kept confidential by using these codes during the process of analyzing and reporting results.

The population of this study was second-semester students from the English language education study program at Universitas Muhammadiyah Luwuk who were taking the General Speaking course. Two criteria were applied to select potential samples: 1) they used digital learning platforms, and 2) they used learning content from educational influencers to improve their English-speaking skills. The sampling method in this research is purposive sampling by selecting participants based on experiences relevant to the research topic. The use of purposive sampling was intended to make the sample more suitable to the aims and objectives of the research, thereby increasing the accuracy of the research and the trustworthiness of the data and results (Campbell et al., 2020). A total of 8 participants participated in this research.

In this research, a qualitative method with a case study design was administered to collect data because this research is exploratory. Qualitative research allowed for flexibility and the emergent nature of the research process (Dörnyei & Griffee, 2010). Case studies fit well with the theoretical claims of a theory because they allow for an in-depth description of the natural processes being studied (Yamagata-Lynch, 2010). The researchers applied interview techniques and thematic analysis of multiple case studies because they involved more than one respondent.

The data collection instrument used was semi-structured interviews. Semi-structured individual interviews were conducted to determine the type of digital English-speaking learning platform used by students and identify elements or components that increase students' willingness, motivation, and self-confidence to practice and learn speaking skills from the content provided by educational influencers on digital learning platforms. According to Cáceres (2008), semi-structured interviews facilitate discourse and content analysis by creating semantic categories, which help minimise imprecise interpretations and ensure high validity.

Then, the researchers created a series of initial interview questions. These questions aimed to collect information regarding the type of digital learning platform used by students and the components that increase their willingness, motivation, and self-confidence to practice and learn speaking skills from the content provided by educational influencers on digital learning platforms. Open-ended questions were designed to elicit a deeper understanding of the responses while providing flexibility and opportunity for broader inquiry. Interviews were conducted directly with each participant. Each interview will last approximately 30-35 minutes for each participant. Interviews were recorded using the recording feature on cellphones and laptops, and transcription was done word-for-word. Additional questions were asked of participants as a follow-up, especially when further clarification was needed, especially in answering questions such as 'How?' and 'Why?'

This interview used six types of questions from (Patton, 2002), namely: 1) questions about experiences and behavior, 2) questions about opinions and values, 3) questions about feelings, 4) questions about knowledge, 5) questions about sensory, and 6) questions about background or demographics.

The data analysis method used in this research was thematic analysis to analyze answers from participants during the interview process (Creswell & Poth, 2018). The analysis steps in this research were: 1) understanding the data: interviews were transcribed and translated word for word, 2) creating initial codes: the transcription was highlighted to identify several codes that are relevant to the research questions, 3) finding themes: These codes were grouped based on similarities to create several themes, 4) theme checking: the resulting themes were evaluated to see how they can answer the research questions, 5) theme mapping and naming: themes were given appropriate names and well defined, and 6) preparation of the report: these themes were compiled into the findings which

are finally included in the report. After going through these steps, the findings will be reported narratively by including direct quotes from interviews to highlight each theme.

3. RESULTS

3.1 Type of digital English-speaking skills learning platform from educational influencers

To improve English speaking skills, respondents have utilized various digital platforms provided by educational influencers. Based on the results of the interviews conducted, two themes emerged, namely the YouTube platform and the TikTok platform.

3.1.1 YouTube Platform

Several respondents revealed that the YouTube platform was an effective tool for improving English speaking skills. This is as illustrated below:

- (1) I often use YouTube as a learning tool to improve my English language skills by watching videos from educational influencers who interact with native speakers. (P1)
- (2) The type of digital learning platform that I use most often is YouTube. I choose content such as watching influencer vlogs that have the potential to improve my English language skills. (P2)
- (3) I use the YouTube platform; this platform helps improve my English-speaking skills. I use YouTube to watch videos from several people whose YouTube channels I subscribe to. (P4)
- (4) The platform that I often use is YouTube. (P5)
- (5) The platform I use to improve my YouTube English speaking skills. (P6)

The analysis of the transcriptions reveals several key themes regarding the use of YouTube as an effective tool for improving English speaking skills. Firstly, all respondents consistently mention YouTube as their primary digital learning platform, highlighting its popularity and perceived effectiveness in language learning. Respondent P1 emphasizes the value of watching videos from educational influencers who interact with native speakers, suggesting that exposure to authentic language use is beneficial. Similarly, P2 points out the potential of influencer vlogs to enhance language skills, indicating that engaging and relatable content plays a crucial role in their learning process. P4 and P6 both stress the improvement in their speaking skills through regular use of YouTube, with P4 specifically mentioning that they subscribe to several channels, implying that consistent and targeted content consumption contributes to their progress. Lastly, P5's brief statement reinforces the common theme of frequent YouTube use among learners.

3.1.2 TikTok Platform

The students also stated that they used TikTok as a learning tool to improve their speaking skills. This is illustrated as follows:

- (6) I use TikTok to watch random videos, but even though it's random, I very often find content from several domestic and foreign creators that can help improve my skills in English. (P4)
- (7) I often use Tiktok by watching English learning videos and often watch live when the content creator from the English learning account that I follow starts a live broadcast where several Tiktok live features can make it easier for me to learn English easily. easy and interesting. (P2)
- (8) I improve my speaking skills by always looking for videos that provide duet conversations on TikTok, so influencers will be my friends to practice my speaking skills conversations, the conversations also provide a script that we will say in the video. (P7)

The analysis of the transcriptions reveals several themes related to the use of TikTok as a tool for enhancing English speaking skills among students. Firstly, it is evident that TikTok is utilized for its diverse and engaging content, which provides educational value despite the platform's primary focus on entertainment. For instance, Respondent P4 mentions using TikTok to watch random

videos, often finding content from both domestic and international creators that helps improve their English skills. This suggests that the algorithm-driven nature of TikTok can organically expose users to useful language learning materials. Respondent P2 emphasises the use of TikTok for watching English learning videos and participating in live broadcasts hosted by content creators. This highlights the interactive features of TikTok, such as live streaming, which allow for real-time engagement and personalised learning experiences. The live features make learning English more accessible and engaging, demonstrating that TikTok can foster a dynamic learning environment where students can interact directly with educators and fellow learners. Respondent P7 highlights the practice of using duet conversations on TikTok, where influencers serve as conversation partners. This method offers a structured yet flexible approach to practising speaking skills, as the videos often include scripts that learners can follow. This suggests that TikTok provides practical opportunities for learners to engage in speaking exercises, promoting the active use of the language in a social media context.

3.2 Components that influence English speaking ability

Various interrelated factors influence the ability to speak English. Several key components that contribute to improving English speaking skills include internal encouragement, students' willingness to learn, self-confidence, and flexible learning schedules.

3.2.1 Internal Encouragement

Personal initiative and productive use of free time are strong internal drives for learning, reflecting self-awareness and a desire to learn independently. This is as illustrated below:

- (9) I use YouTube as a platform to learn English when I have free time. (P3)
- (10) I often use YouTube as a learning tool to improve my English skills. (P1)
- (11) I am interested in honing my skills in English, starting from speaking, writing, reading and listening with content provided by educational Influencers. (P4)
- (12) For the platform I use, it doesn't require it. This is what interests me... Something that begins when we start to learn. (P6)
- (13) I want to improve my skills for future needs. (P5)

The analysis of the transcriptions reveals a significant theme of internal encouragement and personal initiative in the use of digital platforms for learning English. The students demonstrate a strong internal drive to learn independently, often utilising their free time productively. For example, Respondent P3 mentions using YouTube to learn English during their free time, indicating a proactive approach to self-directed learning. Similarly, P1 frequently uses YouTube as a tool to enhance their English skills, underscoring the role of personal motivation in their learning process. Respondent P4 shows a comprehensive interest in improving various aspects of English—speaking, writing, reading, and listening by engaging with content from educational influencers. This highlights self-awareness and dedication to broadening their language competencies. P6 expresses that their choice of platform is driven by an intrinsic interest in learning, suggesting that genuine curiosity and enjoyment play crucial roles in sustaining their learning efforts. Finally, P5's desire to improve their skills for future needs underscores the importance of long-term goals and personal aspirations as motivators.

3.2.2 Students' Willingness to Learn

Students' willingness to learn is a key factor in improving their English-speaking skills. Respondents demonstrated their dedication to learning in various interesting ways. Some of them are stated as follows:

- (14) I watched the content carefully, then tried to repeat and use the conversation in front of the mirror. (P3)
- (15) Various kinds of educational English video content, ranging from basic grammar learning videos to English conversation tips and tricks videos that I can learn and imitate. (P1)
- (16) I use the YouTube platform, which is very helpful in motivating me to improve my English-speaking skills. I also save videos that I think are important and necessary in improving my English skills. Having this playlist makes it easier for me to re-watch, understand and also enjoy the content provided by educational influencers repeatedly. (P4)
- (17) Because there are many amazing things that are extraordinary and able to attract my attention to make more efforts to hone my English language skills by using content provided on digital learning platforms from educational influencers. (P2)
- (18) I use videos from education-based channels to practice my speaking by following the lessons and tips provided by the creators on the channel. (P5)

The analysis of the transcriptions reveals that students' willingness to learn is a crucial factor in improving their English-speaking skills. This dedication is expressed through various proactive and engaging methods. Respondent P3 illustrates their commitment by carefully watching content and then practising conversations in front of a mirror, demonstrating an active and reflective learning approach. P1 mentions learning from a wide range of educational English videos, from basic grammar to conversation tips, indicating their comprehensive and varied learning strategy. Respondent P4 emphasises the motivational aspect of YouTube, noting how they save and repeatedly watch important videos to enhance their understanding and enjoyment of the content. This practice of creating a playlist suggests a systematic and sustained learning effort. P2 highlights the attraction to extraordinary and engaging content provided by educational influencers, which inspires them to put more effort into honing their English skills. Lastly, P5 utilises videos from educational channels to practice speaking, following the lessons and tips provided by content creators, which demonstrates a structured and guided approach to learning.

3.2.3 Self-Confidence

In developing English-speaking skills, self-confidence is a crucial element. Two students demonstrated their efforts to build self-confidence through various creative and effective strategies. The following is an excerpt that illustrates this confidence:

- (19) After watching the video, I tried to talk in front of the mirror as if I were playing the role of a supermarket employee and a buyer by reusing the conversations that had been discussed in the video. (P3)
- (20) Their content is very interesting, so it makes me interested, starting from the way they talk, the good visualisation of their videos, and their demeanour, which can make me motivated, especially in building confidence in speaking English. (P4)

The analysis of the transcriptions reveals that self-confidence is a crucial element in developing English speaking skills. Respondent P3 demonstrates building self-confidence by practising conversations in front of a mirror and role-playing scenarios, such as those of a supermarket employee and a buyer. This method allows them to rehearse and internalise spoken language in a

safe and controlled environment, thereby increasing their comfort and confidence in speaking English. Respondent P4 highlights the impact of engaging and well-produced content on their motivation and confidence. The engaging presentations, effective communication, and positive demeanour of content creators inspire them to build confidence in speaking English. This suggests that the quality and appeal of educational content can have a significant impact on learners' confidence and willingness to practice speaking.

3.2.4 *Flexible Learning Time*

Flexible learning time is a key factor in learning English via digital platforms. Participants emphasised the importance of the ability to organise study time according to personal needs and preferences. They take advantage of features such as saving interesting content to be accessed anytime and anywhere, as well as the freedom to choose the type of learning that suits them best. This flexibility allows them to learn efficiently even while engaged in other activities or multitasking situations. With the unlimited access offered by digital platforms, they can make the most of their free time to improve their English-speaking skills. A view illustrating this finding is as follows:

- (21) When I find some interesting content, I put it in the archive or download it. So I can watch it repeatedly easily, anytime and anywhere. (P1)
- (22) I am more interested in improving my English skills by using content provided on digital learning platforms from educational influencers because of the freedom to choose the time and place to study, and the content is always updated. (P3)
- (23) Learning on influencer platforms gives us the freedom to choose the type of learning we want. Because we can watch videos anywhere, I can choose the time whenever I have free time, and I can even multitask since videos can be played anywhere and at any time. (P5)
- (24) We can access it anytime and anywhere, and without limits. Digital platforms also make learning easier for me. (P7)

The analysis of the transcriptions reveals the theme of flexible learning time as a crucial aspect of learning English through digital platforms. Participants emphasise the importance of being able to organise study time according to personal needs and preferences. Respondent P1 highlights the convenience of saving interesting content for later access, enabling them to watch it repeatedly and at their convenience. This suggests that the ability to revisit content at any time and from anywhere enhances learning efficiency and retention. Respondent P3 emphasises the appeal of digital learning platforms due to the freedom to choose study time and location, as well as the constantly updated content provided by educational influencers. This flexibility enables learners to tailor their learning experience to suit their schedules and preferences, resulting in a more personalised and effective learning journey.

Similarly, Respondent P5 appreciates the flexibility offered by influencer platforms, enabling them to choose the type of learning they prefer and allowing for multitasking while watching videos. This flexibility in accessing content anywhere and at any time enhances the overall learning experience and supports the efficient use of free time for skill improvement. Respondent P7 highlights the unlimited access provided by digital platforms, making learning more convenient and accessible. This suggests that the unrestricted nature of digital learning platforms allows learners to tailor their learning experiences by accessing resources at their convenience, whenever and wherever they choose.

4 DISCUSSION

4.1 Type of digital English-speaking skills learning platform from educational influencers

Based on the results of interviews with students, it can be concluded that the YouTube platform is a very effective tool for improving English speaking skills. Most participants reported that they frequently use YouTube to enhance their English-speaking skills. This finding aligns with the observation that English video content on YouTube enables students to learn grammar, vocabulary, pronunciation, and related skills in speaking English (Alawiyah & Santosa, 2022). YouTube offers a variety of content that students can access to help them improve their English-speaking skills. The respondent said that he often watched videos from educational influencers interacting with native English speakers. This interaction enables students to hear correct pronunciation, intonation, and word usage in a natural context, which is crucial for mastering a foreign language. This aligns with the finding that exposure to authentic language input is crucial in the language learning process (Al-Zoubi, 2018).

Apart from that, a respondent also revealed that he prefers to watch vlogs from influencers, which usually present daily conversations in English. This kind of content helps him to understand the use of English in more informal and natural situations. Watching vlogs enables students to learn common phrases, idiomatic expressions, and sentence structures commonly used in everyday communication. Several other respondents also emphasised the effectiveness of YouTube in improving their speaking skills. They explained that by watching videos from the channels they subscribe to, they can be consistently exposed to the English used by native speakers. This consistency is important because speaking skills require constant practice and ongoing exposure to high-quality language input (Weadman et al., 2023). Furthermore, YouTube provides features that support the learning process, such as the ability to pause, rewind, and adjust video speed. These features enable students to learn at their own pace, ensuring they can understand and accurately imitate correct pronunciation and intonation.

Apart from YouTube, respondents also used TikTok to improve their English-speaking skills. TikTok, with its short, interactive video format, offers a unique and engaging way for language learners to practice their speaking skills. One respondent mentioned that he often comes across random English learning content from various domestic and foreign creators. Although this content appears randomly, the diversity and quantity of content available make TikTok a useful source for everyday exposure to English. This suggests that TikTok's algorithm, which adapts content based on user interests, can effectively provide relevant material for language learning (Lee, 2023). Other respondents also highlighted the use of the live feature on TikTok as a learning tool. Watching live broadcasts from content creators focused on English learning enables students to interact in real-time and receive immediate responses to their questions. This feature provides a more dynamic and interactive learning experience compared to other platforms. This direct interaction is particularly important because it enables students to practice speaking and receive immediate feedback, thereby accelerating the learning process (Rebolledo Font de la Vall & González Araya, 2023). The respondent also added that he followed the duet conversation video on TikTok. In this format, the influencer serves as the interlocutor in conversation practice, allowing students to practice speaking by following the provided script. This approach is highly effective because it provides students with opportunities to practice speaking in realistic conversational contexts and receive models of appropriate language use. Practising with this script helps in improving pronunciation, intonation, and speaking fluency (Jiang & Chun, 2023).

Both YouTube and TikTok make a significant contribution to learning English-speaking skills for students. YouTube offers diverse and in-depth content, enabling students to learn at their own pace and be exposed to authentic language use in various contexts. Meanwhile, TikTok offers a

more interactive and real-time approach, with features such as live broadcasts and duet conversation videos that allow for more dynamic and contextual speaking practice. The success of these two platforms in helping students improve their English-speaking skills shows the importance of diversifying learning methods. Students can leverage the unique strengths of each platform to meet their diverse learning needs. YouTube, with its structured and in-depth content, and TikTok, with its interactive features and practical speaking exercises, both provide valuable resources for English language learning.

4.2 Components that influence English speaking ability

The ability to speak English is influenced by various interconnected factors, which are reflected in the results of interviews with students. Several key factors that influence the ability to speak English include internal motivation, students' willingness to learn, self-confidence, and flexible learning schedules.

Internal encouragement, such as personal initiative and productive use of free time, is a crucial factor in enhancing English-speaking skills. Respondents demonstrated self-awareness and a desire to learn independently using digital platforms such as YouTube and TikTok. They use their free time to watch educational content and explore various types of English learning materials provided by educational influencers. This personal initiative factor follows the research findings of Al-Said (2023), which emphasise the importance of intrinsic motivation in the language learning process. This shows that students do not only rely on the academic environment or instructors to improve their English-speaking skills but also demonstrate self-awareness and personal commitment to developing their English skills. Apart from that, respondents also demonstrated awareness of the importance of being able to speak English for their future, including in the contexts of communication, education, and career. They emphasise flexibility in selecting learning platforms according to personal preferences, reflecting a learning approach tailored to individual needs. Long-term motivation to improve English speaking skills was also a key theme, with participants having a progressive view of the benefits of English language skills in their personal and professional aspects. Therefore, internal encouragement, such as personal initiative and productive use of free time, not only reflects intrinsic motivation in learning but also indicates participants' readiness to take an active role in developing their English-speaking skills (Gan et al., 2023).

Then, students' willingness to learn emerges as an important component in developing English speaking skills. Previous studies have confirmed that students' internal motivation and willingness to learn have a significant role in improving their English-speaking skills (Sadoughi & Hejazi, 2024). The results of this study align with the findings that participants demonstrated a high level of dedication to learning, employing various strategies to enhance their speaking skills. They demonstrate a strong interest by carefully watching educational content, attempting to repeat and use conversational English in front of a mirror, and accessing various types of learning videos, ranging from basic grammar to conversation tips and tricks. Apart from that, other research by Dörnyei (2014) emphasised that the formation of playlists or collections of learning materials chosen by students themselves can increase motivation and engagement in language learning. These findings support the strategies used by some participants in storing and creating playlists of content that they consider important to them. By choosing the material they want to study, students feel they have more control over their learning process, which in turn can increase their learning motivation and the quality of their learning. Thus, students' willingness to learn is a crucial factor in creating a productive and effective learning environment that improves English language skills.

Furthermore, self-confidence factors play an important role in developing speaking skills. In previous research, Kansil et al. (2022) show the results of the influence of self-confidence on

speaking skills. Respondents answered that speaking well and self-confidence were approved by 93.30% of respondents. Being confident enables students to practice more effectively, thereby improving their speaking skills (Rosmayanti et al., 2023). Based on the results of previous research, it can be concluded that students' speaking abilities are influenced by their self-confidence. These findings support the results of the current study, in which participants demonstrated active efforts in building their self-confidence. Respondents showed this through efforts such as talking in front of a mirror or imitating speech patterns from educational video content, which can help increase self-confidence in communicating in English. Thus, self-confidence is not only a determining factor in learning success but is also an element that can be fostered through creative and effective strategies such as those used by the participants in this research.

Finally, the flexibility of learning time, as expressed by two participants, is a crucial aspect in the context of learning English via digital platforms. These findings align with previous research, which highlights the importance of flexibility in managing study time as a key factor in achieving success in language learning (Annamalai et al., 2023). Other research also shows that the ability to organise study time according to personal preferences can increase learning motivation (Oliveira et al., 2023). Respondents emphasised that the ability to access content anytime and anywhere, as well as the freedom to choose the type of learning that suits their needs, provides them with the flexibility necessary to learn efficiently. Allowing participants to learn while engaging in other activities or multitasking situations, digital platforms provide unlimited access that can be utilised to improve English speaking skills to the maximum.

5 CONCLUSION

From the results of the discussion, it can be concluded that the use of YouTube and TikTok platforms as tools for digitally learning English speaking skills from educational influencers has significant implications in the context of teaching and learning in Indonesia. YouTube has proven effective in providing students with access to various aspects of English, from grammar to pronunciation, with quality and structured content. Meanwhile, TikTok offers a more interactive and real-time approach, allowing for dynamic and contextual speaking practice. Factors such as internal encouragement, students' willingness to learn, self-confidence, and flexible learning time have also been proven to influence students' English-speaking abilities. Students' inner drive and willingness to learn demonstrate strong intrinsic motivation, while self-confidence plays a crucial role in accelerating the learning process. Flexible learning time is also a crucial factor in increasing the efficiency of English learning. Therefore, the integration of digital technology in English language learning needs to be considered more seriously, considering the needs and preferences of learners. Thus, it can be concluded that diversifying learning methods, supporting students' intrinsic motivation, and providing flexibility in the learning process are the keys to improving students' English-speaking skills in Indonesia.

Based on the findings drawn from this study, several suggestions can be proposed for future researchers interested in exploring similar topics. Firstly, future studies could delve deeper into the specific strategies employed by learners on digital platforms such as YouTube and TikTok to enhance their English-speaking skills. Investigating the effectiveness of different learning approaches, such as role-playing, scripted dialogues, or interactive challenges, could provide valuable insights into the most efficient methods for language learning. Furthermore, future research could examine the effect of digital platform features and functionalities on language learning outcomes. Analysing the effectiveness of specific features, such as video playback controls,

interactive elements, or algorithm-driven content recommendations, could offer valuable insights into how digital platforms can be optimised to support language learners more effectively.

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