



Exploring EFL Students' Perceptions of the Use of English Video in Learning Writing

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Article Info	Abstract
Received: 2026-03-26 Revised: 2026-04-02 Accepted: 2026-06-01	<i>Writing is often regarded as one of the most challenging skills for students learning English as a foreign language (EFL). This study looks into how EFL students feel about using English videos in their writing classes. A combination of methods was used in a specific order, including a questionnaire with rating scales, watching classes to observe what happens, and having conversations with open-ended questions. The results indicate that students generally have positive perceptions of the use of video in learning. Using videos in English was found to help students feel more motivated, confident, and involved in their writing tasks. Videos also helped students understand writing topics better, come up with ideas, and arrange their thoughts in a clearer way. Videos helped make writing clearer and more detailed by offering visual and contextual support. In general, using videos in lessons helps create a more interesting, significant, and focused learning environment for students when teaching writing in English as a foreign language.</i>
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1. Introduction

Writing is widely recognized as one of the most challenging aspects of learning English as a foreign language (EFL), as it requires not only grammatical and lexical knowledge but also the ability to generate ideas, organize them coherently, and present them in a logical manner. However, many EFL students continue to experience difficulties in developing their writing skills due to limited

idea generation, low confidence, and insufficient exposure to meaningful learning resources (Fauzia Utamie et al., 2025).

In the Indonesian context, writing instruction is still largely dominated by textbook-based and conventional teaching methods. Consequently, writing activities often appear unengaging and are frequently disconnected from students' real-life experiences. This condition may lead students to perceive writing as a difficult and tedious task rather than as a creative and meaningful activity (Siburian & Utama, 2021). Therefore, the integration of more interactive and relevant instructional media is essential to enhance students' engagement and support the development of their writing abilities.

With the advancement of digital technology, audiovisual materials have become increasingly significant in language learning PAVITHRA. One commonly used instructional medium is English-language video. In this study, English-language video refers to video content presented in English and used as instructional support in writing classes. These materials may include short films, animated stories, narrative clips, and other forms of contextual visual content. By integrating visual and auditory elements, videos enable students to better understand authentic language use, real-life contexts, and text structures (Galatsopoulou et al., 2022). This is consistent with multimedia learning theory, which suggests that the combination of visual and auditory information can enhance comprehension and promote deeper cognitive processing (Mayer, 2014).

Previous studies have demonstrated the effectiveness of video use in EFL learning. (Alshraideh, 2021) found that both teachers and students perceived online videos as useful tools for increasing engagement and improving language learning outcomes. Similarly, (Darma et al., 2024; Ilham Sahabuddin et al., 2025) reported that audio-visual materials were effective in enhancing students' writing abilities, particularly in procedural text instruction. In addition, several studies indicate that videos can support students in understanding text structures, generating ideas, and increasing motivation in writing activities (Mazmurrini et al., 2023; Putu et al., 2021; Syamsul Huda et al., 2023; Tahmina, 2023).

However, despite the growing body of research on video-assisted learning, most previous studies have primarily focused on learning outcomes, instructional effectiveness, or material development. Limited attention has been given to students' perceptions, particularly in the context of writing instruction at the senior high school level. This gap is significant, as students' perceptions, attitudes, and learning experiences play a crucial role in determining the success of instructional practices (Bahula & Kay, 2021; Fatoni et al., 2024).

Addressing this gap, this study aims to explore EFL students' perceptions of the use of English videos in writing instruction at the senior high school level. Specifically, this study examines how students perceive the use of video-assisted learning in writing activities, as well as how such media influence their motivation, idea generation, and ability to organize written texts (Berk, 2009b; Musthafa &

Setyarini, 2021; Navarrete et al., 2022).

1. Unlike previous studies that primarily focus on learning outcomes or instructional effectiveness, this study specifically examines students' perceptions of video-assisted writing instruction at the senior high school level. In addition, this study provides a more comprehensive understanding by integrating both quantitative and qualitative data to capture students' experiences and perspectives in greater depth. Therefore, this research is expected to contribute to the development of more effective and student-centered instructional strategies in EFL writing classrooms.

2. Method

Research Design

This study employed a mixed-method approach to better understand how EFL students perceive the use of English videos in learning writing. Mixed-methods research combines quantitative and qualitative data within a single study to provide a more comprehensive analysis of a research problem (John W. Creswell, 2018). This approach was selected to capture both general patterns of students' perceptions and their personal experiences in greater depth.

An explanatory sequential design was applied, in which quantitative data were collected and analyzed first, followed by qualitative data to further explain and elaborate on the quantitative findings (John W. Creswell, 2018). The quantitative results provided an overall picture of students' perceptions, while the qualitative findings offered deeper insights into the reasons behind those perceptions. This design enabled the researcher to integrate and compare both types of data for more meaningful interpretation.

Participants

The study was conducted at SMA Negeri 12 Jakarta during the first semester of the 2025/2026 academic year, from August to November 2025. The participants consisted of 69 eleventh-grade students who had experienced writing instruction supported by English video materials. The participants were selected through purposive sampling, which involves choosing individuals who are considered capable of providing relevant and meaningful information aligned with the research objectives (Nasution, 2023).

Instruments

Quantitative data were collected using a Likert-scale questionnaire designed to assess students' perceptions of the use of English videos in writing lessons. The questionnaire included items related to the learning environment, motivation, idea generation, organization of writing, confidence, engagement, and vocabulary development. Responses were measured using a five-point scale ranging from strongly disagree to strongly agree.

To support the quantitative findings, qualitative data were collected through classroom observation and semi-structured interviews. Classroom observation was conducted to examine students' participation and interaction during writing lessons using English videos. Meanwhile, semi-structured interviews were used to explore students' experiences, perceived benefits, and challenges in greater depth. Interviews are widely used in qualitative research to understand participants' perspectives and the meanings they construct from their experiences (John W. Creswell, 2014).

Data Analysis

Quantitative data were analyzed using descriptive statistical techniques, particularly percentages and mean scores, to identify overall trends in students' responses (Sugiyono, 2020).

Qualitative data were analyzed using thematic analysis based on the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 2014). In this process, the data were coded and categorized to identify recurring themes and patterns related to students' perceptions of using English videos in writing instruction.

The integration of quantitative and qualitative data was conducted during the interpretation phase to ensure that the statistical results and qualitative findings were consistent and mutually supportive.

Trustworthiness of the Data

To ensure the validity and reliability of the findings, several strategies were applied. Data triangulation was conducted by comparing results from questionnaires, observations, and interviews. The use of multiple data sources enhances the credibility of the research findings (Nasution, 2023). In addition, member checking was performed by confirming selected interpretations with participants to ensure that the findings accurately represented their experiences.

3. Result and Discussion

Students' Perceptions Toward the Use of English Videos

This study examines students' perceptions of the use of English videos in writing instruction through a questionnaire administered to 69 eleventh-grade students. The questionnaire included several statements related to the learning environment, motivation, idea development, text organization, engagement, and vocabulary enrichment.

Table 1. Students' Perceptions Toward the Use of English Videos

No	Statement	Agree (%)	Strongly Agree (%)	Neutral (%)
1	Video learning creates a positive and enjoyable atmosphere in writing classes	29.0	40.6	27.5

2	Videos effectively support students' understanding of the writing learning process	34.8	39.1	18.8
3	The use of videos increases students' motivation to write in English	34.8	27.5	31.9
4	Multimedia elements in videos enhance students' interest in writing activities	30.4	43.5	24.6
5	Videos help students understand the structure and organization of texts	39.1	31.9	20.3
6	Videos function as an effective source of ideas and inspiration for writing	31.9	37.7	24.6
7	Video learning helps students organize paragraphs and ideas more clearly	40.6	33.3	23.2
8	Videos facilitate students' understanding of writing topics and content	37.7	36.2	23.2
9	Learning writing through videos is generally not perceived as difficult by students	14.5	5.8	39.1
10	Videos contribute to increasing students' confidence in expressing ideas in writing	43.5	21.7	31.9
11	The use of videos makes writing classes more engaging and enjoyable	42.0	33.3	21.7
12	Videos support students' ability to remember new vocabulary related to writing topics	36.2	30.4	30.4
13	Video learning helps students connect writing lessons with real-life contexts	36.2	31.9	27.5
14	Students show strong acceptance toward the frequent use of videos in writing instruction	33.3	34.8	26.1

The results indicate that students generally showed positive perceptions toward the use of English videos in writing instruction. Several statements received relatively high levels of agreement. The highest percentage of agreement was found in statement 11, where 43.5% of students agreed and 21.7% strongly agreed that videos increased their confidence in expressing ideas in writing. Similarly, statement 7 showed strong responses, with 40.6% agreeing that videos helped them organize their ideas more clearly.

In contrast, the lowest level of agreement appeared in statement 9, where only 14.5% agreed and 5.8% strongly agreed that writing through videos was not difficult. This indicates that some students still experienced challenges despite the use of video-based learning. Overall, the data suggest that most students responded positively to the use of videos, particularly in terms of engagement, idea development, and organization of writing.

7. Watching videos helps me organize paragraphs and ideas more clearly.
69 responses

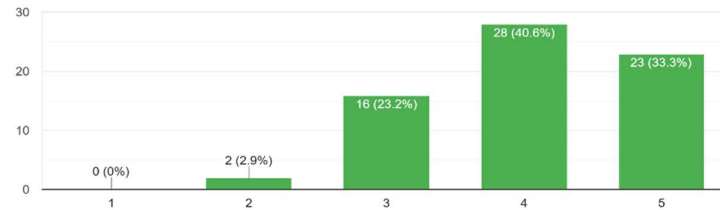


Figure 1. Video can help organize paragraphs and ideas clearly.

The findings indicate that the use of English videos supported students in organizing their ideas and structuring their writing more effectively. Students reported that visual input from videos helped them understand how to develop and arrange their ideas in a more coherent way.

3. I feel more motivated to write after watching videos.
69 responses

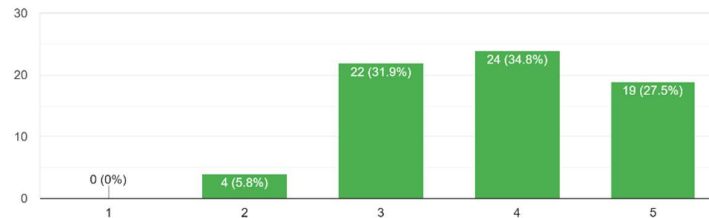


Figure 2. Video can help motivate students.

The results also show that videos contributed to students' motivation and confidence in writing English texts. Students reported that watching videos before writing activities helped them feel more prepared and reduced confusion when starting their writing tasks.

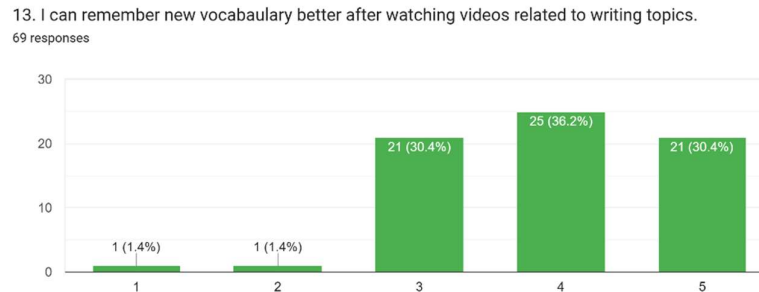


Figure 3. Video can help students remember vocabulary for writing a topic.

In addition, the findings indicate that videos supported students in vocabulary development. Students reported that exposure to authentic language in videos helped them acquire new vocabulary and apply it in their writing.

Students' Writing Performance

After examining students' perceptions of the use of English-language videos in writing instruction, this study then analyzed students' writing performance following the implementation of the use of English-language videos. Students' writing was assessed using a rubric that included five components: content, organization of ideas, language use, vocabulary, and grammar (Orcid et al., 2025).

A writing test was administered to 69 eleventh-grade students, in which they were asked to produce a descriptive text based on the given topic. The results were evaluated using the specified rubric.

Table 2. Distribution of Students' Writing Scores

Score	Frequency	Percentage
16	12	17.7%
17	44	63.8%
18	13	18.8%
Total	69	100%

The distribution of students' scores shows that the majority of students achieved a score of 17, with 44 students (63.8%) reaching this level. Meanwhile, 12 students (17.7%) obtained a score of 16, and 13 students (18.8%) achieved the highest score of 18.

The results indicate that students' scores ranged from 16 to 18, with a mean score of 17.01. This suggests that students' overall writing performance can be

categorized as good. The relatively narrow range of scores indicates that students demonstrated a relatively consistent level of writing ability.

Types of Videos that Influence Students' Writing

The findings indicate that the effectiveness of video use in writing instruction is influenced by the types of videos used during the learning process. In this study, several types of English-language videos were utilized, including conversation videos, explanatory videos, animated videos, and descriptive text videos. These videos were selected to align with the learning materials and classroom context.



Figure 4. Video Giving Opinions: English Conversation

Conversation videos provided examples of how English is used in everyday communication. These videos supported students in understanding sentence structures and language use in real-life contexts.



Figure 5. Video Agreement and Disagreement

Explanatory videos helped students understand how to organize ideas, construct sentences, and use appropriate language structures in writing.



Figure 6. Video Being Safe on the Internet

Animated videos supported students in generating ideas by presenting visual narratives that made it easier for them to imagine situations and develop content for their writing.



Figure 7. Video Descriptive Text

Descriptive text videos provided clear examples of how to describe objects, people, and events, which helped students understand text structure and apply it in their writing.

Overall, the findings indicate that explanatory and storytelling-based videos were particularly helpful in supporting students' writing development, especially in generating ideas and organizing written texts.

4. Discussion

Students' Perceptions Toward the Use of English Videos

The positive perceptions toward English videos suggest that by students in writing instruction, particularly in supporting engagement, confidence, and idea development. However, these perceptions should not be understood merely as evidence that video use is always effective. From the perspective of multimedia learning theory, videos can facilitate comprehension by presenting information through both visual and auditory channels (Mayer, 2014). In this study, such multimodal input appears to have helped students understand writing topics more clearly and approach writing tasks with greater confidence.

However, this finding also extends multimedia learning theory by highlighting that students' perceptions are influenced not only by cognitive processing but also by their engagement and learning experiences in classroom contexts (Berk, 2009; Mayer, 2014).

Nevertheless, the findings also suggest that the effectiveness of video use depends on how the media are integrated into instruction. Multimedia learning theory emphasizes that visual and auditory input can support learning, but excessive or poorly selected multimedia may also increase cognitive load. This means that videos do not automatically improve writing performance; rather, their contribution depends on relevance, clarity, and instructional purpose. In this regard, the present study contributes to previous research by showing that students' positive perceptions were closely related to the meaningful use of videos as contextual support for writing, not merely as entertaining classroom media (Hill, 2024).

The findings also extend earlier studies that primarily focused on learning outcomes or general effectiveness of video-based instruction (Alshraideh, 2021; Darma et al., 2024). While previous research has generally emphasized that videos improve motivation and performance, this study highlights students' subjective experiences at the senior high school level, particularly in relation to writing instruction. This suggests that the value of videos lies not only in improving performance but also in shaping how students experience the writing process itself, including how they develop confidence, sustain attention, and generate ideas.

Students' Writing Performance

The writing performance results indicate that students achieved generally good scores after the implementation of English videos in writing instruction. This suggests that video-assisted instruction may function as a supportive tool rather than a primary determinant of writing performance (Alshraideh, 2021; Wijirahayu et al., 2024). However, rather than interpreting these results only as proof of effectiveness, it is important to consider how videos may have functioned as scaffolding tools in the writing process. The visual and contextual elements of the videos may have supported students in generating ideas, organizing information, and understanding the communicative purpose of their writing tasks (Berk, 2009b; Mayer, 2014). In this sense, the role of video appears to be closely related to supporting the pre-writing and idea-development stages.

This finding is consistent with the view that audiovisual materials can provide meaningful contextual input for language learners and enhance understanding of writing topics and structures (Darma et al., 2024; Galatsopoulou et al., 2022). However, the present study also suggests a more specific contribution: videos may be particularly useful when students face difficulty in transforming abstract ideas into written expression. Instead of serving only as motivational media, videos in this context appear to function as cognitive support that helps

students bridge the gap between understanding content and expressing it in written form, especially when learners experience anxiety or difficulty in language production (Wijirahayu et al., 2025).

At the same time, the relatively similar range of students' scores should be interpreted cautiously. Although the scores indicate generally good performance, they do not necessarily demonstrate that all students benefited equally or that video-based instruction alone determined writing improvement. Other factors, such as teacher guidance, classroom interaction, prior writing ability, and students' familiarity with the topic, may also have influenced the results, particularly considering that learning environment and instructional strategies significantly affect students' language performance and engagement (Wijirahayu et al., 2025). Therefore, the contribution of videos should be seen as supportive rather than exclusively determinative.

Types of Videos that Influence Students' Writing

The findings show that not all types of videos contribute equally to students' writing development. Videos that contained clear explanations and structured visual examples appeared to be more helpful for students than videos that were only entertaining or general in nature. This indicates that the pedagogical value of video depends not simply on the presence of audiovisual input, but on the extent to which the content supports specific writing objectives, particularly in improving students' understanding and learning achievement through meaningful instructional media (Herpratiwi & Sukirlan, 2024).

From a theoretical perspective, this finding can be connected not only to multimedia learning theory but also to the idea that learners benefit more from input when it is relevant, organized, and directly connected to the task (Mayer, 2014). Explanatory and descriptive videos may have been more effective because they provided models of language use, text organization, and contextual information that students could directly apply in their writing (Berk, 2009; Darma et al., 2024). Animated and storytelling-based videos, on the other hand, appear to have supported idea generation and imagination, which are particularly important in the early stages of composing text, as visual and contextual stimuli can activate multiple learning modalities (Somatic, Auditory, Visual, and Intellectual) that enhance engagement and cognitive processing (Ahwy Oktradiksa, Ari Suryawan, 2021).

This finding contributes to previous studies by suggesting that the effectiveness of video use in writing instruction should be evaluated in terms of video type and pedagogical function, not merely in terms of whether videos are used. In other words, the instructional impact of video is shaped by its alignment with learning goals, as well-designed video-based learning can improve students' engagement, motivation, and writing outcomes when it integrates multiple sensory modalities and supports active learning processes (Galatsopoulou et al., 2022;

Herpratiwi & Sukirlan, 2024). This provides a more nuanced understanding than studies that broadly conclude that videos are beneficial without distinguishing the kinds of video input that are most supportive for writing development.

Limitation and Challenges of Video Use

Despite the positive findings, the use of English videos in writing instruction also presents several limitations and challenges. One possible challenge is distraction. Because videos combine moving images, sound, and sometimes dense contextual information, students may focus more on the entertaining aspects of the media than on the writing task itself, which may increase cognitive load and reduce learning effectiveness when not properly designed (Berk, 2009; Mayer, 2014). In such cases, the video may reduce rather than support concentration on the intended learning objective.

Another potential limitation is students' dependency on visual input. While videos can effectively stimulate ideas and provide contextual support (Galatsopoulou et al., 2022; Wijirahayu et al., 2024), overreliance on video materials may reduce students' ability to generate ideas independently when such support is unavailable. This is particularly important in writing instruction, where students are ultimately expected to develop autonomy in planning and expressing their ideas, especially in EFL contexts where independent writing skills remain a key challenge (Fauzia Utamie et al., 2025).

In addition, the effectiveness of video use is highly dependent on teacher selection and classroom management. Poorly chosen videos, videos that are too long, or materials that are not closely aligned with writing objectives may weaken instructional focus, as the success of video-based learning largely depends on instructional design and pedagogical integration (Alshraideh, 2021; Herpratiwi & Sukirlan, 2024). Therefore, video-based instruction should not be assumed to be inherently effective; its success relies on careful pedagogical design and purposeful integration into the writing process.

Practical Implications

The findings of this study have several practical implications for teaching and curriculum development. For teachers, the results suggest that videos can be used strategically to support writing instruction, especially in helping students generate ideas, understand context, and organize their writing (Wijirahayu et al., 2024). However, teachers need to select videos carefully based on learning objectives, students' proficiency levels, and the type of writing being taught, as the effectiveness of video-based learning depends on appropriate instructional design and alignment with learning goals (Alshraideh, 2021). Videos should function as instructional support rather than as supplementary entertainment.

For curriculum development, the findings indicate that integrating audiovisual materials into writing instruction may enhance the relevance and

engagement of classroom learning (Galatsopoulou et al., 2022; Herpratiwi & Sukirlan, 2024). A curriculum that incorporates carefully selected video-based activities can provide students with richer contextual input and more meaningful writing experiences (Darma et al., 2024; Mazmurrini et al., 2023). However, such integration should be accompanied by clear pedagogical guidance so that videos are used in ways that strengthen writing competence rather than simply increasing classroom enjoyment, as technology integration in learning must be purposeful and aligned with educational objectives to be effective (Ahwy Oktradiksa, Ari Suryawan, 2021).

Overall Contribution of the Study

Overall, this study contributes to the growing literature on video-assisted language learning by emphasizing students' perceptions in the specific context of senior high school writing instruction. Unlike studies that primarily focus on achievement or media effectiveness, the present study shows that students' experiences of engagement, confidence, and idea development are central to understanding how videos support writing. This contribution is important because it highlights that the success of instructional media is not only measured by outcomes, but also by how learners experience and respond to the learning process.

5. Conclusion

This study found that 11th grade students in the English program at SMA Negeri 12 Jakarta responded positively to the use of videos in their English writing lessons. Research shows that using videos in learning can make the learning environment more engaging and enjoyable, and it also helps students feel more excited and willing to participate in writing activities.

Videos also help students grasp topics, text structures, and the steps involved in writing more easily. Videos can also help in developing ideas and structuring the writing process. Moreover, videos help students feel more confident and allow them to link the writing process to real-life situations. Even though there are a few challenges, they aren't really big problems. So, video learning can be a good and useful way to help students learn how to write in English, especially in EFL classes.

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