


Learning English through Cable News Network Channels: A Focus on Speaking in the Listening for Information and Leisure Course

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A B S T R A C T

This study investigates students' perceptions of using CNN news videos to support speaking development in a Listening for Information and Leisure course. Many EFL students experience difficulty improving speaking skills due to limited authentic exposure and listening instruction that emphasizes comprehension rather than production. This research employed a convergent parallel mixed-method design involving 25 second-semester English Education students. Data were collected through a 20-item Likert-scale questionnaire and semi-structured interviews. The quantitative findings showed mean scores ranging from $M = 3.52$ to $M = 4.20$, with 82% of responses categorized as positive (agree and strongly agree), indicating generally favorable perceptions. Students reported improvements in vocabulary, pronunciation, motivation, and speaking confidence. Interview results supported these findings, although challenges such as fast speech rate and unfamiliar vocabulary were identified. Overall, CNN news videos are perceived as effective authentic materials for supporting speaking development in EFL higher education contexts when accompanied by appropriate instructional guidance.

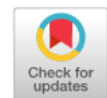
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INTRODUCTION

The integration of digital media in English language learning has become increasingly important in higher education, particularly in EFL contexts. The advancement of information and communication technology has encouraged educators to move beyond traditional textbook-based instruction and incorporate authentic digital resources into classroom practices. Authentic materials, such as news videos, podcasts, and online media, are widely recognized for their potential to expose learners to real-life language use and meaningful communication. (Gilmore, 2007) emphasizes that authentic materials provide learners with natural language input and enhance motivation by presenting language in realistic contexts.

Speaking is a fundamental skill in English language learning, especially for students in English Education programs who are expected to communicate effectively in academic and professional environments. The ability to speak clearly and confidently allows learners to express ideas, participate in discussions, and engage in real-life communication. Therefore, developing speaking competence becomes an essential objective in language learning.

However, many EFL learners continue to experience difficulties in developing speaking skills. Common challenges include limited vocabulary, inaccurate pronunciation, lack of fluency, and low confidence when speaking English. These problems are often related to insufficient exposure to authentic spoken English and an overreliance on controlled classroom materials. As a result, students may have adequate grammatical knowledge but still struggle to express their ideas orally in real communicative situations.

One effective approach to addressing these challenges is the use of video-based learning, particularly through authentic news sources. News videos offer learners exposure to

natural speech patterns, various accents, real communicative purposes, and current topics. Through these materials, learners can observe how English is used in real contexts while simultaneously improving listening and speaking abilities.

Several studies have demonstrated that authentic video materials positively contribute to speaking development. (Saienko & Shevchenko, 2020) reported that authentic videos improved students' oral communication by increasing familiarity with real English discourse. Similarly, (Menggo et al., 2022) found that video-based tasks enhanced students' fluency and confidence in speaking.

Among international news platforms, CNN has emerged as a popular learning resource in EFL classrooms. CNN provides a wide range of video content covering topics such as politics, culture, education, health, and technology. These materials are particularly beneficial for EFL learners because they present real-world issues using formal yet accessible language.

Herda et al., (2023) highlight that news-based learning media offer rich linguistic input that supports learners' speaking proficiency. Furthermore, (Idayani et al., 2022) argue that news content not only improves language skills but also encourages learners to develop critical thinking and express opinions about global issues.

Despite the increasing integration of digital media in English classrooms, several pedagogical problems remain evident. Many students still struggle to develop speaking skills due to limited authentic exposure to natural English speech. Listening courses often focus mainly on comprehension tasks rather than encouraging speaking production based on listening input. Therefore, integrating authentic news videos such as CNN may provide real-life language exposure while stimulating speaking practice. Based on these considerations, this study aims to investigate students' perceptions of learning English through CNN news videos, particularly in improving speaking skills in a Listening for Information and Leisure course. The study addresses the following research questions: (1) Do students perceive the use of CNN news videos positively in learning speaking skills? (2) To what extent do CNN news videos influence students' motivation and speaking confidence? (3) What challenges do students experience when learning English through CNN news videos?

METHOD

This study employed a mixed-method research approach to investigate students' perceptions of using CNN news videos in learning speaking skills. The mixed-method design was chosen because it allows researchers to collect both numerical data and in-depth descriptive information, thereby providing a more comprehensive understanding of the research problem. Creswell and Plano Clark (2018) state that mixed-method research is effective for exploring complex educational phenomena by integrating quantitative and qualitative data within a single study.

Research Design

This study employed a **convergent parallel mixed-method design** as proposed by Creswell and Plano Clark (2018). In this design, quantitative and qualitative data were collected during the same phase of the research process, analyzed separately, and then merged for interpretation.

The quantitative data from the questionnaire provided measurable trends regarding students' perceptions, while the qualitative interview data offered deeper explanations of students' experiences. The integration of both datasets allowed for triangulation and strengthened the validity of the findings.

Instruments

In order to address the research questions comprehensively, two research instruments were utilized in this study: a questionnaire and a semi-structured interview.

Questionnaire

The main quantitative instrument was a questionnaire consisting of 20 statements related to students' perceptions of learning speaking skills through CNN news videos. Each statement was designed to measure specific aspects of learning, including understanding

spoken English, vocabulary development, pronunciation, fluency, motivation, and speaking confidence. The questionnaire used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This scale allowed participants to express the degree of their agreement with each statement.

The questionnaire was written in simple and clear English to avoid ambiguity and misunderstanding. Before distribution, the statements were checked to ensure that they were relevant to the research objectives and aligned with the learning activities conducted in the course. The questionnaire results were used to represent the overall tendency of students' perceptions.

Interview

The qualitative instrument was a semi-structured interview consisting of open-ended questions. The interview aimed to explore students' experiences in more depth, particularly regarding perceived benefits, motivation, speaking confidence, and learning challenges. The semi-structured format allowed the researcher to ask follow-up questions when necessary, enabling participants to provide more detailed explanations of their responses.

Data Collection

Data collection was conducted in two stages. In the first stage, the questionnaire was distributed to all 25 participants after they had completed several learning sessions using CNN news videos. Participants were asked to complete the questionnaire based on their personal learning experiences.

In the second stage, interviews were conducted with selected participants. The interviews were carried out online using voice calls and lasted approximately 15 to 20 minutes for each participant. All interviews were recorded with participants' consent. The recordings were then transcribed into written form for analysis.

Data Analysis

Quantitative data were analyzed using descriptive statistics, including mean scores and percentage distribution. The mean score for each questionnaire item (Q1-Q20) was calculated using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The overall mean scores ranged from $M = 3.52$ to $M = 4.20$, indicating generally positive perceptions. Additionally, 82% of the total responses fell within the "agree" and "strongly agree" categories, demonstrating a strong positive tendency toward the use of CNN news videos.

Mean score interpretation followed this classification:

- 4.21–5.00 = *Strongly Agree*
- 3.41–4.20 = *Agree*
- 2.61–3.40 = *Neutral*
- 1.81–2.60 = *Disagree*
- 1.00–1.80 = *Strongly Disagree*

FINDINGS AND DISCUSSION

Students' Speaking Development Based on Quantitative Data

The analysis of 20 questionnaire items shows that students demonstrated generally positive perceptions toward the use of CNN news videos. The mean scores ranged from 3.52 to 4.20, indicating agreement across most items. The highest mean score was recorded for Q20 ($M = 4.20$), which measured students' motivation to speak English after using CNN videos. Similarly, Q15 and Q19 obtained high mean scores ($M = 4.15$), indicating that CNN videos effectively stimulated classroom discussion and supported speaking practice.

Overall, 82% of total responses were categorized as positive (agree and strongly agree), confirming that students perceived CNN videos as beneficial for speaking development.

However, items related to speech speed and vocabulary difficulty showed slightly lower mean scores ($M = 3.20$ – 3.60), indicating moderate challenges. Approximately 48% of students acknowledged difficulties with fast speech and unfamiliar vocabulary, although these challenges did not outweigh the perceived benefits.

Tabel 1. Summary of Mean Scores and Response Distribution

Category	Mean Range	Interpretation	Percentage
Students' Perception	4.05-4.20	High Agreement	86% Positive
Authentic Learning Materials	3.90-4.15	Agree	84% Positive
Speaking Skills Development	3.80-4.10	Agree	80% Positive
Motivation and Confidence	3.85-4.20	Agree	83% Positive
Learning Challenges	3.20-3.60	Moderate Agreement	48% Positive

Vocabulary and Pronunciation Development

Students reported improved vocabulary acquisition ($M = 4.05$) and pronunciation awareness ($M = 3.95$). Exposure to authentic news language provided contextual vocabulary learning and accurate pronunciation models.

Speaking Confidence and Motivation

High mean scores ($M = 4.10-4.20$) indicate increased motivation and confidence. Interview data confirmed that students felt more prepared to express opinions after watching CNN videos.

Learning Challenges

Although positive overall, students experienced difficulty with fast speech and complex vocabulary ($M = 3.40$). This finding aligns with Gilmore (2007), who states that authentic materials may initially challenge EFL learners.

CONCLUSION

This study employed a convergent mixed-method design to examine students' perceptions of learning speaking skills through CNN news videos. The quantitative findings revealed mean scores ranging from 3.52 to 4.20, with 82% positive responses, indicating that students generally agreed that CNN videos enhance speaking development. The qualitative findings supported the statistical results, showing that authentic news content increased vocabulary knowledge, pronunciation awareness, motivation, and speaking confidence. Students reported feeling more prepared to participate in discussions after watching CNN videos. However, challenges such as fast speech rate and unfamiliar vocabulary were identified, though these difficulties were manageable with instructional scaffolding. Overall, the integration of CNN news videos into the Listening for Information and Leisure course provides meaningful authentic exposure and supports speaking production. Therefore, incorporating structured video-based activities is recommended for EFL higher education contexts.

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