

Exploring Platform Choices in Enhancing English Speaking Skills: A Case Study in Jambi Province

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ARTICLE INFO

Keywords:

EFL speaking;
digital platforms;
teacher–student alignment;
secondary education;
qualitative case study

Article history:

Received 2025-12-12

Revised 2026-03-03

Accepted 2026-03-31

ABSTRACT

This study investigates the alignment between teachers' selected digital platforms and students' platform preferences in supporting English speaking practice in the EFL context of Jambi Province, Indonesia. Despite the increasing integration of digital tools in language learning, limited research has explored how mismatches between teacher choices and student preferences influence speaking engagement. A qualitative case study design was employed involving 30 students and 2 English teachers from two secondary schools selected through purposive sampling. Data were collected through semi-structured interviews and supported by questionnaires for triangulation. The data were analyzed thematically using Oxford's (1990) language learning strategies framework. The findings reveal that WhatsApp and YouTube were the most frequently used platforms due to their accessibility and ease of use. However, students showed a stronger preference for Instagram, which they perceived as more engaging and less anxiety-inducing for speaking practice. While partial alignment existed in the use of familiar platforms, a notable misalignment emerged in platform preference, potentially limiting students' engagement and opportunities for meaningful speaking practice. The study concludes that effective integration of digital platforms in EFL speaking instruction requires not only consideration of accessibility and teacher manageability but also alignment with students' preferences. Incorporating student-preferred platforms in a structured and pedagogically sound manner may enhance engagement and support more meaningful speaking practice, particularly in contexts with infrastructural constraints.

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1. INTRODUCTION

The development of English speaking skills has become a critical concern in language education, particularly in non-native English-speaking contexts such as Indonesia. As globalization accelerates, the demand for competent English speakers continues to increase, requiring schools to adopt instructional approaches that can effectively support oral communication. Speaking is widely recognized as a

productive skill that integrates grammar, vocabulary, fluency, and interaction, and its mastery requires continuous and meaningful practice (Wael et al., 2018; Alrajafi et al., 2022). Beyond its communicative function, speaking competence is considered essential for learners' academic success and future employability in the global workplace (Ramamurthy et al., 2021; Navun, 2021). Consequently, the development of speaking skills has been emphasized from the secondary school level, as it supports learners in building confidence, improving accuracy, and achieving communicative competence (Novia et al., 2023; Pham Thi Dieu, 2022).

Despite its importance, numerous studies indicate that EFL learners continue to experience difficulties in developing speaking skills. These challenges include limited opportunities for oral practice, insufficient instructional focus on speaking, and psychological barriers such as anxiety, shyness, and low self-confidence (Akhter et al., 2019; Novia et al., 2023). Teachers' instructional practices also play a crucial role in shaping learners' speaking development. Excessive or inappropriate correction may reduce learners' motivation to speak (Xu et al., 2021), whereas supportive feedback, meaningful interaction, and engaging speaking tasks have been shown to enhance learners' oral performance and participation (Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009). These persistent challenges suggest the need for instructional approaches that can expand opportunities for speaking practice while addressing learners' affective and contextual constraints.

In response to these challenges, the integration of digital technologies has increasingly been viewed as a promising avenue for supporting speaking instruction in EFL contexts. Digital learning platforms offer flexibility, interaction, and access to authentic language input, allowing learners to practice speaking beyond the limitations of classroom time (Reinders & Benson, 2017; Wiwin et al., 2022). Platforms such as WhatsApp, YouTube, Google Classroom, and Zoom have been reported to facilitate oral interaction, encourage learner autonomy, and increase opportunities for speaking practice. However, previous studies also highlight several constraints in technology-enhanced language learning, including uneven access to devices and internet connectivity, limited teacher expertise, and disparities between urban and rural educational contexts (Nakayama et al., 2007; Pazilah et al., 2019). Importantly, these studies suggest that the effectiveness of digital platforms may be influenced not only by their pedagogical features but also by how they are selected, implemented, and perceived by both teachers and students.

Although a growing body of research has examined the use of digital platforms in English language learning, much of this work has focused on platform effectiveness or teacher-led technological interventions. Comparatively little attention has been paid to the alignment between teachers' platform choices and students' platform preferences, particularly in relation to speaking practice. This issue becomes especially salient in constrained infrastructure contexts, where access to stable internet connections, appropriate devices, and digital resources may shape both instructional decisions and learners' actual platform use. In such contexts, a mismatch between the platforms selected by teachers and those preferred or accessible to students may limit learners' engagement and reduce opportunities for meaningful speaking practice.

In Jambi Province, socio-economic and infrastructural conditions play a significant role in shaping the adoption and use of digital learning platforms. While some urban schools benefit from relatively stable connectivity and technological resources, many schools in rural or semi-rural areas continue to face challenges in sustaining technology-based instruction. Despite the increasing interest in online learning and digital platforms in Indonesia, few studies have specifically examined how teachers and students in Jambi Province select and use platforms for developing speaking skills, or whether their platform choices are aligned. Addressing this gap, the present study explores the digital platforms used by teachers to facilitate speaking activities, the platforms preferred and utilized by students for speaking practice, and the factors underlying these choices within this localized context.

The contribution of this study lies in its focus on platform alignment rather than platform effectiveness alone. By examining teacher-student alignment and misalignment in platform selection for speaking practice, this study extends existing research on technology-enhanced language learning from a pedagogical and contextual perspective. It offers practical insights for English teachers into how

platform choices may influence learners' engagement and participation in speaking activities, particularly in regions with infrastructural limitations such as Jambi Province.

Accordingly, this study is guided by the following research questions:

1. What digital platforms do English teachers use to facilitate speaking practice, and why?
2. What digital platforms do students prefer and use for speaking practice, and why?
3. What factors explain the alignment or misalignment between teachers' and students' platform choices, and what are the instructional implications for EFL speaking practice?

2. METHODS

2.1 Research Design

This study adopted a qualitative case study design to examine how digital learning platforms are selected and used for English speaking practice, with particular attention to alignment between teachers' and students' choices. A qualitative approach was deemed appropriate because the study sought to understand participants' experiences, perceptions, and reasoning rather than to measure speaking proficiency gains quantitatively. The case study design enabled an in-depth and context-sensitive exploration of platform use within a bounded educational setting in Jambi Province, Indonesia.

In this study, the "case" refers to the use of digital platforms for English speaking instruction in selected secondary schools. The boundaries of the case were defined by the research context (schools in Jambi Province), the participants (English teachers and students), and the focus of inquiry (platform choices, preferences, and alignment in speaking practice).

2.2 Research Context

The research was conducted in Jambi Province, Indonesia, a region characterized by varied socio-economic conditions and uneven access to digital infrastructure. While some urban schools benefit from relatively stable internet connectivity and technological resources, many schools in rural and semi-rural areas continue to experience limited bandwidth and restricted access to digital devices. English is a compulsory subject at the secondary level, and teachers are encouraged to integrate digital platforms into instruction, particularly following the expansion of online and blended learning. These conditions make Jambi Province a meaningful context for examining how infrastructural constraints shape platform selection for speaking instruction.

2.3 Participants and Sampling

The participants comprised thirty (30) students and two (2) English teachers from one public senior high school and one vocational senior high school in Jambi Province. Purposive sampling was employed to select participants who were actively involved in platform-based speaking activities and, therefore, able to provide relevant and information-rich data.

The two schools were selected because English was taught as a compulsory subject, digital platforms had been integrated into English instruction, and the schools represented different educational tracks. The participating teachers had experience using multiple digital platforms to support speaking practice, while the student participants had prior exposure to speaking tasks conducted through these platforms.

2.4 Data Collection Instruments and Procedures

Data were primarily collected through semi-structured interviews with teachers and students. This format allowed the researcher to explore participants' experiences and perspectives in depth while maintaining a focus on key issues such as platform selection, usage patterns, perceived benefits, and challenges. Interviews lasted approximately 30–45 minutes and were conducted either face-to-face or online, depending on participants' availability and access conditions. All interviews were audio-recorded with participants' consent and transcribed verbatim for analysis.

To support data triangulation, a questionnaire was also administered to student participants. The questionnaire focused on platform usage frequency, platform preferences for speaking practice, and

perceived accessibility. Rather than serving as a primary data source, the questionnaire was used to corroborate and enrich the interview findings.

2.5 Data Analysis

Data analysis followed a thematic approach informed by Oxford's (1990) language learning strategies framework. The analysis began with repeated reading of interview transcripts to achieve data familiarization. Initial codes were then generated to capture recurring patterns related to platform use, preferences, access conditions, and instructional practices. These codes were subsequently grouped into broader themes through a combination of inductive analysis and deductive reference to Oxford's framework. Throughout the process, the themes were reviewed and refined to ensure that they were coherent and directly addressed the research questions. Questionnaire data were analyzed descriptively and used to support the qualitative interpretations.

2.6 Trustworthiness and Ethical Considerations

Several strategies were employed to enhance the trustworthiness of the study. Methodological triangulation was achieved through the use of interviews and questionnaires, while source triangulation involved comparing perspectives from teachers and students. Member checking was conducted by sharing summaries of the findings with selected participants to confirm interpretive accuracy. An audit trail documenting data collection and analysis procedures was maintained to enhance transparency.

Ethical considerations were observed throughout the research process. Participants were informed about the purpose of the study and their voluntary participation, and informed consent was obtained prior to data collection. Confidentiality and anonymity were ensured through the use of pseudonyms, and all data were securely stored.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Platforms Used for Speaking Practice

Interview data showed that teachers and students used several digital platforms to support speaking activities. As summarized in Table 1, WhatsApp and YouTube were reported as the most frequently used platforms by both groups. Most students indicated that these platforms were regularly used for speaking-related tasks assigned by teachers.

One teacher from a public senior high school stated:

"WhatsApp is the easiest platform because all students already use it and internet access is limited" (T1, public school).

Similarly, another teacher explained:

"YouTube is mainly used so students can listen to examples before they try speaking" (T2, vocational school).

Table 1. Digital Platforms Used for Speaking Practice

Platform	Teachers' Use	Students' Use	Data Source
WhatsApp	High	High	Questionnaire & Interviews
YouTube	High	High	Questionnaire & Interviews
Zoom	Low	Low	Questionnaire
Google Classroom	Moderate	Moderate	Questionnaire
Instagram	Low	High	Questionnaire & Interviews

As shown in Table 1, Questionnaire data reflected a similar pattern, with most respondents selecting WhatsApp and YouTube as the platforms most commonly used in speaking activities. Other

platforms such as Google Classroom and school-based e-learning systems appeared less frequently, while Zoom was reported by only a minority of students as a regular platform for speaking practice.

3.1.2 Students' Platform Preferences for Speaking Practice

While teachers' reported practices focused mainly on WhatsApp and YouTube, interview data revealed that students expressed different preferences for speaking practice. As shown in Table 2, several students reported a strong preference for Instagram, although its use in formal instruction was limited.

Table 2. Trends in Participants' Perceptions of Digital Platforms

Platform	Accessibility	Engagement for Speaking	Overall Perception
WhatsApp	High	Moderate	Practical and familiar
YouTube	High	Moderate	Useful for input
Instagram	Moderate	High	Motivating for practice
Zoom	Low	High	Interactive but limited

One student from a vocational school explained:

"I prefer Instagram because I can record speaking videos many times before uploading" (S3, vocational school).

Another student from a public school commented:

"Speaking on Instagram feels less stressful than speaking live" (S6, public school).

Most students associated Instagram with flexibility and comfort in practicing speaking, particularly because it allowed them to control the recording process. Questionnaire trends also indicated high preference ratings for Instagram, despite its lower frequency of instructional use by teachers.

3.1.3 Alignment and Misalignment Between Teachers' and Students' Platform Choices

The findings indicate partial alignment between teachers' and students' platform choices. Alignment was observed in the consistent use of WhatsApp and YouTube, which both groups identified as accessible and familiar platforms.

However, misalignment emerged regarding platforms preferred by students but less frequently used by teachers. Several students noted that platforms they commonly used outside school were rarely integrated into speaking tasks assigned by teachers.

One student stated:

"We often use Instagram outside school, but teachers usually do not ask us to use it for speaking tasks" (S8, public school).

Questionnaire responses supported this finding, showing agreement between teachers and students on the usefulness of WhatsApp and YouTube, but differences in perceptions of Instagram's role in speaking instruction.

3.1.4 Speaking Task Types and Feedback Practices Across Platforms

Findings also showed variation in speaking task types and feedback practices across platforms. As summarized in Table 3, WhatsApp was mainly used for voice-note submissions, with feedback provided through brief text or audio messages. YouTube was primarily used for listening and imitation activities, while Zoom supported live speaking practice on a limited basis.

Table 3. Platforms, Speaking Task Types, and Feedback Modes

Platform	Speaking Task Types	Feedback Mode	Data Source
WhatsApp	Voice notes	Teacher text/audio feedback	Interviews
YouTube	Shadowing, imitation	Self-evaluation	Interviews
Zoom	Live speaking, discussion	Immediate oral feedback	Interviews
Instagram	Short video speaking	Peer comments	Interviews

Only a minority of students reported frequent participation in synchronous speaking activities. Instagram, when used independently by students, supported short video-based speaking tasks and peer responses, although these activities were not formally assessed by teachers.

3.2 Discussion

The findings of this study indicate that WhatsApp and YouTube were perceived as the most supportive platforms for speaking practice, largely due to their simplicity, accessibility, and familiarity. In contexts where teachers face limitations in digital literacy and students experience uneven internet connectivity, WhatsApp offers a low-barrier solution for assigning and collecting speaking tasks. This finding aligns with Nihayati and Indriani (2021), who identified WhatsApp as an effective medium for EFL assignments, discussions, and classroom communication. From a speaking pedagogy perspective, WhatsApp primarily supports oral output through voice-note submissions and delayed feedback, allowing students to practice speaking in a relatively low-pressure environment. However, this perceived support should not be interpreted as direct improvement in speaking ability, but rather as facilitation of speaking practice opportunities.

Similarly, YouTube was perceived as supportive due to its function as a source of authentic spoken input. Through exposure to pronunciation models, intonation patterns, and contextualized language use, YouTube enables learners to observe how English is used in real communicative contexts. This finding confirms earlier research by Kristiani and Pradnyadewi (2021), which emphasized YouTube's potential to enrich speaking practice both inside and outside the classroom. Nevertheless, YouTube's contribution to speaking development remains indirect, as it primarily supports input and imitation rather than interactive oral production or feedback.

Beyond teacher-selected platforms, students demonstrated agency in selecting platforms that better suited their affective and learning needs. Instagram emerged as a preferred platform for speaking practice among students, particularly because it allowed them to record and re-record short videos before sharing. This practice reflects learners' use of language learning strategies as described by Oxford (1990), especially affective and metacognitive strategies that foster autonomy and extend learning beyond formal classroom settings. Instagram affords opportunities for asynchronous output and peer feedback, which may reduce speaking anxiety and increase learners' willingness to communicate. Importantly, the findings suggest that Instagram was perceived as supporting speaking practice rather than guaranteeing measurable gains in speaking ability.

A central issue highlighted by this study is the misalignment between teachers' and students' platform preferences. While teachers relied heavily on WhatsApp for its manageability and monitoring features, students preferred Instagram for its flexibility and comfort. Pedagogically, such misalignment may result in speaking activities that are efficient to administer but less engaging for learners. When instructional platforms do not align with students' communicative habits, opportunities for meaningful speaking practice may be limited. Rather than viewing this gap as a problem, it can be understood as an opportunity to rethink how student-preferred platforms might be integrated in controlled and pedagogically sound ways.

The findings also underscore the influence of contextual constraints on platform adoption. The limited use of platforms such as Ruang Guru and Zoom reflects challenges related to unstable internet connectivity, high data costs, limited device ownership, and increased teacher workload. Although these platforms offer features that support interaction and immediate feedback, their implementation

remains difficult in less resourced settings. This supports broader research suggesting that technology integration in EFL contexts is shaped not only by pedagogical considerations but also by socio-economic and infrastructural realities (Nakayama et al., 2007; Pazilah et al., 2019). In this sense, teachers' reliance on WhatsApp and YouTube represents pragmatic decision-making rather than resistance to innovation.

From a practical standpoint, the findings suggest that different platforms afford different mechanisms for speaking practice, including interaction, output, and feedback. WhatsApp can be enhanced through structured voice-note cycles, simple rubrics, and feedback templates to support consistent oral production. YouTube can be paired with guided imitation, shadowing tasks, and short reflection logs to encourage active engagement with spoken input. Instagram, meanwhile, can be used optionally for student-created speaking artifacts—such as short videos, stories, or caption-based reflections—provided that privacy concerns are addressed through private accounts and informed consent. Such strategies allow teachers to leverage students' platform preferences while maintaining instructional control.

Taken together, this study demonstrates that digital platforms in Jambi Province were perceived to support speaking practice in different ways, shaped by accessibility, learner preferences, and contextual constraints. WhatsApp and YouTube functioned as practical tools for oral output and input, while Instagram supported learner autonomy and affective engagement. By foregrounding platform alignment rather than platform effectiveness alone, this study contributes a contextualized understanding of technology use in EFL speaking instruction and offers insights for designing speaking activities that are both feasible and engaging in constrained educational contexts.

4. CONCLUSION

This study investigates the alignment between teachers' and students' choices of digital platforms for supporting English speaking practice in senior high schools in Jambi Province, focusing on how such alignment influences opportunities for engagement and oral language use. It examines the extent to which commonly used platforms, such as WhatsApp and YouTube—selected by teachers for their accessibility and low technological demands—correspond with students' preferences for platforms like Instagram, which are perceived as more conducive to autonomous and less anxiety-inducing speaking practice. The study further explores how platform selection is shaped not only by pedagogical intentions but also by infrastructural constraints, levels of digital literacy, and students' everyday communicative habits. Rather than seeking to identify the most effective platform in isolation, it aims to understand how the affordances of different platforms support speaking practice through input, output, interaction, and feedback, and how alignment or misalignment between teacher and student choices affects participation and learner-centered opportunities. Additionally, the study considers the pedagogical, institutional, and contextual implications of platform use, including how teachers can optimize existing tools, how student-preferred platforms may be integrated responsibly, and how broader systemic factors influence technology adoption. Ultimately, it seeks to contribute to a more contextualized and learner-sensitive understanding of technology-enhanced EFL speaking by emphasizing the importance of aligning instructional practices with learners' preferences and realities.

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