

The Influence of Digital Literacy by Utilizing YouTube toward Students' Speaking Ability

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Abstract

Speaking is a complex skill in language learning, influenced by various internal and external factors. Learners often encounter challenges related to motivation, confidence, interest, environment, mother tongue use, and teaching methods. This research investigates the impact of using YouTube as a learning medium to enhance speaking skills in grade XI students at SMAN 1 Kaliwiro. Specifically, the study aims to (1) analyze the influence of digital literacy, facilitated by YouTube, on the speaking abilities of grade XI students and (2) compare the speaking abilities of students taught using YouTube to those taught using traditional methods. A quantitative experimental design was employed, involving 66 students (33 in class XI Science 2 and 33 in class XI Science 3). The school-based oral assessment (SBOA) form measured pre-test and post-test speaking performance. An independent sample t-test analysis was conducted using SPSS to compare the results. The findings reveal that students taught using YouTube demonstrated a moderately effective improvement in speaking skills, as indicated by a Normalized Gain Test score of 64.13 (64%). These results suggest that YouTube can be an effective tool for enhancing speaking abilities in language learners.

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INTRODUCTION

Afshar and Asakereh stated that the ability to communicate orally or speak is the same as knowing a given language because speaking is the main means of human communication (James et al., 2019). But, Bueno, Madrid, and McLaren said that speaking was one of the most difficult skills language learners had to face (Rao, 2019). Because, according to Mandasari and Aminatun, speaking must have the ability to pronounce articulated sounds or words (Wahyuni & Utami, 2021). Albahlal (2019) also states that speaking is a difficult skill since it entails the learners mastering a sum of other skills such as grammar, vocabulary, and comprehension. Therefore, speaking is one of the most important skills that should be master in learning English. Teachers play an important role in the acquisition of these skills as they are responsible for promoting meaningful communication in the classroom (Alonso, 2014). Nonetheless, teaching speaking remained a challenge for many teachers (Burns, 2012). Despite its significance, speaking instruction had long been devalued by English language instructors, who had instead focused on drilling students on dialogue memorization or drills (Kayi, 2006). Meanwhile, today's world requires that the purpose of teaching speaking should be improved students' communicative skills because only in that way, students could express themselves and learn how to follow appropriate social and cultural rules in every communicative circumstance. Therefore, English teachers should pay great attention to the process of teaching speaking.

To facilitate the process of teaching speaking, teachers need the right learning methods or media. Given that nowadays is a digital age, better if the learning process also uses digital media by utilizing digital literacy. Digital literacy tools such as cell phones, android gadgets, laptops, iPads, and digital cameras were now widely used by teachers and students. Therefore, teachers can take this opportunity to made digital literacy as a medium of teaching and learning speaking. As stated by Mudra (2020), the benefits of digital literacy in english learning includes improving young learners' writing, reading, listening, and speaking skills. Besides, digital literacy aims at teaching English language skills and linguistic communicative competencies as well as socio-historical and cultural facts through literary texts, videos, movies, songs, and documentaries to enhance student's skills and to fill the cultural gap in the EFL learners' minds (Abida, 2021). One form of digital literacy that fits the description in the previous sentence is YouTube.

YouTube is a website where users may post a variety of videos, including TV snippets, music videos, movie trailers, and other types of content including video blogging, quick original films, and instructional films (Jalaluddin, 2016). As YouTube was one of the most highly used portals globally, it could be employed in

EFL classrooms to improve students' proficiency in the English language, especially in listening and speaking skills (Saed et al., 2021). Agree with Abida (2021), YouTube videos allowed them to acquire a merge of vocabulary and linguistic structures along with enhancing their listening and speaking skills. Recent research conducted by Syafiq et al. showed that YouTube videos have made a significant contribution to improving not only students' speaking skills but also other components of English proficiency including grammatical structure, lexicon, fluency, and content (Jalaluddin, 2016). In addition to being motivating and engaging, YouTube allows students to listen carefully, pronounce words correctly, and organize their ideas while speaking. Moreover, YouTube reportedly provides a tension-free environment where students could interact with their teachers and peers without anxiety and fear (Albahlal, 2019).

In conclusion, it showed that YouTube videos were more useful than the traditional speaking strategy as it enables the learners to interact with the text, confer and discuss, solve problems with each other, derive meaning, and make comments. YouTube also provides an opportunity to interact with native as well as non-native speakers of English and also to know the different dialects and varieties of English spoken around the world. The description above is related to the way the teacher teaches speaking and the speaking ability of grade XI students at SMAN 1 Kaliwiro. Therefore, the researchers conducted research in that place to help students gain more knowledge about the components of speaking and improve also develop their speaking ability by using YouTube.

METHODS

The research method used by the researchers was experimental research with quasi experimental design method. The experimental design used was Non-Equivalent Control Group Design pretest-posttest, a form of quasi experimental research method. This research involved two classes, namely the experimental class and the control class. The experimental and control classes received the same learning treatment in terms of objectives, content, learning materials, and learning time.

Before conducting the research, both groups were given a pre-test to find out their initial conditions. During the research, the first group was treated using YouTube media, and the other group was not treated with YouTube media. The treated group was used as the experimental group, and the untreated group was used as the control group. At the end of the research, both classes were given a post-test to see how the results were. An illustration of the paradigm in this research was shown in the following table (Sugiyono, 2011).

Table 1. Non-Equivalent Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X ₁	O ₂
Control	O ₁	X ₂	O ₂

Information:

X₁ : Learning media using YouTube

X₂ : Conventional learning media

The population were all grade XI students in the 2023/2024 academic year consisting of Science and Social grade. And the samples selected as research subjects were 33 students of class XI Science 2 as the experimental class and 33 students of class XI Science 3 as the control class. The sample selection was based on the consideration that both classes had heterogeneous abilities. And the researchers took a simple random sampling technique. This technique was used to assign a different number to each member of the population, then selected a sample with a random number. The advantage of using this technique is that the researchers does not need to know about the population in advance, free from possible classification errors, easy to analyze, and errors can be calculated.

This research utilized both test and non-test instruments to assess students' speaking ability. Test instruments included pre-tests and post-tests administered before and after the treatment, as well as an oral task. Students' performance was evaluated against the school's minimum passing score of 68. A non-test instrument, an observation sheet, was used to monitor the learning process and ensure alignment with planned activities. To assess instrument validity, the product-moment correlation method was employed.

This research employed statistical analyses to test the hypotheses. The normality test, using techniques like the Kolmogorov-Smirnov test, ensured that the data was normally distributed, a prerequisite for parametric analyses. To compare the means of two groups, the independent sample t-test was used, requiring normally distributed and homogeneous data. This test was applied to compare the post-test scores of the experimental (YouTube) and control (conventional) groups. The homogeneity test was conducted to determine if the variances of the two groups were equal. This is a non-absolute requirement for the independent sample t-test. To assess changes within the experimental group, the paired sample t-test was used, comparing pre-test and post-test scores. This test requires normally distributed data but does not mandate homogeneous variances. Finally, the normalized gain test was utilized to measure the improvement in learning outcomes between the pre-test and post-test.

RESULTS AND DISCUSSION

Validity

Before being used in research, the aspects of speaking were first tested on respondents and valid or invalid aspects were replaced. The researchers compiled 5 aspects to be tested with 33 students as respondents. The total valid aspects were five out of a total of five aspects that had been used in the oral assessment. Aspects for the pre-test and post-test can be said to be valid if $r_{\text{count}} > r_{\text{table}}$. From the data obtained get $r_{\text{table}} = 0,355$. From the result of the pre-test, it can be seen in the following table:

Table 6. Item Validity Aspects of Speaking Items

No	r_{count}	$r_{\text{table}} 5\% (31)$	Criteria
1	0,854	0,355	Valid
2	0,905	0,355	Valid
3	0,801	0,355	Valid
4	0,779	0,355	Valid
5	0,787	0,355	Valid

This means that this aspect was suitable for used as a research instrument. For the analysis of the calculation of instrument validity can be seen in the appendix.

Reliability

To see if the instrument was reliable enough to be used as a data measuring tool, a reliability test was carried out. The formula used is the Alpha formula.

Table 7. Reliability Statistics

Cronbach's Alpha	N of Items
0,921	5

From the calculations obtained $\text{Alpa} = 0,921 > r_{\text{table}} = 0,355$. This means that the aspects of speaking tested were reliable or consistent with very high interpretations. The calculation could be stated that the instrument is reliable so that they could be used in research.

Hypothesis Testing

Normality Test

A normality test was used to determine whether the data used was normally distributed or not. In testing data was said to be normally distributed if:

- a. If $\text{sig} > 0,05$, then the data is normally distributed

- b. If sig < 0.05, then the data is not normally distributed
- c. Ho = Data is normally distributed
- d. H1 = Data is not normally distributed.

From the normality test data using SPSS data normally distributed can be seen that:

Table 8. Pre-test and Post-test Normality Test

Class	Kolmogorov-Smirnov	Shapiro-Wilk
	(sig./p-value > 0.05)	(sig./p-value > 0.05)
Pre-test Experimental Class	0,010	0,012
Post-test Experimental Class	0,010	0,019
Pre-test Control Class	0,025	0,154
Post-test Control Class	0,138	0,151

- a. Pre-test Experimental Class
 - 1) Smirnov p-value = 0.010 > 0.05 then Ho was accepted so the data was normally distributed.
 - 2) Shapiro-Wilk p-value = 0.012 > 0.05 then Ho was accepted so that data was normally distributed.
- b. Post-test Experimental Class
 - 1) Kolmogorov Smirnov p-value = 0.010 > 0.05 then Ho was accepted so the data was normally distributed.
 - 2) Shapiro-Wilk p-value = 0.019 > 0.05 then Ho was accepted so that data was normally distributed.
- c. Pre-test Control Class
 - 1) Kolmogorov Smirnov p-value = 0.025 > 0.05 then Ho was accepted so the data was normally distributed.
 - 2) Shapiro-Wilk p-value = 0.154 > 0.05 then Ho was accepted so that data was normally distributed.
- d. Post-test Control Class
 - 1) Kolmogorov Smirnov p-value = 0.138 > 0.05 then Ho was accepted so the data was normally distributed.
 - 2) Shapiro-Wilk p-value = 0.151 > 0.05 then Ho was accepted so that data was not normally distributed.

Independent Sample t-Test

Independent Sample t-Test in this research was used to answer the research question, “How does the speaking ability of students taught by YouTube media differ from students taught by conventional media?”, for the normal data. Decision making in the Independent Sample t-Test:

- a. If the value of Asymp.Sig. (2-tailed) is smaller than < 0.05 , then H_0 is accepted.
- b. If the value of Asymp.Sig. (2-tailed) is greater than > 0.05 , then H_0 is rejected.

Table 9. Independent Sample t-Test Result

	Pre-test Experimental Class _ Post-test Experimental Class	Pre-test Control Class _ Post-test Control Class
Asymp. Sig. (2-tailed)	0.001	0.001

The data could be said to be accepted if the value of Asymp.Sig < 0.05 . It could be seen that the Independent Sample t-Test results has a Sig of 0.001, so the hypothesis was accepted. So, it can be concluded that there is an effect of the YouTube learning medium on students' speaking ability.

Homogeneity Test

The following is the result of homogeneity:

Table 9. Homogeneity Test Result for the Experimental Class and Control Class

Aspect	Mean	Sig.
Outcomes	Based on Mean	0,623
	Based om Median	0,682
Learning	Based on the Median and with adjusted df	0,683
	Based on trimmed mean	0,626

In testing, data is said to be homogeneous if the value of significance is more than 0.05 (sig./p-value 0.05). Based on the output above, based on the Mean was 0.623 > 0.05 , the researchers could be concluded that the variance of the experimental class post-test data and the control class post-test data was same or homogenous.

Thus, one of the requirements (not absolute) of the independent t-test was fulfilled. However, the researchers still used an alternative method using the Mann-Whitney test because the data normality test was not normal.

Paired Sample t-Test

Paired Sample t-Test in this research, was used to answer the research question, “How does the speaking ability of students taught by YouTube media differ from students taught by conventional media?”, for the normal data. Basis of decision making in Paired Sample t-Test:

- a. If Asymp.Sig. (2-tailed) < 0.05, then there is a difference significant.
- b. If Asymp.Sig. (2-tailed) > 0.05, then there is no significant difference.

Table 10. Paired Sample t-Test Result

	Equal Variances Assumed	Equal Variances Not Assumed
Asymp. Sig. (2-tailed)	0.001	0.001

The hypothesis can be accepted if Asymp. Sig. < 0.05. From the output above it could be seen that Asymp. Sig. 0.001 < 0.05, it could be concluded that "There are differences in the learning outcomes of students who study using YouTube media with students who study without those media".

Normalized Gain Test

The normalized gain test was used to find out how the improvement of learning outcomes. Normalized gain (g) to give an overview of improving learning outcomes between before and after learning. The magnitude of the increase before and after learning was calculated by the normalized gain formula (normalized gains).

Table 11. Result of Normalized Gain Test

Class	Statistic	
	Mean	Mean percent
Experimental	64,13	64%
	42	
	92	
Control	32,94	33%
	8	
	67	

Based on the results of the N-gain score test calculation shows that the average value of N-gain the score for the experimental class (YouTube) was 64,13 or 64% included in the category of moderately effective and a value gain score minimum of 42% and a maximum of 92%.

Meanwhile, the average N-gain score for the class control (conventional learning method) was 32,94 or 33% included in the category of less effective and a minimum N-gain score of 8% and a maximum of 67%. It could be concluded that the use of the YouTube as a learning media was effective in developing the speaking ability of the 11th grade students of SMAN 1 Kaliwiro. While the use of conventional methods of learning was not effective in developing the speaking ability of 11th grade students of SMAN 1 Kaliwiro.

DISCUSSION

Integrating digital literacy into language learning has become increasingly significant, particularly with the advent of platforms like YouTube. This digital tool not only enhances students' access to vast educational resources but also provides a dynamic environment for practicing speaking skills. In this case, utilizing YouTube for language learning offers numerous benefits that significantly enhance students' speaking abilities. Firstly, access to a wide range of resources is a significant advantage. Educational channels like English Central and BBC Learning English provide structured lessons and interactive exercises that cater to diverse learning styles and needs (Watkins & Wilkins, 2011; Jalaluddin, 2016). These resources are particularly effective because they offer interactive learning opportunities. Students can engage with videos in real-time, practicing pronunciation, listening, and speaking skills through interactive activities such as quizzes, discussions, and role-plays (Kabooha & Elyas, 2018).

Moreover, the sense of accomplishment from personalized learning is another significant benefit of using YouTube. The platform allows students to create personalized learning playlists tailored to their individual needs. This customization helps students focus on specific areas where they need improvement, such as vocabulary or pronunciation (Khan et al., 2016). Additionally, self-paced learning is facilitated by YouTube, enabling students to learn at their own pace without feeling rushed. This flexibility not only caters to those who may need more time to grasp certain concepts or practice speaking skills (Fleck et al., 2014), but also instills a sense of achievement as they progress at their own speed.

Furthermore, enhanced engagement is critical to using YouTube for language learning. Videos often include visual aids like subtitles, captions, and animations that make learning more engaging and interactive. This visual support helps students better understand complex concepts and retain information more effectively (Kousha et al., 2012). Moreover, many YouTube videos depict real-life scenarios, which help students apply theoretical knowledge in practical contexts.

This application-oriented approach enhances their communication ability in everyday situations (June et al., 2014).

However, while utilizing YouTube for language learning offers numerous benefits, several challenges must be addressed. One of the primary challenges is quality control. The vast amount of content available on YouTube can be overwhelming, making it challenging for students to identify reliable and high-quality resources. Educators must ensure that the videos used are accurate and relevant to the learning objectives (Zaidi et al., 2018). Additionally, there needs to be more direct feedback mechanisms. While YouTube provides numerous resources, it often needs immediate feedback mechanisms, hindering students' ability to promptly correct pronunciation and speaking errors (Al-Mutawa, 2017).

Another challenge is technical issues. Access to YouTube requires stable internet connectivity, which can be a significant barrier for students in areas with limited internet access. Educators should consider alternative methods or backup plans to ensure continuity of learning (Kabooha & Elyas, 2015). Moreover, device compatibility is also crucial. Ensuring students can access compatible devices is essential for seamless learning experiences (Westenberg, 2016).

CONCLUSION

Based on the analysis of the data that has been obtained from this research, then can be conclude that the use of YouTube learning media can improve students' speaking ability. As a result, students are more interested in learning to speak. When the teacher gives questions using English, students have high enthusiasm in answering every question using English. Students do not feel bored during the speaking learning process, because they can watch interesting videos from YouTube. Students are more confident to speak in front of the class. The result obtain is $Asymp.Sig < 0.001$. As a result, H_0 is accepted if $Asymp.Sig < 0.05$. So, it can be said that the sig. value is smaller than < 0.05 . It can be concluded that there is a significant effect on the use of YouTube learning media in improving the speaking skills of students of class XI SMAN 1 Kaliwiro. The difference test analysis uses Paired Sample t-Test test. The significance value (2-tailed) is 0.05 with a significance value of 0.001. As a result, H_0 is accepted, so it can be concluded that there is a significant difference between the learning outcomes of students who use YouTube learning media and the learning outcomes of students who do not use YouTube learning media in class XI of SMAN 1 Kaliwiro.

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