

Online Media As a Learning Medium For Students to Improve English Speaking Skill In The Era of Digitalization

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Abstrak

Studi ini melihat bagaimana YouTube mempengaruhi kemampuan berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk menghasilkan temuan yang menyeluruh yang dapat digunakan sebagai alat pembelajaran untuk meningkatkan keterampilan berbicara bahasa Inggris siswa, guru, dan pendidik. Sebagai sampel penelitian, 28 siswa kelas VII SMPN 4 Pringgabaya digunakan untuk melakukan tes berbicara. Pre-test dan post-test diberikan kepada siswa. Pre-test dilakukan sebelum siswa menggunakan YouTube sebagai alat pembelajaran untuk meningkatkan kemampuan berbicara bahasa Inggris mereka. Post-test dilakukan setelah siswa menggunakan YouTube sebagai alat pembelajaran. Microsoft Excel digunakan untuk menganalisis data secara statistik. Hasil penelitian menunjukkan bahwa siswa dengan skor N-gain sebesar 0,51 termasuk dalam kategori sedang ditinjau dari dampaknya terhadap peningkatan keterampilan berbicara bahasa Inggris siswa dengan menggunakan YouTube sebagai media pembelajaran.

Key Word:

Online Media, Improving, English Speaking Skill

Abstract

This study looks into how YouTube can help people become more fluent in English speakers. The goal of this study was to generate thorough findings that could be utilized as a teaching tool to help educators, instructors, and students get better at speaking English. A speaking test was used as the research instrument, and the sample for this study consisted of 28 students in class VII from SMPN 4 Pringgabaya. Students took a pre-test and a post-test to gauge their proficiency speaking English; the pre-test was administered before they utilized YouTube as a learning tool, and the post-test was administered following their use of YouTube. Microsoft Excel was used for the statistical analysis of the data. According to study results, the N-gain score is 0.51—that is categorized as having a minimal impact on students' ability to speak English while utilizing YouTube as a learning tool.

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INTRODUCTION

English is one of the languages that is currently widely spoken throughout the world. It is crucial that we study it in order to facilitate communication with people from other countries and to help us obtain employment overseas. According to Pratiwi (2021) reports that, with 1.35 billion native or second language speakers globally, English is the most spoken language in the globe. Mandarin Chinese and Hindi are next in popularity. In particular, English needs to be taught in the educational system since speaking the language will facilitate our ability to do more in the classroom, including when we wish to continue studying abroad.

Being able to communicate in English has become crucial in today's globalized society. Speaking, listening, reading, and writing are the four skills that are taught in English. These linguistic abilities are used by people to communicate effectively and comprehend one another. Teachers and students in the English language learning process typically concentrate on one ability at a time, such as speaking, listening, reading, or writing exclusively.

One of the things that learners of English need to be proficient in is speaking. In order to interact or communicate with others, speaking is essential. Speaking is a learning technique that can assist people communicate with one another to accomplish goals or express thoughts, intentions, and hopes, claims Ghareeb (2020). Furthermore, speaking is seen as a very significant ability since oral communication requires it, According to Islam (2022). English is a widely utilized international language, particularly in the field of education, therefore being able to speak it gives one a major competitive advantage. Moreover, Kuning (2019) defines speaking as the process of generating and transferring meaning using verbal and

nonverbal cues in a variety of contexts.

Speaking English well enhances students' linguistic proficiency in the classroom, fosters better interpersonal relationships, and gets them ready for active participation in a global society. Therefore, in order to succeed in a setting where communication across borders is becoming more and more important, they must use creative and efficient ways to develop their English speaking abilities. One strategy to help students become more fluent in English speakers is to introduce them to new teaching techniques. Another strategy is to use internet media for learning. According to Kuning (2020), social media is an online platform that allows people to engage easily, contribute, and produce content through blogs, social networking sites, forums, and virtual worlds. Online media also allows us to offer many learning opportunities.

Numerous options for language learning are available through online media, such as social media, language learners apps, and video sharing platforms. Online learning, According to Prastikawati (2020), is the process of teaching and learning for all students and teachers in different locations while utilizing media such as technology or applications for their meetings. The use of internet media for language learning has earned substantial attention in recent years. However, understanding the variables that lead students to utilize these online tools and how these resources effect their ability to speak English is crucial for educational institutions and language educators. According to Suryani (2021) asserts that studying English using an application or technology is preferable since it can enhance our language proficiency.

This study will use YouTube as a learning tool to examine whether internet media may help students become more fluent in English speakers. According to Anggraini (2021) claims that YouTube is used as a teaching tool for English, particularly for enhancing students' speaking abilities, because it offers a wealth of engaging videos, students prefer audio-visual aids for learning, and students can easily access YouTube videos at any time and from any location. Additionally, it will look at how different kinds of online media, such as video tutorials, language learning websites, and virtual language exchange communities, might help students become more proficient speakers. One of the platforms, like the YouTube app, can be utilized as a teaching tool.

A portal to the world of video is YouTube, a massive social media network with over 2,70 billion monthly active users as of 2024. Over 2.70 billion individuals use YouTube each month, according to research done by Gelobal Media Insight (Blogger GMI 2024). A wide range of video formats are available on the platform, including music videos, short films, lessons, personal videos, and vlogs. The distinctive qualities of YouTube include its millions of active global creators and commentators, as well as its free, no-cost accessibility. From news and politics to entertainment and education, users can find a wide range of content. In the context of EFL, YouTube has emerged as the most popular learning medium, claims Meinawati (2020).

Students' ability to speak English can be enhanced by using YouTube as an effective learning tool. According to Qomaria (2021), YouTube offers educators and students a plethora of chances because it features numerous channels with engaging English-language videos. All they have to do is select the films that best suit their needs. Students can learn English more quickly, easily, and joyfully by using YouTube properly. According to Wang (2019) reports that a study looked into how learning English from native English YouTubers affected L2 self-regulated learning. YouTube may be utilized as an educational tool because it's quite easy to access, students can use it anywhere at any time using a variety of devices, including desktops, laptops, cellphones, and tablets, and the learning video content is diverse enough to will increase pupils' enthusiasm for learning how to speak English more fluently. Students can view English films and use them as visual aids to help them with spoken communication abilities, according to Mustafa (2018). Additionally, Wang (2019) claims that using YouTube videos might increase students' motivation and enthusiasm in honing their speaking abilities. Students can study English directly from native English YouTubers, offering them engaging and authentic content.

Additionally, this study will advance knowledge on how digital media affects language acquisition and what it means for 21st-century schooling. In the end, this will assist students in reaching higher levels of English speaking proficiency and better equipping them for the demands of a connected society by identifying best practices and areas for growth in online language learning.

In order to raise the standard of our education, particularly when it comes to studying other languages like English, this research is truly necessary. Finding a way to improve speaking English is the aim of this research. In reality, learning English is not as hard as people think; the reason for this is because students are not very interested in learning the language, especially when it comes to speaking it.

This study aims to assess how useful YouTube and other internet media are for enhancing English speaking abilities in the digital age.

RESEARCH METHOD

Research Design

A research methodology that places a strong emphasis on quantifying data and information is called quantitative research, sometimes referred to as quantitative analysis. It entails gathering numerical data by observations, experiments, and surveys. After then, statistical techniques are applied to this data in order to find trends, correlations, and patterns. The goal of experimental research is to find causal links between two or more variables. In experimental research, scientists control independent variables (Internet media) and track how such changes affect dependent variables (ability to speak English fluently). Pre- and post-tests will be conducted for this study.

Methodology, Employed a single group pre- and post-testing or a pre-experimental design. The notation in this design is X_1 T X_2 , signifying that X_1 is the pre-test and X_2 is the post-test and treatment.

Population and Sample

The population of this study are class VII students who are selected randomly. The sample for this research was 28 students consisting of male and female students. The researcher used class VII as a sample, and the researcher considered class VII to be the most efficient to use as a research sample. And the type of research sample uses pre-test and post-test methods. The research was conducted in May at SMPN 4 PRINGGABAYA which is in Kerumut Village, Pringgabaya District, East Lombok Regency.

Instrument of Study

Research tools are a vital tool in the scientific community that help researchers find precise and trustworthy data. Researchers require instruments to gather data, which is then utilized to address research questions and accomplish their objectives. To get data, the researcher will conduct a test. This is similar to how detectives use a variety of tools to crack cases. A test is a method of gathering data in which the abilities of the respondent are gauged. Oral exams are what researchers use to gauge students' speaking proficiency.

Technique of Collecting Data

Several techniques used by researchers in collecting data: 1) Pre-test: The pre-test was given to students before teaching the student by online media (YouTube) as a learning medium; 2) Treatment : After carrying out the pre-test, the researcher will teach students using YouTube as a learning medium by watching videos on YouTube; 3) Post-test : The pos-test was given after applying treatment. It aim at seeing the result of treatment by applying YouTube as a learning medium. Data Analysis, Research finding on students' achievement in pre-test and post-test.

RESULT AND DISCUSSION

Rangkaian hasil penelitian berdasarkan urutan/susunan logis untuk membentuk sebuah cerita. Isinya menunjukkan fakta/data. Dapat menggunakan Tabel dan Angka tetapi tidak menguraikan secara berulang terhadap data yang sama dalam gambar, tabel dan teks. Untuk lebih memperjelas uraian, dapat menggunakan sub judul.

Result

SMPN 4 Pringgabaya's research findings indicate that adopting YouTube as a learning tool has a beneficial impact. This is demonstrated by the results of the independent variable's relevance or influence on the dependent variable: the post-test score, which was obtained after utilizing YouTube as a learning tool, is 40, whereas the pre-test score was 30, obtained before to using the platform.

In contrast, the N-gain score of 0.51 falls into the moderate range with regard to its ability to enhance pupils' English speaking abilities. This improvement in the pupils' ability to speak English is evidence that learning through YouTube is a successful and useful learning tool. Students engage in more active learning and collaborate and connect with their peers more when YouTube is used as a teaching tool in the classroom. The pre-test and post-test scores from earlier studies on English speaking ability are collected, and the data from those studies are processed using the N-gain score method.

A statistical technique called the N-gain score, also known as the normalized gain score, is employed to assess how well an intervention or course of study has improved the learning outcomes of students. The normalized gain score, or N-gain score, has multiple primary goals, including: 1) Measuring the Effectiveness of Learning or Intervention: a) Researchers, educators, and practitioners can evaluate the effectiveness of a learning program or intervention in terms of how well students learn. This is done by using the N-gain score; b) The N-gain score gives a more accurate picture of how well the program has accomplished its learning objectives by comparing pretest and posttest scores. 2) Gives a better image of

how learning has changed: a) The N-gain score gives an overview of the extent of learning improvements that students have experienced in addition to indicating the effectiveness of a program; b) This aids teachers in assessing the degree of learning progress made by students and modifying their lesson plans accordingly. 3) Assists in Decision-Making: a) The N-gain score's information can be utilized to inform judgments on educational initiatives. Example: A learning program may need to be changed or replaced with a more effective one if the N-gain score shows that the current one is ineffective.

How the N-gain score works can be explained in the following steps: 1) Gathering of data, a) Pretest: Prior to instruction or intervention, give students a preliminary exam to gauge their level of understanding. The pretest score will serve as a guide for determining how much the students have learned so far; b) Posttest: After an intervention or lesson, give students one more test. This posttest result demonstrates the comprehension level of the students following the instructional plan. 2) N-gain score calculation, Calculate the N-gain score, namely the value from the pre-test and post-test. Formula: $N\text{-gain } (g) = \frac{(Sp_{\text{post}} - Sp_{\text{pre}})}{(S_{\text{max}} - Sp_{\text{pre}})}$. Information: g = N-gain, Sp_{post} = Skor posttest, Sp_{pre} = Skor pretest, S_{max} = Skor maximum. 3) Results interpretation: a) Positive value: Indicates a rise in the learning outcomes of students following instruction or intervention. The learning improvement increases with the N-gain value; b) Negative value: Shows a decline in the learning outcomes of students following instruction or other intervention. 4) N-gain Score Categorization. The N-gain value can be categorized based on the effectiveness of the intervention or learning as follows:

Table 1. Gain Score Distribution

Nilai N-Gain	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Sumber : Melzer dalam Syahfitri, 2008 : 33

The n-gain score falls into one of three categories: low, medium, or high, depending on whether it is less than 0.3, above 0.3, or below 0.7. If the number is more than 0.7, it falls into the high category for enhancing student abilities.

Table 2. Calculation N-gain Score

Calculation N-Gain Score						
NO	Post-test	Pre-test	Post-Pre	Ideal score (100- Pre)	N Gain Score	N Gain Score %
MEAN	40	30	59,6	59,6	0,51	51,2 %

The N-Gain score of (0.51) in the table above indicates that using YouTube as a learning tool has a medium-level impact on students' English speaking abilities. Additionally, a statistical difference between the pre- and post-test indicates that students' speaking abilities have improved. As a result, it is evident that YouTube significantly influences pupils' ability to speak English.

Discussion

After investigating whether YouTube is a useful learning tool for enhancing students' English speaking abilities, a study involving 28 students was conducted. According to Anggraini (2021) claims that YouTube is used as a teaching tool for English, particularly for enhancing students' speaking abilities, because it offers a wealth of engaging videos, students prefer audio-visual aids for learning, and students can easily access YouTube videos at any time and from any location. Researchers found that when students used YouTube as a learning tool, their proficiency speaking English increased significantly. The discrepancy between the pre-test and post-test scores of the pupils whose data has been processed—pre-test score = 30 and post-test score = 40—proves this. Therefore, based on these findings, it can be said that YouTube is a useful learning tool. Students can view English films and use them as visual aids to help them with spoken communication abilities, according to Mustafa (2018).

Students can use YouTube, a platform with a variety of video content, as a learning tool. According to Qomaria (2021), YouTube offers educators and students a plethora of chances because it features numerous channels with engaging English-language videos. All they have to do is select the films that best suit their needs. Students' interest in learning is piqued by the abundance of entertaining videos available on YouTube,

which make learning seem easier and more enjoyable. According to Anggraini (2021) claims that YouTube is used as a medium for teaching English, particularly for enhancing students' speaking abilities because it offers a wealth of engaging videos, which students find most useful when learning through audio-visual displays. Additionally, because videos on YouTube are accessible 24/7, students find it easier to use them in the learning process, particularly when attempting to improve their English speaking abilities. On YouTube, we can find a wealth of different English learning content that can be used as learning material, and we can also learn from native speakers. According to Wang (2019) reports that a study looked into how learning English from native English YouTubers affected L2 self-regulated learning. We may also use cartoons or animation to make studying English more enjoyable and prevent students from becoming bored easily. YouTube is a useful tool for teaching English since it offers engaging videos that facilitate learning and help students become more fluent in the language.

CONCLUSION

The difference between the pre- and post-test scores, where the post-test scores were higher than the pre-test scores, indicated a considerable improvement in the students' English speaking abilities, according to the research and discussion results. The N-gain score (0.51), which falls into the moderate range in terms of increasing students' English speaking abilities, indicates that using YouTube as a teaching tool has a favorable effect on students' speaking abilities. One element that helps pupils' English speaking abilities is engaging and simple-to-understand instructional material. In addition, students can virtually learn from native speakers via YouTube, therefore in this digital age, using YouTube as a learning tool is a good approach to help students get better at speaking English.

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