

CHAPTER I

INTRODUCTION

1.1 Background of The Problem.

The following are some of the reasons why learning English is important: English is an international language; it allows someone to communicate with people from other countries, which is important in the context of work, education, and travel; it gives access to knowledge sources because a lot of literature, study, journals, and scientific books are written in English. Learning English allows us to access the most recent information and knowledge sources that may not be available in Indonesian or other local languages, as well as most of the technology, software, and digital media used in English. Learning this language makes it easier to keep up with technology advancements and use online classes, YouTube, podcasts, and other media outlets. Learning English is also necessary to meet global difficulties in the digital age. In a worldwide setting, numerous significant problems require collective solutions, including global health, climate change, and world peace. In international conferences and talks, English is frequently the primary language used.

Speaking English enables us to take a more active role in addressing global issues. Studying English opens doors to academic, professional, and personal opportunities worldwide. It is not simply about mastering vocabulary and grammar.

Speaking ability is one of the four language skills that must be developed when learning English. In both personal and professional contexts, one of daily life's most crucial communication skills is the capacity to speak. The primary means of communicating concepts, viewpoints, and information to others is through speech. It is challenging to communicate effectively and clearly if someone lacks strong speaking abilities. Speaking well enables us to avoid misunderstandings, communicate ideas clearly, and strengthen bonds with people. Aside from that, having strong communication skills is crucial for establishing and preserving social bonds with workers, friends, family, and strangers. Verbal, confident, and fluid

communication can improve relationships and increase our acceptance in several social contexts. Speaking enables us to communicate information clearly and immediately. Communicating simply and directly will help us avoid misunderstandings in this information-rich environment. Speaking effectively is crucial for communicating information or instructions to others, particularly in professional or educational settings. Therefore, Speaking fluently is a vital life skill that significantly influences one's personal and professional life. In addition to facilitating efficient communication, this skill boosts self-esteem, broadens professional options, and fortifies interpersonal bonds. As a result, improving your speaking abilities is a wise investment that will pay off in many areas of your life over time.

In speaking instruction, the effectiveness of teaching and learning is directly tied to using learning media. In the teaching and learning process, learning media serve several crucial purposes. Learning materials make information easier to understand and more tangible. The principles that students are studying can be directly demonstrated to them using images, films, or animations. In addition, educational media can boost interest and drive to learn. Engaging educational materials can lessen boredom and increase learning enjoyment. This is crucial to keeping students' interest throughout the learning process. Learning media can boost students' active participation in the learning process by simplifying and making challenging subjects easy to understand.

One type of learning media for speaking instruction is digital media. It can be a platform or electronic channel for producing, preparing, storing, and disseminating digital content. It is defined as media that is encoded in a machine-readable format. Learning English is greatly aided by digital media, particularly in this quickly evolving technological age. The learning process can be more efficient, engaging, and adaptable to several digital-based learning tools and platforms. Videos, articles, podcasts, apps, and even instructional games are just a few English learning resources freely accessible through digital media. As a result, students can choose and access appropriate resources for their requirements and skill level. In

addition, speaking abilities, one of the most crucial components in learning English, can be enhanced via digital media. Students can practice speaking English engagingly and dynamically with the help of digital media. Digital media applications frequently offer text and voice-based chat tools that let students communicate with other users worldwide or with native speakers. This allows you to converse without meeting with the other person directly. Teaching may be more engaging and enjoyable with digital media, crucial for sustaining student enthusiasm. Learning English can be more engaging and pleasurable by including educational games, tests, and simulations in platforms or applications. Students may become more engaged in their education and find recalling the information they have learned easier. Thus, it can be said that digital media is crucial for learning English since it may make the process more flexible, participatory, and economical. Students can more effectively and enjoyably develop their speaking ability using digital media. Digital media is a vital tool for learning English since it provides access to a wide range of teaching resources, allows for autonomous study, and allows interaction with native speakers. In light of the significance of digital media in enhancing students' speaking abilities, the author of this study chose the following title: **"The Influence of Using Digital Media to Increase The Students' English Speaking Abilities."**

1.2 Problem Formulation

1. What types of digital media are most effective for learning English speaking skills at SDN PULO 01 students?
2. How is digital media used to improve the speaking skills of SDN PULO 01 students?

1.3 Study Objectives

1. To find out the most effective type of digital media used to learn speaking skills at SDN PULO 01 students.
2. To analyze the use of digital media in improving the speaking skills of SDN PULO 01 students.

1.4 Hypothesis

Alternative Hypothesis (Ha) : Using digital media can significantly increase students' English speaking skills.

Null Hypothesis (H0) : Using digital media can't significantly increase students' English speaking skills.

1.5 Assumption

1. Assumptions about Digital Media

Students have adequate access to digital devices (such as smartphones, tablets, or computers) and sufficient internet connections to use digital media in English language learning.

2. Assumptions about Student Motivation

Students who use digital media have a higher level of motivation in learning English compared to those who use traditional methods, because digital media is often more interesting and interactive.

3. Assumptions about the Quality of Digital Content

Digital media content used for English language learning (such as applications, videos, or websites) is of good quality and appropriate to the student's level of language ability and can support the development of speaking skills.

1.6 Scope and Limitations

1. Scope of Research:

a. Research Subjects

This research will be conducted on students at SD Negeri Pulo 01 who are studying English as a foreign language. The sample selection involved fifth-grade students consisting of 30 students from various levels of English proficiency.

b. Researched Digital Media

This research focuses on the types of digital media used in learning English, such as the language learning application, namely Kahoot.

c. Tested Skills

This research focuses on improving English speaking skills, including speaking fluency, pronunciation, intonation, and confidence when communicating in English.

d. Data Collection Method

This research uses quantitative methods with descriptive statistics so it requires surveys, speaking ability tests, and direct observation to measure the improvement in students' speaking skills after using digital media in their learning.

e. Research Duration

This research was conducted within two months, from April to June 2025. During the observation period, this research was carried out to observe the effect of using digital media on students' English-speaking skills.

f. Research Place

This research will be carried out at SD Negeri Pulo 01 which has integrated digital media in its learning process.

2. Research Limitations:

a. Variations in Digital Media used

Because many types of digital media can be used to improve speaking skills, this research will only examine certain digital media, which may not represent all types of digital media on the market.

b. External Factors

External factors such as the quality of the internet connection, the devices used, and other interference during digital media use can affect the effectiveness of learning. This may not have been fully controlled for in this study.

c. Limited duration

This research has a limited duration, namely up to 2 months, so this research focuses on observing changes in students' English speaking skills using Digital Media.

d. Variability of Research Subjects

There are significant individual differences in students' motivation, background, and learning styles, which can influence research results.

e. Limitations in Measuring Speaking Skills

Measuring speaking skills using tests or interviews, with assessments of speaking fluency, intonation, and pronunciation.

1.7 Study Benefits

This research has two advantages: theoretical and practical. The author describes each of these advantages below.

1. Theoretical Benefits

a. For Additional Insights in the Field of English Learning.

This study can potentially advance theories of English language acquisition, particularly those related to digital media usage. The study's findings can contribute to the body of knowledge regarding using digital media and technology to enhance English-speaking abilities.

b. For Development of Learning Media Theory.

This study may improve our understanding of the function of digital media in the English language learning process by elucidating the connection between the kind of media utilized and its efficacy in enhancing speaking abilities. This can benefit theories on media use in education, particularly in enhancing speaking abilities.

c. For Adding References for Further Study.

Future researchers who wish to examine the use of digital media in language acquisition, particularly in speaking abilities, might perhaps utilize this work as a reference. The study's findings may serve as a foundation for additional studies on using other technologies to enhance English language proficiency.

d. For Increasing Understanding of Digital Learning.

This study can advance knowledge of how digital media can facilitate more flexible, autonomous, and interactive language learning and how it can help students overcome obstacles when learning to speak English.

2. Practical Benefits

a. For Teachers

1) Guiding to Using Digital Media.

The findings of this study can help English teachers choose and use digital resources that will help students become more proficient speakers. This can assist educators in creating more engaging lesson plans that meet the needs of their pupils.

2) Improving Learning Techniques.

Educators can modify the research's conclusions to enhance their methods of instruction in both traditional classroom settings and online learning environments. For instance, they can incorporate Internet communication tools, speaking applications, or instructional films to motivate pupils to speak English.

b. For Students

1) Improving the English Speaking Skills.

This study can offer suggestions regarding using digital media to assist students in developing their speaking abilities. Through interactive dialogues, voice recordings, or instructional game-based applications, students can practice speaking more effectively while having fun using the appropriate digital media.

2) Self-Confidence Development.

Numerous apps and platforms let students practice speaking English with native speakers or on their own without feeling rushed, so digital media can help students feel more comfortable speaking the language.

c. For Institutions

1) Improving the Quality of Learning.

The study's conclusions can assist educational institutions such as schools create more creative curricula by successfully integrating digital technology. As a result, learning English will become more engaging, adaptable, and pertinent to current technological advancements.

2) Selection of Effective Learning Resources.

Educational institutions can obtain advice on which digital media are best for enhancing English-speaking abilities to select resources or platforms that meet their students' needs and learning objectives.

d. For Developer

1) Digital Product Improvement and Development.

The results of this study can help providers of platforms or apps for English language learning enhance the caliber and efficacy of their offerings. Study findings, for instance, can offer suggestions for interactive elements, speaking exercises, or automated feedback better suited to assist students in honing their speaking abilities.

e. For Parents

1) Counselling and Support in Learning.

Parents can learn about educational materials that can be utilized at home to help their kids become more fluent speakers of English. Additionally, it equips them with the means to use suitable digital resources to assist children's self-directed learning.

In conclusion, this study's advantages include advancing knowledge in English language learning theory, particularly about applying digital media to enhance speaking abilities. In actuality, however, it directly supports English instruction and learning for educators, learners, educational institutions, and educational technology makers. As a result, this study has applications beyond academia that can enhance the quality of English language instruction at different educational levels.

1.8 Operational Definition

1. Digital Media

Digital media in this research refers to technology-based platforms or tools used to support English language learning.

2. Speaking Ability

Students' skills in communicating orally in English include:

- a. **Speaking Fluency:** The ability to speak fluently, without too many pauses or difficulty in finding the right words.
- b. **Pronunciation and Intonation:** The degree to which the pronunciation of words and sentences matches the rules of English phonology as well as the use of appropriate intonation in conversational situations.
- c. **Self-Confidence:** The student's level of comfort and confidence when speaking English in front of other people, both in formal and informal situations.

- d. Comprehensibility: The student's ability to express ideas in a way that is easily understood by the interlocutor, including clear sentence structures and appropriate use of vocabulary.

CHAPTER II

LITERATURE REVIEW

1.1 Understanding English

English is an international language that is widely used to communicate between nations. Therefore, English is necessary to absorb and develop science, technology, arts, and culture between nations. So, English is a necessity for students to be able to communicate in several situations. The aim of teaching language is so that students can use the language themselves in Communication. To be able to communicate, if there are two or more people who do it by reading, listening, speaking, or writing. Other components are needed to communicate, such as vocabulary mastery, language structure, and good pronunciation.

According to the Minister of Education and Culture's decision number 06/U/1993, the head of the Department of Education and Culture (now the Ministry of National Education) level II has the authority to designate a subject as local content with the regional office's approval, as long as the local content in English is meant to give students the ability to comprehend and communicate information simply. Additionally, this regulation authorizes the start of English language instruction in schools. This choice is the best one because the pupils are highly motivated to learn and their speech organs are still flexible while they are in school. Thus, the Minister of Education and Culture's choice is regarded as very strategic and a positive development for English instruction in Indonesia.

Learning to teach at school differs significantly from learning at a university. The primary factors are differences in motivation and traits. It is equivalent to teaching in the native tongue in schools. Students at school generally do not know English, so this impacts the pattern of teaching English at school, which is only at the introductory level.

The choice of English as the first foreign language in Indonesia, among other foreign languages, was based on several considerations, such as the fact that Indonesian could not yet be used to communicate with the outside world. English

must be prioritized over other foreign languages for study since it is the language of international communication, science, modern technology, economics, and politics, and it is used in practically every field. Since education is crucial for enhancing human resources (HR), which underpin the capacities of the country, English will play its part if the educational system functions effectively.

In Indonesia, English is typically taught as a foreign language. A second language is not the same as a foreign language in the context of language instruction; a foreign language is one that is not spoken as a communication tool in the nation where it is taught. It is a frequently used language that is pertinent to (second) language learning and acquisition, namely educational ethnography and communication ethnography, even when the second language is the primary language.

2.1.1 Understanding Learning

The learning process is an effort to make students learn, so the situation is a learning event, namely an effort to change behaviour due to interactions between students and their environment.

The term learning and its use is still relatively new, becoming popular since the birth of the National Education System Law No. 20 of 2003. This statute defines learning as the process by which students engage with instruction and learning materials in a classroom setting. According to this interpretation, learning is the support that teachers give students in order for them to acquire science, knowledge, mastery, skills, and habits as well as to develop attitudes and beliefs. To put it another way, learning is a process that aids in pupils' successful learning. But in practice, the terms "learning" and "teaching" are frequently used interchangeably.

Learning, identified with the word "teaching," comes from the word "teach," which means instructions are given to people so that they know. The word learning, initially taken from the word "teach", became "learning," defined as a process, action, or way of teaching or instructing so that students want to learn. Learning is an effort made by external factors so that a learning process occurs in individual learning. As described by Gagne and Briggs, the essence of learning is a

series of activities designed to enable the learning process. Learning means any activity designed to help individuals learn specific skills. Therefore, understanding the internal characteristics of individual learning is important. The learning process is an integrated aspect of the educational process.

Most people concur that the goal of education is to persuade pupils to engage in the learning process. Therefore, in order to make learning effective and efficient and to meet the objectives, it is vital to look for a strategy or method to support the learning process. When students actively engage with the teacher-arranged learning materials, learning events take place. Every student is seen as a valued human being in this learning relationship, and their interests and potential must be fully realized.

Gagne defines learning as a set of external events that support several internal learning processes. In classroom learning, the design used for learning purposes must pay attention to the following things: (1) characteristics of students, (2) individual differences, (3) readiness, (4) learning motivation, (5) cognitive processes in learning, (6) learning transfer, (7) learning skills, (8) social context for learning.

In order to create a cognitive framework that may serve as an information anchor in learning activities, learning attempts serve as an external stimulus that aids in the organization, integration, and learning of several new experiences into a meaningful scheme. Learning is a process of humanizing humans, which means that the activities involve gaining knowledge, positive life values, and skills by utilizing everything as a source of learning. In learning activities, there is a learning process consisting of students as learners and teachers as facilitators. Changes in behaviour for the better are highly expected in the learning process, which involves interaction between students, teachers, and their environment. Good environmental conditions will be the primary support for changes in students. In learning interactions, students must be treated as someone with dignity and a strong desire so that their potential can be realized. Learning events can occur if students can communicate actively with the learning resources the teacher provides.

Learning is carried out not only through teachers but also through television, pictures, or other sources. All events can have a direct influence on individuals in the learning process. In learning, it is hoped that students will overcome all existing problems. Law Number 20 of 2003 regulating the National Education System, on the other hand, states that learning is the result of interactions between students, teachers, and educational materials in a classroom setting. Learning is an interaction between teachers. With students, resulting in changes in behaviour for the better. The teaching and learning process is a continuous activity whose primary goal is that students can absorb the lesson material. Many factors support the success of this learning, including teachers, students, the school environment, parents, facilities, infrastructure-appropriate learning media, and the surrounding environment. Learning is done early to create character formation that aligns with expectations. There is a great need for teachers and students in the learning process to understand each other. Teachers must be able to understand each student's character. Different characters are a challenge for teachers to make learning effective, fun, and enjoyable.

1.1.1 Definition of English Language Learning

The word learning can be taken from the word instruction, which means a series of activities designed to enable the learning process for students. In learning, all activities directly influence the student learning process. There is student interaction, which is not limited by the teacher's physical presence, but students can interact and learn through print, electronic, digital media, television, and radio. In a definition of learning, it is said that students, in the form of activities, make efforts to select, determine, and develop optimal methods and strategies to achieve the desired learning outcomes.

Learning can be defined as a system or process of teaching students that is planned or designed, implemented, and evaluated systematically so that the students can achieve learning goals effectively and efficiently.

Humans have been learning a language since birth. Learning a language starts from learning the mother tongue, which is normal and natural. However, it is

different from learning a second or foreign language. Learning English as a second language requires knowing and truly understanding what the language itself means.

According to Brown, A common description of language is: "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligently with one another." The message Brown wishes to get across is that language is a system of symbols that may be utilized for communication.

Based on the definition of learning and English above, English learning provides students with experiences or learning materials related to foreign language learning through a series of planned activities so that students gain competence in English they have learned.

According to Schindler, the objectives of learning English for students can generally be determined as follows:

- 1) Make students feel competent and confident in learning English.
- 2) Provide a safe, entertaining, recreational, and educational learning environment.
- 3) Creating long-term English language learners.
- 4) Childhood is an ideal time to learn a foreign language.

The aim of teaching students English must be implemented to allow them to prepare themselves to compete in this global world. The Indonesian people must be competitive in every field in this era of rapidly advancing science and technology, expanding worldwide communication opportunities, and free market application. For Indonesia to flourish, it must now rely more on skilled people resources than on natural riches and physical prowess.

In Crystal's opinion, English is spread and used by almost a quarter of the world's population and will continue to grow to one and a half trillion in the early 2000s. The second reason is that by mastering English, people will quickly enter and be able to access the world of information and technology. By introducing English at school, students will know and understand the language earlier.

Therefore, they will have better basic knowledge before continuing to a higher level of Education.

Finally, the main reason why English language teaching is held in schools or courses is to provide students with sufficient knowledge of English so that if they continue their Education to a higher level, they will not experience difficulties.

1.2 Speaking Skills

1.2.1 Definition of Skills

Etymologically, skill comes from English, which means skill or proficiency. Meanwhile, regarding terminology, skills are the ability to carry out tasks or work whose results can be observed. According to the dictionary, skills are abilities in completing tasks. Skills are a person's ability to use their mind to make something or do a task that produces value and is more meaningful. Skills can also be interpreted as a person's ability to carry out something they master to achieve specific goals.

In defining skills, each expert has a different view. The definition of skills, according to experts, is as follows:

According to Resdiono, skills are a person's ability to do work correctly and more efficiently. Gordon believes the definition of the skills in question tends to focus more on psychomotor activities.

According to Marvin Dunette in Sjaeful Anwar, skills are a person's thoughts about gaining knowledge from experience or training to develop themselves.

Zulki Zulkifli Noor believes that skill is a person's ability to do something correctly and efficiently. According to Jamaluddin and Andi Hajar, a skill is an activity or activity that must be practised directly and can be interpreted as its implications.

Skills are divided into four categories, namely as follows:

a) Basic Literacy Skills

Basic Literacy skills are essential for every individual. These skills include writing, reading, listening, and arithmetic.

b) Technical Skills

Technical skills are a person's technical expertise that can be acquired through learning in the technical field, such as operating digital technical tools and computers.

c) Interpersonal Skills

Interpersonal skills are a person's ability to communicate, such as expressing opinions, working in groups, and listening to others.

d) Problem-Solving

Problem-solving is the ability to use one's mind to find the most effective solution to a problem. This skill is essential and must be possessed by every individual.

Based on the expert opinions above, it can be concluded that each individual's skills must constantly be honed through guidance and training programs and practised directly, supported by the abilities they possess within themselves. In this way, this ability will produce something of value and benefit for himself and others.

1.2.2 Definition of Speaking Skills

According to David Nunan (1991), defines speaking skill as the ability to produce and interpret spoken language in a way that is both accurate and effective in communication. He emphasizes that speaking involves not just the ability to construct grammatically correct sentences but also the ability to interact in real-time with others, adjusting speech to context, audience, and purpose.

Speaking is a language skill that develops in students' daily lives. As stated by Purnama (2018:1), language skills are initially preceded by listening skills, and then the ability to speak or speak is learned by students. Speaking is

closely related to development. Vocabulary is obtained by students from listening and reading activities. Students' immature language development is an obstacle in language activities.

Speaking serves a medium for conveying information to others with a specific purpose. Having proficient speaking skills can make comprehension more manageable for the recipient, allowing them to understand the speaker's message better. Proficiency in oral Communication is essential for effective interpersonal interactions. Individuals need to articulate their thoughts, ideas, and emotions and be adept at understanding and conveying the information received.

Developing speaking skills is crucial in cultivating future generations' intellectual, creative, critical, and cultural potential. Students are expected to be able to articulate their thoughts and emotions intellectually and intelligently, utilizing the knowledge they gain during oral Communication. It is also hoped that speaking skills can give birth to a generation that can communicate effectively, express ideas clearly and logically, and be easily understood by others. It is also hoped that it can give birth to a critical generation that can have the ability to express ideas, thoughts, or feelings to other people regularly. It is a cultured generation because students have been trained to communicate with others according to the material and speech situations when speaking.

Speaking skills are productive oral language skills, namely producing conversations, whether done face-to-face or remotely. At school, speaking skills are the core of the learning process. Learning speaking skills is very important to teach because students will be able to develop other abilities. Therefore, students will be trained to organize thoughts and ideas verbally to communicate both inside and outside the classroom.

Speaking skills are an effective process. Harianto (2020:413). Skillfully speaking, it can make it easier to convey various kinds of information in the form of facts, events, ideas, responses, and so on, as well as express several kinds of feelings. How to speak can be related to a person's character or personality. Every language user who is physically and psychologically regular can, of course, speak. However, this does not necessarily mean they have speaking skills. In essence,

speaking skills include the ability to organize ideas logically and systematically, the language rules appropriate to the context of Communication, and fluency and pronunciation. Clear.

According to Hasan Busri et al., speaking skills are reproducing the flow of the articulatory sound system to convey needs, desires, and feelings to other people. Another opinion, according to Sarah Apriani, Budhi Setiawan, and Kundharu Saddhono, is that speaking skills are the ability to produce articulatory sounds or say words to express thoughts, ideas, and feelings. According to Anni Astiningtyas, Naniek Sulistya, and Tego Prasetyo, speaking skills are expressing words to convey messages or ideas. To have speaking skills, you need practice to become skilled at expressing ideas and conveying messages. Saddono also agrees with Nikmah et al. that speaking skills are mechanistic skills that must be trained continuously to be skilled in speaking.

Based on this understanding, it can be concluded that speaking skills are skills that every individual needs to master to express feelings, thoughts, and ideas orally. Improving speaking skills requires much practice so that they develop well.

Students with speaking skills will feel confident speaking inside and outside the classroom. Speaking skills are one of the important components that teachers and students must have. However, the majority of students in Indonesia still do not speak English fluently. To overcome this problem, teachers must implement teaching and learning activities that provide more opportunities for students to practice English speaking. Teachers can direct students to practice activities such as telling stories, making speeches, role-playing, interviews, etc.

Practical speaking skills are essential for conveying and receiving required information effectively. Speaking skills facilitate exchanging information so that it is more easily understood by all parties involved. In addition, good speaking skills facilitate individual engagement with their immediate environment, which includes the household environment, educational institutions, and other relevant contexts. Improving speaking skills can be achieved through regular speaking practice and Communication activities, thereby increasing the accuracy and precision of sentence construction, word choice, and overall proficiency.

Based on the explanation above, the researcher concluded that speaking skills are critical for every language user to master. With speaking skills, a person can organize ideas logically and systematically, use language rules according to the context of Communication, and pronounce words fluently and clearly. Speaking is very important for every person to practice throughout their life. Humans are not born immediately skilled at speaking; however, with a learning process that starts with listening skills, speaking ability is also learned at that time. A person is said to be skilled at speaking if he can speak in every situation, whenever and wherever he is.

1.2.3 Goals of Speaking Skills

According to David Nunan (1991), the goal of speaking skill is to enable learners to communicate effectively and fluently in real-life situations. Nunan highlights that speaking is not just about producing grammatically correct sentences, but about using language in practical, meaningful ways for interaction. The main goals include:

- a) **Fluency in Communication:** Developing the ability to speak smoothly and spontaneously, without unnecessary pauses or hesitation. Fluency enables learners to participate in conversations with ease and confidence.
- b) **Effective Interaction:** The goal is to engage in interactive communication where learners can manage turn-taking, respond to others appropriately, and navigate social interactions successfully. This involves understanding how to adjust language based on context, audience, and purpose.
- c) **Pragmatic Competence:** Understanding and applying language in culturally and socially appropriate ways. Learners should be able to use speech effectively in different situations, whether casual, formal, or professional.
- d) **Building Confidence:** Encouraging learners to express themselves freely and confidently, even when they make mistakes. This goal aims to reduce anxiety around speaking and encourage more active participation in conversations.
- e) **Integrating Various Language Skills:** Speaking involves not only the production of speech but also listening and responding. Nunan emphasizes that successful

speaking relies on integrating listening comprehension, vocabulary knowledge, and pronunciation.

Speaking has many critical goals in developing a person's potential and creativity to become more skilled and accustomed to speaking using correct and effective sentences. One of the primary purposes of speaking is to communicate, whether it is communicating information, thoughts, thoughts, and expressions of feelings to the listener or interlocutor. Speaking can generally be understood as using spoken language to communicate positive intentions, ideas, thoughts, and the contents of one's heart to others in a way that is understandable to a variety of individuals. The more often someone speaks or talks to listeners or interlocutors, the more self-confidence will increase. A good speaker must be ready to deal with multicultural or diverse situations and approaches, such as conveying information, entertaining, influencing, or even inspiring.

The primary purpose of speaking is to communicate. The speaker must understand what he wants to convey and communicate to express thoughts effectively. The speaker must be able to assess or evaluate the effect of what he conveys on the listener. The speaker must understand the principles that underlie all conversation conditions, both in general and individually. According to Tarigan (2015:16-17), in speaking activities, there are three general purposes, namely as follows: 1) To inform and report. 2) Entertain and entertain. 3) Persuade, invite, urge, and convince.

According to Harianto (2020:414), the purpose of a conversation is to obtain a response from the listener. Generally, the purpose of people speaking is 1) To entertain, usually done in a relaxed atmosphere; in this situation, the speaker tries to make the listener happy. 2) To inform, usually done in a serious, orderly, and quiet atmosphere. The speaker tries to speak systematically and accurately to maintain the information's accuracy. 3) To stimulate, usually done in a solemn atmosphere too, sometimes it feels stiff. The speaker is in a higher position than the listener. The speaker tries to raise the listener's enthusiasm so that the listener becomes more diligent, does good deeds, and acts politely. The conversation is based on the listener's affection, desires, needs, hopes, and inspiration. 4) To

convince the speaker, try to convince his audience. The atmosphere is solemn and tense. 5) Moving requires seriousness from both the speaker's and listener's perspectives. The speaker tries to change the listener's attitude from disagreeing to agreeing, not being sympathetic to being sympathetic, and from not wanting to help to be helpful. The aim of speaking skills in elementary schools is to train students to be skilled in speaking. Speaking skills are obtained by being trained, one of which is training by providing opportunities for students. To convey their opinions orally and not limit students' creative thinking in learning to speak. Several aspects need to be considered so that speaking goals can be achieved well, including speaking fluency, speaking consistency, and speaking dexterity.

Speaking skills need to be trained in children from an early age or in elementary school so that students can pronounce articulatory sounds or words to express ideas, thoughts, and ideas to others. Conversing will give children experience, increase their knowledge, and develop their language. Children need reinforcement, gifts (praise), stimulation, and good models or examples from adults to develop their language skills to the maximum.

Based on the explanation above, the researcher concluded that the primary purpose of speaking is to communicate, whether it is communicating information, opinions, ideas, thoughts, and feelings to other people. The purpose of speaking is to convey messages verbally from us to other parties. To be skilled at speaking, you must train throughout your life from early childhood to adulthood. A good speaker will always be ready to deal with several situations. People who are frequent speakers will increase their self-confidence.

In speaking activities, we must pay attention to the intent and purpose of what we want to convey so that listeners can understand it quickly. What is conveyed will not have a good meaning if we do not pay attention. There are several aspects of the purpose of speaking, namely as follows: 1) Provide a response or meaning, 2) Influence other people, 3) Express ideas and concepts, 4) Entertain other people, and 5) Convey information.

The primary purpose of speaking is to make it easier for people to interact with each other so that they have good communication skills in social life. Unsa

Maulana believes that the purpose of speaking is generally divided into four groups, namely entertaining, informing, stimulating, and moving. According to the LBB SCC Inter Solution Team in Subhayni, speaking aims to inform something, influence and convince listeners, and entertain. Learning speaking skills has several objectives at school: to train students' speaking skills, increase speaking creativity, and stimulate students' sensitivity to find and generate ideas. Apart from that, speaking learning also aims to enable students to select and organize ideas systematically and logically, express ideas orally fluently and clearly, and choose a variety of languages that suit the Communication context.

1.2.4 Speaking Skills Indicators

The scope of speaking activities is vast based on oral Communication activities. The coverage area extends from informal verbal Communication activities such as chatting to formal oral Communication activities. All oral Communication activities involving speakers and listeners fall into the scope of speaking.

Meanwhile, according to Dalimunthe (2013:2), some factors directly influence speaking, including 1) pronunciation, 2) intonation, 3) word choice, 4) word and sentence structure, 5) systematic speech, 6) how to start and end a conversation, 7) appearance (gestures, self-control, etc.).

In terms of pronunciation, speaking is related to English phonology. In terms of intonation, speaking is related to syntax. In terms of word choice, speaking is related to English semantics. In terms of word and sentence structure, speaking is related to general linguistics and English morphology. From a systematic and conversational perspective, speaking is related to English discourse.

Permana (2015: 133–140) suggests indicators of speaking skills, namely speaking fluency, accuracy of word choice (diction), sentence structure, and intonation when reading sentences and expressions. Padmawati (2019:190-200) further explained that there are several indicators of speaking skills, namely:

- a) Pronunciation: Students convey information with clear pronunciation;
- b) Intonation: Students convey information with the correct intonation;

- c) Fluency: Students are fluent in conveying information;
- d) Expression: Students use expressions in conveying information;
- e) Accuracy of the content of the conversation: Students convey the content of the discussion with effective sentences.

Indicators of speaking skills are used as a reference aspect of assessment, which is very necessary to determine the development, improvement, and achievement of individuals in speaking activities by aspects of speaking skills. Making and carrying out speaking skills assessments, difficulties and obstacles will be identified and encountered more quickly. It can be overcome so that teachers can take steps or actions to develop and improve the quality of students' speaking skills so that students will be happier and more enthusiastic and make it easier for students to develop their speaking skills. Assessment of speaking skills is not only focused on the final result but also considers the process during learning to create an enlightening and truthful assessment. The form of speaking evaluation consists of the components of stress, grammar, vocabulary, fluency, and comprehension.

Apart from that, to improve speaking skills and become better and more effective, there must be an achievement or acquisition of value that the individual must carry out or achieve so that the speaking activity becomes more proficient and optimal. The following indicators will be used as benchmarks for students' achievement of speaking skills, Simbolon (2019:35):

- a) Pronunciation: the ability to pronounce vowels and consonants correctly.
- b) Fluency includes two aspects, namely delay and repetition.
- c) Intonation or paralanguage includes two tones and a pause. Tone is the rhythm of speaking, and rhythm is divided into low, medium, high, and very high. Meanwhile, a pause is a cessation of conversation. Pause is divided into four levels: low, medium, and high.
- d) Language and content of conversation: Language includes the choice of diction (words) and use of sentences. Meanwhile, the content of the conversation is the student's ability to explore the story to be told into a meaningful story.
- e) Expression or body language.

1.2.5 Types of Speaking

According to David Nunan (1991), several types of speaking skills that are essential for effective communication in language learning. These types of speaking skills include:

- a) **Interactive Speaking:** This type of speaking involves engaging in real-time communication with others, where turn-taking and responding to others' speech are important. It's common in conversations, discussions, and debates. The speaker must be able to respond appropriately to the flow of conversation, maintaining coherence and adapting their language based on the interaction.
- b) **Imitative Speaking:** This involves repeating or mimicking speech, often for practice. It may involve repetition of words, phrases, or sentences for the purpose of improving pronunciation, fluency, and accuracy. This is often used in language learning settings where learners imitate native speakers to develop their speaking abilities.
- c) **Intensive Speaking:** Intensive speaking involves a high level of focus on specific language forms and structures, such as grammar and vocabulary, in controlled speaking exercises. It typically occurs in more formal, structured speaking tasks, like role plays or scripted dialogues, where learners focus on using precise language.
- d) **Responsive Speaking:** Learners respond to questions or prompts in a structured way, such as in interviews or tests. While the responses may be short, they require learners to demonstrate appropriate language use, accuracy, and fluency in context.
- e) **Extensive Speaking:** This involves speaking at length on a given topic, often without interruption. It requires the speaker to be able to organize their thoughts, present ideas coherently, and speak fluently over a longer period. Extensive speaking is seen in presentations, speeches, and storytelling.

According to Guntur Tarigan (1986), Speaking is divided into two types: speaking openly and speaking at meetings. Guntur Tarigan includes several speaking exercises in this classification.

a) Public Speaking

The type of talk includes those that accompany it.

- (1) Speaking in an enlightening or revealing situation is enlightening (proper conversation).
- (2) Speaking in an intense, friendly, or persuasive situation (captivating conversation).
- (3) Speaking in an orderly atmosphere fluently and carefully (purposeful speaking).

b) Collect Conversations

Speaking in signs incorporates accompanying exercises.

(1) Official Group

The gathering conversation is announced and authorized by the public official or office concerned. Examples include study meetings, strategy-setting meetings, and advisory groups.

(2) Casual Meetings

Meeting conversations are not distributed and supported by public authorities or essential offices. Examples of meetings, board conversations, and discussions

a) Parliamentary Techniques

b) Discussion

Given the structure, rationale, and strategy, the discussion can be organized into accompanying types, including parliamentary or meeting jokes.

(1) Mock reconsideration

(2) Formal, customary, or instructive discussions

From the division described above, it is clear that speaking has different audience levels. Talking about a more expansive area implies that the degree is also wider. Meanwhile, the size of meetings is limited.

1.3 Digital Media

1.3.1 Definition of Digital Media

According to Marshall McLuhan (1960), McLuhan famously coined the phrase "*the medium is the message*", suggesting that the medium through which content is delivered has a greater impact on society than the actual content itself. He argued that media—whether print, radio, or television—shapes human perception, communication, and society in profound ways.

Digital comes from the Greek word *Digitus*, which means fingers. The number of our fingers is 10, and the number 10 consists of the numbers 1 and 0. Therefore, Digital depicts a number state of 0 and 1 or off and on (binary numbers). All computer systems use digital systems as their database. It can also be called a Bit (Binary Digit). Digital technology is a complex and flexible method fundamental to human life.

Meanwhile, Digital Theory is a concept of understanding the development of technology and science, from everything manual to automatic and complicated to concise. Currently, the era of digital technology is starting. Everything is technology. Is this what is called the modern era, the era that scientists have predicted long ago? An era where all human activities are controlled by sophisticated technology: digitalization. (quoted from Junal Rustamaji, (2016:44)).

Digital media has now become an important medium used in every circle. This can be seen from the fact that Indonesia has become the second-largest Facebook in the world. Digital media is proliferating, and there is an increase in internet users in the Asian region, especially Indonesia. Digital media has now become a lifestyle in every circle of people. Besides that, digital media has helped everyone carry out their routines, including communicating, both individually and in mass Communication.

According to Arifianto (2018:55), digital media can channel information from specific sources to other information recipients. Arifianto stated (2018: 55) that digital media, which we often discuss, has characteristics that other media do not have, namely as follows:

- a) All data content in digital media is digitized, not physical, like mass media; digital content is computer data or electronic data in the form of numbers translated by computers or other hardware.
- b) Interactivity: Digital media allows everyone, including readers, to participate in the news discussion directly.
- c) Hypertextual digital media contains hypertexts, enabling users to access other content quickly.
- d) Virtually all objects/objects clicked on are visible because digital media does not have physical objects like mass media.

Simulation represents an event that can increase understanding without the need to experience it directly.

Digital media is one of the gadgets in new media; in the Communication and commodification book, the definition of new media is explained (Dennis McQuail, 2000, there are four main categories, namely: 1) interpersonal Communication media such as email 2) interactive game media such as games 3) information search media such as search engines on the Net 4) participatory media, such as chat rooms on the Net.

According to several definitions of digital media above, digital media comes from the word digitus, which means our fingers are 10, consisting of 1 and 0. Digital media can also channel information from the information source to the recipient.

1.3.2 Types of Digital Media

According to Marshall McLuhan (1960), Here are the key types of media:

- a) **Hot Media:** Media that provide a lot of information and require less effort from the audience. Hot media engage one sense in high definition and encourage focused, deep involvement.

Examples : Print (Books, Newspapers), Radio (when it's listened to carefully), Movies (in a theater, as they're a fully immersive experience).

a) Cool Media: Media that provide less information and require more active participation from the audience to fill in the gaps. Cool media engage multiple senses in low definition and invite greater interaction.

Examples :Television (requires interpretation and engagement), Comic books, Telephone (where both parties engage in a dialogue).

The field of education has been impacted by a number of factors, including the science of printing, behavior, communication, and the rapid advancement of electronic technology. As a result, media has evolved into a variety of forms and formats, each with unique properties and capabilities, including printed modules, movies, television, frame films, serial films, radio programs, computers, and more. Meanwhile, Martin Lister et al. (2009:13-14) stated that new media has several factors: digital, interactive, hypertextual, virtual, network, and simulation. According to Sukiman (2012:85-225), the characteristics of the media used in teaching and learning activities are divided into visual-based learning media, audio-based learning media, audio-visual-based learning media, and computer-based learning media.

a) Audio Media

According to Marshall McLuhan (1960), audio media (such as radio, sound, and oral communication) play a crucial role in shaping human perception and society

Rudi Susilana, M.Si, and Cepi Riyana (2011: 19) stated that audio media is a medium whose message delivery can only be received by the sense of hearing. The message or information to be conveyed is expressed in auditory symbols in the form of words, music, and sound effects. We group several media types into audio media, including Radio, magnetic tape recorders, and language laboratories.

(1) Radio Media

Rudi Susilana, M., and Cepi Riyana, M.Pd. (2011: 19). Radio is an audio medium in which messages are delivered through the emission of

electromagnetic waves from a transmitter. The message giver (broadcaster) can directly communicate messages or information through a device (microphone), which is then processed and transmitted to all directions via electromagnetic waves. The recipient (listener) receives the message or information from radio devices in homes or students. Listen to it in class.

(2) Magnetic Tape Recording Media

Arif S. Sadiman et al. (1990:53) suggest that magnetic tape (magnetic tape recording) is an educational medium that cannot be ignored for conveying information because it is easy to use. There are two types of recording in this magnetic tape recorder, namely systems: full track recording and double track recording.

(3) Language Laboratory

According to Arif S. Sadiman et al. (1990: 55). A language laboratory is a tool to train students to hear and speak a foreign language by presenting previously prepared lesson material. The media used is a recording device. Students can listen to the teacher's voice via headphones while sitting in the control room. When he imitates the teacher's words, he also hears his voice through his headphones to compare his words with the teacher's words. That way, he can immediately correct mistakes.

(1) Advantages and Limitations of Audio Media

Using audio media in learning has several advantages and limitations (Sharon E. Smaldino, Deborah L. Lowther, James D. Russell, 2011: 376).

(a) Advantages of Audio Media

The majority of students have used CD players (Corps Diplomatique), cassette players since they were small, and MP3 (MPEG Layer 3) players since they are widely accessible and simple to use.

Purchased storage devices (discs and cassettes) and equipment are not expensive; no additional costs are needed because the storage devices can be removed and reused. Audio cassettes are not costly, either.

Many MP3 (MPEG Layer 3) files are available on the Internet and can be obtained cheaply or even for free.

Reproducible, we can duplicate audio cassettes and digital files when using appropriate software and equipment. We can also easily duplicate any audio material in the classroom, the media centre, and at home.

By providing verbal messages to enhance learning, students with limited reading abilities can learn using audio media, which offers essential language experience. Students can listen and follow along with visual and text materials.

Providing up-to-date information, audio is often a broadcast of a speech, presentation, or live performance.

Audio files, including a number of free archival audio recordings from notable historical personalities like politicians, scientists, authors, and public leaders, are freely accessible on the internet. Because they let students hear native speakers say things and record their own pronunciations for comparison, audio resources are perfect for teaching foreign languages.

Stimulating audio media can provide a stimulating alternative to reading and listening for educators. Audio can provide a more dramatic spoken message with a small quantity of imagination.

Loopable: Users can replay parts of the audio material as often as needed to understand it. Portable: Audio players are portable and can even be used "in the field" on battery power.

It makes course preparation easier. Teachers can quickly and economically record their courses, deleting and recording outdated or useless material.

Choices are easy to place; in the case of CDs (Corps Diplomatique), educators and students can quickly place choices on the compact disc and program the machine to play in the desired order.

It is damage-resistant, stains can be washed, and regular scratches do not affect playability. MP3 (MPEG Layer 3) files or those contained in Flash can be stored on a computer hard drive, portable drive, or MP3 (MPEG Layer 3) player.

(b) Limitations of Audio Media

Copyright concerns: Commercially produced CDs (Corps Diplomatique) can easily be reproduced, which may result in copyright infringement.

Some students have difficulty learning independently without monitoring attention, so their attention may wander when they listen to audio recordings. They may hear the recorded message but not fully listen and understand it. Educators can immediately detect students who are not listening to the lecture but not the audio player.

Difficulty monitoring speed: Determining the appropriate speed for presenting information can be difficult if students have varying levels of attention and backgrounds.

Digital equipment and software requirements, as well as digital audio, require software and equipment designed to play or record specific digital formats.

Rigid sequence: An audio cassette player establishes the order of a presentation. However, it is possible to rewind the audio cassette player to listen to a segment of the recording again or to advance the audio cassette player to an upcoming section.

Segment placement issues: On an audio cassette player, it can occasionally be challenging to position particular segments.

Possibility of inadvertent deletion: The speed at which audio cassettes can be erased could be an issue. These audio cassette recordings may be inadvertently erased when they ought to be preserved simply because they are simple and quick to remove when no longer needed.

b) Visual Media

According to Marshall McLuhan (1960), visual media, particularly print and other forms of visual communication, as having a profound impact on human perception and culture. In his work, McLuhan often contrasted visual media with audio and tactile forms, arguing that each medium shapes the way individuals perceive the world and interact with one another.

For McLuhan, visual media, especially print media like books, newspapers, and eventually television, were dominant in shaping modern Western society. He believed that these media promoted a fragmented, linear way of thinking, which contrasts with the more holistic and sensory experience evoked by audio media. Here's a deeper look at how McLuhan viewed visual media:

- 1) **Linear Thinking and Individualism:** Print-based media, particularly the Gutenberg press, contributed to the development of linear, analytical thinking. Print encourages individuals to focus on isolated pieces of information, which can lead to an individualistic, fragmented approach to knowledge. This contrasts with the more collective, immersive experiences promoted by oral or auditory forms of communication.
- 2) **Visual Culture and the Disembedding of Experience:** The rise of visual media, marked the beginning of a shift from communal, embodied ways of knowing and experiencing the world toward a more detached, cerebral way of understanding reality. The emphasis on sight encouraged people to separate themselves from their surroundings and focus on abstract concepts or text, disembedding them from a more holistic, sensory engagement with their environment.
- 3) **The "Print-Shift":** Referred to the "print-shift" as a turning point in human communication. The invention of the printing press, in particular, gave rise to mass literacy, which helped foster the development of individualism, scientific thinking, and a linear sense of time and space. It also allowed for the spread of standardized knowledge, but it also contributed to the fragmentation of experience into distinct, isolated pieces of information.

- 4) **Visual Media and the Fragmentation of Perception:** Visual media promoted a sense of individualism and separation from the collective experience. Television and similar visual media further intensified the fragmentation of perception, as they presented information in segmented, easily digestible chunks, reducing the complexity and interconnectedness of the world.
- 5) **Technological Extensions:** McLuhan often referred to media as "extensions" of human senses. Visual media, particularly the printed word and images, extended the sense of sight, enabling people to engage with information and ideas at a distance. However, this extension also came with consequences, including the narrowing of human experience to a more limited, detached way of perceiving the world.

Visual media can be shown in two forms. The first form is visual media that displays still images such as drawings, paintings, sculptures, slides, and several objects made by printing. The second form is displaying pictures or symbols that move or are like human skull props or electric current props Dananjaya (2013:75). Djamarah (2002:144) said that visual-based media is media that only uses the function of the sense of sight. Media with a visual component is essential to the learning process. Visual aids can enhance comprehension and help pupils retain the information they have learned. Visual media can stimulate attention and give a summary of the instructional subject with real-world expertise. Visual media has many types, including the following:

(1) Pictures/Images

Oemar Hamalik (1986:81) states that images are not projected; they are everywhere in children's and adults' environments. They are easy to obtain and show children, and colourful photos attract attention. Meanwhile, Arif S. Sadiman et al. (1990:29) said pictures/photos are the most commonly used medium in educational media. Apart from being practical, images can also be understood and enjoyed everywhere.

(2) Sketch

Arif S. Sadiman et al. (1990:33) define a sketch as a simple or rough draft depicting the leading parts without detail. A good teacher should be able to express his ideas in sketches because, apart from attracting students' attention, they avoid verbalism and can clarify the message's delivery.

(3) Graphics (Graphs)

Arif S. Sadiman et al. (1990:41) argue that as a visual medium, graphics are simple images that use dots, lines, or images. To complete it, verbal symbols are often also used there. Its function is to describe quantitative data carefully and explain the development or comparison of related objects or events briefly and clearly.

(4) Posters

Arif S. Sadiman et al. (1990:48) argue that posters are crucial for conveying certain impressions and can influence and motivate the behaviour of people who see them. Efforts to influence people to buy new products from a company, to take part in family planning programs, or to love animals can be expressed through posters. Posters can be made on paper, cloth, wood, zinc, etc. Installation can be in the classroom, outside the school, on a tree, on the side of the road, or in a magazine.

(5) OHP/OHT media

Rudi Susilana and Cepi Riyana (2011:16) argue that OHT (Overhead Projector) is made of transparent material, usually 8.5×11 inches. Meanwhile (Dr. Arif S. Sadiman et al. 1990: 63) say OHT (Overhead Projector) media is a visual projection made on transparent material, usually acetate film or plastic measuring 8.5×11 . There are three types of material which can be used as an OHT (Overhead Projector), namely:

- (a) Write on film (transparency plastic), which is a type of transparency that can be written on or drawn on directly using a marker.
- (b) PPC transparency film (PPC = Plain Paper Copier), which is a type of transparency that can be written or drawn using a photocopy machine

(c) Infrared Transparency film is a type of transparency that can be written or drawn using a thermofax machine. As software, transparent material containing these messages requires a unique tool to project it (OHP) (Overhead Projector).

Rudi Susilana and Cepi Riyana (2011:16) argue that OHP (Overhead Projector) is a medium used to project transparency programs on a screen. Usually, this tool is used to replace the blackboard. According to Rudi Susilana and Cepi Riyana (2011:16). There are two types of OHP models, namely:

- (a) Classroom OHP (Overhead Projector) is an OHP (Overhead Projector) designed and made permanently to be stored in a classroom or room. Usually, it is heavier than the portable OHP (overhead projector).
- (b) Portable OHP (Overhead Projector), namely an OHP (Overhead Projector), is designed to be easy to carry anywhere, so its size and weight are more compact.

(6) Slide Media

Rudi Susilana and Cepi Riyana (2011:18) argue that slide media or frame film is a visual media projected through a slide projector tool. Slides or film frames are made from positive film and then given a frame made of cardboard or plastic. The positive film commonly used for slide films is positive film measuring 35 mm with a frame size of 2×2 inches. A slide program usually consists of several frames, the number of which depends on the material to be presented. Arif S. Sadiman et al. (1990: 57) believe slide media or frame film is a 35 mm transparent film, usually wrapped in a 2 × 2-inch frame made of cardboard or plastic. Apart from these sizes, there are still larger sizes, oversized slides (2¼ × 2½ inches) and lantern slides (3¼ × 4 inches). However, what is commonly known is the 2×2 inch size. In general, slide media is a visual media (transparent film) projected via a

slide projector. Measuring 35 mm, given a cardboard or plastic frame with a frame size of 2×2 inches.

(1) Advantages and Disadvantages of Visual Media

Each learning medium aims to convey learning material well. After selecting the right media and using it, teachers need to consider the advantages and disadvantages of each media so that learning material can be presented well.

(a) Advantages of Visual Media

According to Rima Ega Wati (2016: 43), the advantages of visual-based learning media include:

Visual media helps increase the effectiveness of achieving learning goals with visual materials.

Visual media facilitates learning so students can easily and quickly receive learning material.

Visual media creates interaction between students and the surrounding environment.

Visual media helps students improve understanding and strengthen memory because visual displays are more interesting than verbal ones.

Visual media helps students overcome their limited experience.

(b) Disadvantages of Visual Media

According to Rima Ega Wati (2016: 45), the shortcomings of visual-based learning media include:

Visual media is sometimes impractical and takes a long time to create.

Audio does not follow visual media, so the teacher must explain the learning material.

Visual media requires reasonable and practical manufacturing materials and media design to last long. The manufacturing process is quite complicated.

If a media error occurs, it is not easy to correct. However, it is possible to dismantle and start the media over again.

c) Audio Visual Media

According to Marshall McLuhan (1960), audio-visual media (such as television, film, and radio) are more than just tools for communication—they fundamentally shape our perception of the world. McLuhan argued that audio-visual media have a unique ability to engage both our senses of sight and sound, creating an experience that is different from previous forms of communication, like written text. This dual sensory engagement can alter how people process information. For example, television combines the visual and auditory elements, which McLuhan viewed as a form of "cool" media because it requires active participation and interpretation from the audience.

He also believed that audio-visual media promote a more "tribal" or communal way of thinking, similar to pre-literate societies, where individuals experienced the world as a collective, integrated whole. The "global village" concept, for example, stems from the idea that electronic media break down physical and cultural boundaries, creating a global sense of connectedness.

Asyhar (2011:45) defines audiovisual media as a type of media used in learning activities involving hearing and sight simultaneously in one process or activity. Messages and information transmitted through this media can be verbal and nonverbal, relying on sight and hearing. Some examples of audiovisual media are films, videos, TV programs, and others.

(1) Film Media

Arif S. Sadiman et al. (1990:69) believe that film is a medium with enormous capabilities in assisting the teaching and learning process. Rudi Susilana and Cepi Riyana (2011:18-20) say that films are also called motion pictures, a series of still pictures that slide quickly and are projected to give the impression of life.

(2) Television Media

Rudi Susilana and Cepi Riyana (2011:21) State" that television is a medium that can display messages audio-visually and in motion (the same as films). Then Arif S. Sadiman et al. (1990:73) states that television is a medium that conveys learning messages audio-visually accompanied by elements of movement, and Oemar Hamalik (1986:134) believes that television is an electronic device, that its basis is the same as live images which include images and sound.

(3) Computer Network Media

Budhi Irawan (2005:5) states that a computer network is a system consisting of computers and other network devices that work together to achieve the same goal. A computer network is essential in the current technological era due to its numerous applications. Originally founded on traditional, in-person learning, the learning system's paradigm can be altered by the existence of computers and the applications they provide as part of information and communication technology to become one that is not constrained by time or location.

(4) Internet/Web Based Media

Rusman (2013: 335) explains that web-based learning, also popularly known as web-based Education (WBE) or sometimes called e-learning (electronic learning), can be defined as the application of web technology to an educational process. In simple terms, it can be said that all learning is carried out using Internet technology, and as long as the learning process is felt by those participating in it, the activity can be called web-based learning.

1.3.3 Benefits of Digital Media

According to Marshall McLuhan (1960), digital media offer several significant benefits, especially in terms of how they transform communication, human interaction, and societal structures. Here are some of the key digital media:

- a) **Global Village:** Digital media, especially electronic communication like television and the internet, create a "global village." This means that digital media allow people from all over the world to be connected instantly, breaking down geographic and cultural barriers. People can now communicate, share information, and interact as though they were all part of a single, global community.
- b) **Instant Communication:** Digital media facilitate immediate communication, allowing for real-time exchange of information. This instant connectivity revolutionizes the speed of communication, making the world feel smaller and more interconnected.
- c) **Extensions of Human Senses:** McLuhan famously said, "The medium is the message." He believed that media technologies extend our senses and capabilities. Digital media, like computers and the internet, extend our abilities to think, learn, and communicate, enhancing our cognitive functions and human potential.
- d) **Decentralization of Information:** Digital media enable the decentralization of information. Unlike traditional forms of media, such as print or broadcast, where information flows in a one-way direction from a centralized source to a passive audience, digital media allow for more interactive and decentralized forms of communication. Individuals can both consume and produce information, giving rise to new forms of media participation.
- e) **Enhancement of Creativity:** Digital media as a platform for creative expression. The interactive and multimedia nature of digital technologies allows individuals to create new forms of art, music, writing, and communication that would not have been possible in a print-based media culture.
- f) **Shift in Sensory Balance:** Different media emphasize different human senses. Print-based media primarily engaged the visual sense, while electronic media (including digital media) engage other senses, such as sound and touch. This shift changes how we process information and experience the world, leading to new ways of thinking and perceiving.

g) Fostering Collaboration and Community: Digital media, particularly the internet, enable people to collaborate and form communities, regardless of location. Online platforms and social media create spaces for group interaction, collective problem-solving, and social movements, making it easier for individuals to work together and share ideas.

From the explanation above, it can be concluded that the benefits of digital media consist of 3 types. Namely, it is useful in communication, education and entertainment:

a) Communication

The word or term Communication comes from English, namely Communication, and in Latin, it comes from the phrase *communicatus*, which means sharing or belonging together. Thus, according to the Lexicographer, one of the experts 11 Vol. 9 No. 1 May 2017 language dictionary, Communication refers to an effort aimed at sharing to achieve togetherness. The term Communication in English, namely Communication, comes from the Latin word Communication and comes from the word *communis*, which means the same. The meaning is the same. Carl I. Hovland defines Communication as follows: "The process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behaviour of other individuals (communicatees)." This is quoted from Junal Falimu (2017:318).

In the 1997 edition of the book Webster's New Collegiate Dictionary obtained by Warsita (2008), Communication is conveying a message by the communicator (the person who conveys the message) to the communicant (receiver of the message) accompanied by means to achieve the goal marked by a reaction from the Communication. in response to the contents of the message.

Communication is a process of conveying, receiving, and processing messages within a person and between two or more people with a specific purpose. The several Communication tools are:

(1) Smartphones

A smartphone is a telephone with capabilities like a computer equipped with mobile computing capabilities. According to Brusco, JM (2010:503), Smartphones are mobile phones with computerized functions, sending messages, internet access, and several applications to disburse information. The characteristics of smartphones are as follows: 1) Mobile OS and 2) Open source. 3) Web features. 4) Hardware Enhancement 5) Mobile PC. 6) Technology support

(2) Gadgets

A Gadget is a small electronic device with several unique functions in English. Gadget (Indonesian: acting) is a term from English that refers to a device or instrument with a specific useful, practical purpose and function, generally given to something new. Generally, gadgets are considered electronic devices with special functions for each device. (quoted from Junal Falimu (2017:318).

(3) Cellphone

Mobile phones are electronic telecommunications devices with the same basic capabilities as telephones. They are easy to carry anywhere and do not need to be connected to a wired telephone network.

The functions of cell phones are as follows: 1) It is easier to find information. 2) A means to find entertainment. 3) As a medium for the learning process.

b) Education

According to Notoadmojo (2003), Education is a critical need for human life. Efforts should be made to develop systematic and quality Education so that the goals of the educational process can be achieved optimally. Education has an important meaning for individuals, and it has a significant influence on the progress of a nation.

Education, also known as Education, is any planned effort to influence other people, whether individuals, groups, or society, so that they do what educational practitioners expect.

c) Entertainment

Entertainment is anything that can entertain and soothe the heart. The current density of human activity has made entertainment one of their needs. Entertainment, in general, can be in films, books, television, or even sports. Entertainment is quite essential, in addition to relieving fatigue and being a medium for interaction. Currently, many media provide entertainment in the form of comedy, one of which is television.

1.3.4 Digital Media Functions

According to Marshall McLuhan (1960), digital media functions in a variety of ways, transforming society, culture, and communication. McLuhan believed that the medium itself the technology used to transmit information plays a crucial role in shaping human experience and society. The key functions of digital media:

- a) **Extension of Human Senses:** McLuhan saw media, including digital media, as extensions of human faculties. For example, television extends our sense of sight, while the telephone extends our sense of hearing. Digital media, like the internet or computers, extend our ability to think, interact, and communicate on a global scale. Through these extensions, we are able to do things that would otherwise be impossible, such as instant communication across vast distances or storing massive amounts of information.
- b) **Creation of the "Global Village":** One of McLuhan's most famous ideas is that electronic media (especially digital media) create a "global village." This means that digital media bring people together from around the world, enabling instantaneous communication and information sharing. In this sense, the entire world becomes more interconnected, and social interactions that once were localized are now part of a global conversation.

- c) **Shift in Perception and Awareness:** Different media shape the way we perceive the world. For instance, print-based media (like books and newspapers) emphasize linear, logical thought, while electronic media (such as television or the internet) encourage more fragmented, multi-sensory experiences. Digital media, with their interactivity, immediate access to information, and multimedia content, radically change how we engage with ideas and the world around us.
- d) **Instantaneous Communication:** Digital media, especially the internet, enable real-time communication. McLuhan saw this as a major transformation in human interaction. Where once information traveled slowly (through print, mail, or even telegraph), digital media allow for instantaneous transmission of ideas and news, breaking down barriers of time and space.
- e) **Decentralization of Information:** Digital media allow for a more decentralized distribution of information. In contrast to earlier forms of media, which were often controlled by a few powerful institutions (e.g., large publishers or TV networks), digital media allow anyone with access to the internet to create and share information, leading to a democratization of knowledge.
- f) **Media as a "Message":** "The medium is the message." This means that the form of media itself influences how we think and behave, often more so than the content it delivers. In the case of digital media, the interactive nature of platforms like social media or the internet changes the way we relate to information, community, and authority. The medium shapes our behaviors, perceptions, and relationships.

Ely (1980: 85) said that the choice of media should not be separated from the context, namely that media is a component of the overall instructional system; therefore, even though the objectives and content are known, other factors such as student characteristics, teaching and learning strategies, group organization learning, allocation of time and resources, and assessment procedures also need to be considered. Students' acquisition of knowledge is like the experience of Edgar Dale (2011: 9). That expertise will become more abstract if the message is only

conveyed verbally. This may be verbalism. This means that students only know about words without understanding and comprehending the meaning contained therein. This kind of thing will give rise to misperceptions experienced by students. Therefore, students should have more concrete experience, and the message they want to convey can help them achieve their goals and objectives. Levie & Lents (1982) proposed four functions of learning media, especially visual media, namely:

a) Attention Function

The attention function of visual media is at the core, namely attracting and directing students' attention to concentrate on the lesson content related to the visual meaning displayed or accompanying the text of the lesson material. Often, at the beginning of the lesson, students are not interested in the subject matter, or the subject is one of the subjects they do not like, so they do not pay attention. Image media, especially images projected via an overhead projector, can calm and direct their attention to the lessons they will receive. In this way, the possibility of acquiring and remembering lesson content is more significant.

b) Affective Function

Students' comfort level when studying (or reading) text with visuals can be used to gauge the effectiveness of visual media. Information about social or racial issues, for example, might evoke feelings and attitudes in students using images or visual symbols.

c) Cognitive Function.

The results of studies demonstrate how visual symbols or images help people absorb and recall the information or message they provide. This highlights the cognitive function of visual media.

d) Compensatory Function

The research findings demonstrate the compensating role of learning media. Visual media, which offers context for text comprehension, aids reading-impaired students in organizing and remembering textual information. To put it another way, digital media serves to accommodate pupils who are slow and weak to acquire and comprehend lesson content that is provided orally or through text.

Digital media, according to Kemp & Dayton (1985:28), can fulfil three main functions if the press is used for individuals, groups, or large groups of listeners, namely:

a) Motivate Interest or Action

Learning media can be realized using drama or entertainment techniques to fulfil the motivational function. The expected result is to generate interest and stimulate students or listeners to take action (participate in responsibility, serve voluntarily, or provide material donations). Achieving this goal will influence attitudes, values, and emotions.

b) Presenting Information

Learning media can present information in front of students for informational purposes. The presentation's format and content are somewhat generic, serving as an overview, report synopsis, or introduction. Additionally, presentations might be dramatic, entertaining, or use motivational approaches. When hearing or watching informational materials, students are passive. Students' participation is limited to their mental agreement or disagreement or feeling displeased, neutral, or happy.

c) Give Instructions

Media functions for instructional purposes where the information in the media must involve students mentally and in the form of actual activities so that learning can occur. To deliver effective education, the content needs to be more methodically and psychologically created from the standpoint of learning principles. Digital media must not only be entertaining but also fulfill the demands of each individual learner.

Encyclopedia of Educational Study in Hamalik (1994:15) details the benefits of educational media as follows:

- a) Lays concrete foundations for thinking, therefore reducing verbalism.
- b) Increase students' attention.
- c) Laying the foundations that are important for learning development, therefore making lessons more stable.

- d) Providing real experience that can foster self-employment activities among students.
- e) Cultivate orderly and continuous thinking, primarily through vivid images.
- f) It helps the body understand, which can help the development of language skills.
- g) It provides experience that is not easily obtained by other means and contributes to greater efficiency and diversity.

In conclusion, the functions and benefits of digital media and learning activities are academic and non-academic. This means that besides the knowledge taught in educational institutions such as schools or campuses, you can also learn various kinds of knowledge, exchange ideas with other people, and hone your knowledge through digital media, especially social media.

1.4 Previous Study

Table 2.4 Previous Study

No.	Researcher's Name	Study Title	Variable	Analysis Tool	Study Result
1	Muhammad Jahid Marzuki et al. (2019)	The Use of Digital Vlog Media to Enhance Students' Speaking Skills	X1: Digital Vlog Media Y: Students' Speaking Skill	A quantitative approach with experimental quasi-analysis was used, using Likert Scale Analysis.	The use of digital vlogs was effective in improving the students' speaking skills, and the students gave positive perceptions of learning to speak by using digital vlog media.
2	Eka Puteri Elyani et al. (2022)	Enhancing Students' Speaking Skills Through	X1: Digital Storytelling (media) Y: Students	Quantitative study with an experimental quasi-design	This study shows that digital storytelling enhances students'

No.	Researcher's Name	Study Title	Variable	Analysis Tool	Study Result
		Digital Storytelling	Speaking Skill	using ANOVA Analysis	speaking abilities more than picture-cued storytelling.
3	Melynda Windy Astuti et al. (2023)	The Use of Digital Storytelling to Improve Students' Speaking Ability in Secondary EFL Classroom	X1: Media Digital Storytelling Y: Students' speaking ability	Quantitative study with experimental quality design	The findings revealed that digital storytelling effectively enhanced the students' speaking ability. The mean score of the experimental group (M= 58.45) is higher than that of the control group (M= 53.29). Additionally, the Eta-squared, which shows the effect size, is .63, which means that digital storytelling significantly affects students' speaking skills.
4	Riris Zatira Dwi Hastuty et al. (2023)	<i>Efektivitas Media Digital Storytelling Terhadap Keterampilan Berbicara Pada Pembelajaran Bahasa Indonesia Siswa Kelas III SDN 01 Klegen</i>	X1: Media Digital Storytelling X2: Keterampilan Berbicara	Quantitative experience with experimental study	Digital storytelling media effectively improves the speaking skills of class III students at SDN 01 Klegen in Indonesian language subjects.
5	Rista Veronika Naingg	<i>Pemanfaatan Media Digital terhadap Pembelajaran</i>	X1: Media Digital Y: Keterampi	Qualitative description	Digital Media has a significant influence on improving students' speaking

No.	Researcher's Name	Study Title	Variable	Analysis Tool	Study Result
	olan et al. (2024)	<i>n</i> <i>Keterampilan Berbicara</i>	lan Berbicara		skills because it stimulates students' willingness to learn, which motivates them to improve their speaking skills.

According to the tables above, the study "The Use of Digital Vlog Media to Enhance Students' Speaking Skills," conducted by Muhammad Jahid Marzuki et al. (2019), has variables X1 being Digital Vlog Media and variables Y being Students' Speaking Skills. The study uses a quantitative approach with experimental quasi-using Likert scale analysis. The result of this study is that using digital vlogs effectively improved the students' speaking skills, and the students gave positive perceptions of learning to speak by using digital vlog media.

Eka Puteri Elyani et al. (2022), conducted the research, Enhancing Students' Speaking Skill through Digital Storytelling. Variable X1 is Digital Storytelling, and variable Y is Students' Speaking Skills. The research uses quantitative research with an experimental quasi-design and ANOVA Analysis. This study shows that digital storytelling enhances students' speaking abilities more than picture-cued storytelling.

The study titled The Use of Digital Storytelling to Improve Students' Speaking Ability in Secondary EFL Classroom, conducted by Melynda Windy Astuti et al. (2023), has variable X1 is Digital Storytelling, and variable Y is Students' Speaking Ability. The study uses a Quantitative study with experimental quasi-design. The findings revealed that digital storytelling effectively enhanced the students' speaking ability. It is proven that the mean score of the experimental group (M= 58.45) is higher than the control group (M= 53.29). Additionally, the Eta-squared, which shows the effect size is .63, means that digital storytelling dramatically affects students' speaking skills.

The study with the title of *Efektivitas Media Digital Storytelling terhadap Keterampilan Berbicara pada Pembelajaran Bahasa Indonesia Siswa Kelas III SDN 01 Klegen*, conducted by Riris Zatira Dwi Hastuty et al. (2023), has variables X1 is Media Digital of Story Telling and variables Y is Keterampilan Berbicara. The study uses quantitative experience with an experimental study. This study result shows the effectiveness of digital storytelling media on speaking skills in Indonesian language subjects for class III students at SDN 01 Klegen.

The study with the title of *Pemanfaatan Media Digital terhadap Pembelajaran Keterampilan Berbicara*, conducted by Rista Veronika Nainggolan et al. (2024), has variables X1 is Media Digital, and variables Y is Keterampilan Berbicara. The study uses qualitative description. This study shows that digital media significantly influences students' speaking skills because it stimulates their willingness to learn so they can be motivated to improve their speaking skills.

CHAPTER III

RESEARCH METHODS

1.1 Research Plan

1.1.1 Types of Research

This type of research is experimental research, a research model used to find the effect of specific treatments on others under controlled conditions (Sugiyono, 2015: 117).

1.1.2 Research design

This research design is a Quantitative method using pre-experimental research design with the research design being *One-Group Pretest-Posttest Design*. This design was used because this research only involved one class, namely the experimental class, which was carried out by comparing the pretest and post-test results. The research design model is as follows:

Before	Treatment	After
X1	X	X2

Source: (Sugiyono, 2014:110)

Information:

X1 = Pretests value (before treatment is carried out)

X = Treatment (Use of Digital Media)

X2 = post-test value (after being given treatment)

This experimental model goes through three steps, namely:

1. Before the treatment, provide a pretest to measure the dependent variable (students' English speaking ability).
2. Providing treatment to research subject classes using Digital Media
3. A post-test will be conducted to measure the dependent variable after the treatment.

1.2 Research Variables

The term variable is defined as something that will be the object of research observation. This research observed two variables: Digital Media as the independent variable (X) and students' English-speaking ability as the dependent variable (Y).

1.3 Population and Sample

1.3.1 Population

Sugiyono (2006:55) states, "Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics which researchers apply to study and then draw conclusions." The Population in this study consisted of all students in class VB totaling 30 students of SD Negeri Pulo 01, Tempeh District, Lumajang Regency, 2024/2025 academic year, consisting of one class.

1.3.2 Sample

The sample is part of the Population's number and characteristics. In this study, the sample was a population of 30 VB class students, consisting of 14 male and 16 female students. The sample collection technique used in this research was saturated sampling. A saturated or total sample is a sampling technique when all population members are used as samples.

1.4 Research Instruments

To obtain this research data, research instruments were used in the form of:

1.4.1 Learning Results Test

A test allows a researcher to give students several test formats to assess their learning outcomes. This test uses questions/instruments that contain a series of structured questions. Researchers use pretest and post-test types. The pretest is used before using Digital Media, while the post-test is used after students have taken part in learning using Digital Media.

1.4.2 Observation Guidelines

The observation method is the activity of focusing attention on an object using all the sense organs. This activity is carried out on the English language learning process and students' activities in taking English lessons, which aims to measure student participation in the English teaching and learning process and determine the extent to which the implementation of actions can influence learning outcomes as desired. Data collection through observation was carried out by researchers in class V A in order to obtain a direct picture of the learning process in class.

1.5 Instrument Trial

The instrument trial is intended to determine the validity and reliability of the instrument, so that after the instrument has been tested for validity and reliability, it can be used. The steps are as follows:

1.5.1 Validity Test

Validity is a measure that shows the levels of validity or authenticity of an instrument (Suharsimi Arikunto, 2006:168). To test the level of validity using the *Product Moment* correlation formula from *Karl Person*, the formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Description:

r_{xy} = Correlation index between variable X and variable Y

X = Certain factor value

Y = Total factor value

N = Number of participants

The research instrument needs to be tested before being used for data collection. The trial took a sample of 30 students. The questions on the research

instrument are said to be valid if after being tested using statistics the calculated r value (*Pearson correlation*) is greater than the r table, while if the calculated r value is smaller than the r table, the question item is invalid or fails. The value of the r table can be found based on the number of samples and its significance level. The value of the r table is for the 5% level = 0.361 and the 1% level = 0.463. Based on the results of the instrument trial, the questions that failed were numbers 3, 5, and 8. The number of valid questions is 27.

1.5.2 Reliability Test

Reliability refers to a concept that an instrument is reliable enough to be used as a data collection tool because the instrument is good (Suharsimi Arikunto, 2006: 178). In this study, to find the reliability of the instrument, the *Cronbach Alpha* formula is used, namely:

$$R_{11} = \left(\frac{k}{k-1} \right) \left(\frac{\sum \sigma b^2}{\sigma t^2} \right)$$

Description:

R₁₁ : Instrument reliability

k : Number of question items

$\sum \sigma b^2$: Number of item variances

σt^2 : Total variance

The results of the study using the formula above are then interpreted with the level of reliability of the coefficient, as follows:

Table 3.5.2 Corelation Coefition Interpretation

No	Coefficient r	Reliability Level
1	0,800 – 1,000	Very High
2	0,600 – 0,799	High
3	0,400 – 0,599	Medium
4	0,200 – 0,399	Low
5	0,000 – 0,199	Very Low

The instrument testing criteria are said to be reliable if the calculated r is greater than the table r at a significant level of 5% (Suharsimi Arikunto, 2006: 184). To determine the reliability of the instrument using the help of a computer program *SPSS 18.0 for Windows* with the *Alpha Cronbach* technique reliability test. The summary results of the analysis are as follows:

Table 3.5.2 Summary of Research Instrument Reliability Test Results

No	Variable	Reliability	Interpretation
1	Analysis of Using Digital Media to Increase The Students' English Speaking Abilities	0,942	Very High

1.6 Data Collection Techniques

1.6.1 Observation

Observations are used to collect data about student participation in the learning process through learning using Digital Media.

1.6.2 Test

The tests used are an initial test (pretest) and a final test (post-test). The data collection steps that will be carried out are as follows:

1. Initial Test (pretest)

An initial test is carried out before treatment. The pretest determines students' abilities before implementing the learning model using Digital Media.

2. Providing Treatment

In this case, a learning model using Digital Media is necessary. The treatment steps are given in a teaching module.

The teacher prepares the LCD Projector

- a. The teacher conveys the primary material studied using PowerPoint.
- b. Students understand the lesson material available in the PPT.
- c. After reading the lesson material and studying the content, the teacher gives them to take quizzes on LCD Proyektor.
- d. The teacher sticks a big manila paper, then gives a piece of HVS paper to the students and asks them to write their date of birth correctly and precisely, and the students must read it aloud and then stick their answers on the manila paper provided, 10 of students who can write their date of birth quickly and correctly will get a reward.
- e. The teacher gives a conclusion.
- f. The teacher evaluates the assessment.

3. Final Test (posttest)

After treatment, the following action is a post-test to determine the application of the learning model using Digital Media.

1.7 Research Implementation Procedures

The process stages in this research are as follows:

1.7.1 Preparatory Stage

The activities carried out at this stage are:

1. Identify the problem to be researched.
2. Arrange permits for schools that will be used as research sites.

3. Selecting materials to be used in research.
4. Create teaching modules.
5. Prepare research instruments.
6. Prepare for observation

1.7.2 Implementation stage

The experiments in this research were carried out directly by researchers in the experimental and control classes. Class VA was used as the experimental group, and class VB was used as the control group. Treatment for both groups was scheduled for two (two) meetings each.

The sequence of learning activities using Digital Media used in this experiment is as follows:

1. The teacher prepares the LCD Projector
2. Presentation of lesson material

The teacher initially introduced the material via PowerPoint using prepared teaching modules.

3. Quiz

The teacher gives them to take quizzes on LCD Proyektor, after that the teacher sticks a big manila paper, then gives a piece of HVS paper to the students and asks them to write their date of birth correctly and precisely, and the students must read it aloud and then stick their answers on the manila paper provided, 10 of students who can write their date of birth quickly and correctly will get a reward.

4. Award

Students are given awards if they obtain an average score that exceeds specific criteria.

1.8 Data Analysis Techniques

The data analysis technique used in this research is *descriptive statistical and inferential analysis*. Descriptive statistical analysis describes the value of students' English learning outcomes, student activities during learning, and students' responses to learning English using learning media using Digital Media.

1.8.1 Descriptive statistical analysis

Students' English learning outcomes are analyzed using descriptive statistical analysis, namely statistics used to analyze data by describing or illustrating the data gathered as it is, without intending to make generally accepted conclusions. This research uses descriptive statistical analysis to describe the extent of students' mastery of the material taught after applying it using the demonstration learning method. The type of data in the form of results is then categorized qualitatively. The criteria used to determine English learning outcomes are according to the Department of National Education's categorization standards, which are stated in the following table.

Table 3.8.1 Categorization of Standard Student Learning Outcomes

No	Interval	Categories
1.	90-100	Very high
2.	80-89	High
3.	65-78	Currently
4.	55-64	Low
5.	0-54	Very low

Source: Department of National Education (2025)

Students' English learning outcomes are also directed at achieving individual and classical learning outcomes. The criteria for a student are said to be complete if they score at least 75 out of the ideal score of 100 by the KKM set by the school, and classical completeness if 75% of students in the class have achieved a score of at least 75.

The percentage of completeness of classical learning outcomes can be calculated using the formula:

$$\frac{\text{Many students with a score}}{\text{The number of students}} \times 100\%$$

1.8.2 Inferential statistical analysis techniques

Inferential analysis is statistics that provides rules or methods that can be used to try to draw general conclusions from a set of data compiled by the researcher. Sugiyono (2013:2009) states that "inferential statistics are given to populations. "This technique is intended for testing research hypotheses.

1. Hypothesis Testing

Inferential analysis techniques are used to draw samples from the Population and conclude the Population. The test used is significant (t-test) with the following steps:

- a. Look for a helper table to find the t-value
- b. Calculate the mean value and the Difference between the pretest and post-test using the equation.

$$Md = \frac{\sum d}{N}$$

Information:

Md: Mean of the Difference between pretest and post-test

$\sum d$: The Sum of the multiplication results between each score

N: Subjects in the sample

- c. Calculate the Sum of squares

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Sudijini (Suhartini, 2015:33)

Information :

$\sum X^2 d$ = Sum of squared deviations

$\sum d^2$ = Sum of squares for each subject

N = Subjects in the sample

d. Calculate the Db value with the equation:

$$Db = N-1$$

Information :

N = subjects in the sample

e. Calculate the t value with the equation:

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 d}}{N(N-1)}} \quad (\text{Zainal,2011:80})$$

Information:

Md = Average (M) of deviation (d) between post-test and pretest

1 = Fixed number

Xd = Difference between deviation and average deviation

N = Subjects in the sample

f. Statistical Hypothesis

The statistical hypothesis of this research could be seen as:

Null Hypothesis (H0) : there is no significant influence difference between the students' of using Digital Media to increase the students' English speaking abilities

Alternative Hypothesis (Ha) : there is significant influence difference between the students' of using Digital Media to increase the students' English speaking abilities and then, the criteria used as follows:

- 1) If t-test (t_0) > t-table (t_t) in significant degree of 0.05, H_0 (null hypothesis) is rejected, and H_a (alternative hypothesis) is accepted.
- 2) If t-test (t_0) < t-table (t_t) in significant degree of 0.05, H_0 (the null hypothesis) is accepted, and H_a (alternative hypothesis) is rejected.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

4.1.1 Description of the results of the English pretest learning of class VB students of Pulo 01 Elementary School, Tempeh District, Lumajang Regency

The pre-test is the initial stage in this experimental research. The material used in this study is to write the date of birth of each student correctly, and state the date properly and accurately. After going through the validity, reliability and trial stages in elementary school, the research then carried out a pretest in the class. The experimental results of the pretest were then processed and used as a guideline for carrying out the next stage of research.

Based on the results of the research conducted at Pulo 01 Elementary School, the data collected through the test were obtained so that the results of student learning in the form of scores from the test results can be seen in Appendix 1 which was carried out on class VB students of Pulo 01 Elementary School, Tempeh District, Lumajang Regency. From the test results given to students during the pretest, a descriptive analysis was statistics of Students' English Learning Outcome Scores Before Being Given Treatment (Pretest), namely sample size 30 students, ideal score 100, highest score (maximum) 90, lowest score (minimum) 40, range of scores 50, and average value (mean) 64,84.

The pretest of English learning outcomes of grade VB students who obtained very low criteria were 4 students with a percentage of 13.3%, low criteria were 6 students with a percentage of 20%, medium criteria were 18 students with a percentage of 60%, high criteria were no students with a percentage of 0%, and very high criteria were 2 students with a percentage of 6.67%, this shows that English learning outcomes before implementing the learning model are included in the medium category.

4.1.2 Description of the post-test learning outcomes of English students in grade VB of Pulo 01 Public Elementary School, Tempeh District, Lumajang Regency

During the study, there was a change in the students' results after being given treatment. This change can be seen from the data obtained from the post-test scores of the learning outcomes of grade VB students of Pulo 01 Public Elementary School, Tempeh District, Lumajang Regency in Attachment 1, it can be seen from the post-test learning outcomes of grade VB Indonesian students obtained an average value of 83.84. The average value of 83.84 is included in the good criteria (complete) the highest score is 100 and the lowest score is 65.

From the test results given by students in the post-test, a descriptive analysis was obtained for the English subject for class VB students of Pulo 01 Elementary School, Tempeh District, Lumajang Regency, which can be seen if statistics of Students' English Learning Outcome Scores After Being Given Treatment (Post-test), namely sample size 30 students, ideal score 100, highest value (maximum) 100, lowest value (minimum) 65, range of scores 35, and average value (mean) 83,84.

The post-test of English learning outcomes of class VB students who obtained very low criteria were no students with a percentage of 0%, low criteria were no students with a percentage of 0%, medium criteria were 7 students with a percentage of 23,4%, high criteria were 15 students with a percentage of 50% and very high criteria were 8 students with a percentage of 26,6%. This shows that students' English learning outcomes have increased significantly.

The results of observations of student activities in participating in learning. with a learning model using Digital Media, the topic is "determining the date of birth of each student". Stated with a percentage that can be seen in Appendix 1 during the study, the attitudes that occur in each student during the direct learning process. The attitudes are obtained and observation sheets at each meeting in the

teaching and learning process which are used to determine changes in student attitudes in class.

4.1.3 The influence of learning media using Digital Media on English learning outcomes of fifth grade students of Pulo 01 Public Elementary School, Tempeh District, Lumajang Regency.

In accordance with the research hypothesis, namely "The learning media using Digital Media has an influence on student learning outcomes in English subjects for fifth grade students of Pulo 01 Public Elementary School, Tempeh District, Lumajang Regency". So the technique used to test the hypothesis is differential statistics using the t-test.

t-test

In using this inferential statistic, the researcher uses the t-statistic technique (t-test), more details can be seen in attachment 1.

1. Find the price of "Md" using the formula:

$$\begin{aligned}Md &= \frac{\sum d}{N} \\ &= \frac{57}{30} \\ &= 19\end{aligned}$$

2. Find the price of " $\sum X^2d$ " using the formula:

$$\begin{aligned}\sum X^2d &= \frac{\sum d^3}{N} \\ &= 14350 - \frac{(570)^2}{30}\end{aligned}$$

$$= 14350 - \frac{324900}{30}$$

$$= 14350 - 10830$$

$$= 3520$$

3. Find the db value using the formula:

$$Db = N - 1$$

$$= 30$$

$$= 29$$

4. Determine the calculated t value using the formula:

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 D}}{N(N-1)}}$$

$$= \frac{19}{\frac{\sqrt{3520}}{30(30-1)}}$$

$$= \frac{19}{\frac{\sqrt{3520}}{870}}$$

$$= \frac{19}{\sqrt{4,04}}$$

$$= \frac{19}{2,009}$$

$$= 9,45$$

5. Determining the value of t table

To find the t table price, the researcher used the t distribution table with a significance level of $\alpha = 0.05$ and $db = N-1 = 30-1 = 29$, then $t_{0.05} = 2.04$ was obtained.

After obtaining $t \text{ count} = 9,45$ and $t \text{ table} = 2,04$, then $t \text{ count} > t \text{ table}$ or $9.45 > 2.04$ was obtained. So it can be concluded that H_0 is rejected and H_1 is accepted. Based on these calculations, it can be said that the learning model using Digital Media "Influences the English learning outcomes of class VB students of Pulo 01 Elementary School, Tempeh District, Lumajang Regency".

4.2 Discussion

Based on the results of descriptive statistical analysis and inferential statistics obtained from the observations that have been carried out, it can be concluded that there is an influence of the learning model using Digital Media on the English learning outcomes of class VB of Pulo 01 Elementary School, Tempeh District, Lumajang Regency. The result of this study are in line with the result of The tittle study of "*Pemanfaatan Media Digital terhadap Pembelajaran Keterampilan Berbicara*", conducted by Rista Veronika Nainggolan et al. (2024), this study shows that digital media significantly influences students' speaking skills because it stimulates their willingness to learn so they can be motivated to improve their speaking skills. The result of this study are also in accordance with the research result entitled "The Use of Digital Vlog Media to Enhance Students' Speaking Skills", conducted by Muhammad Jahid Marzuki et al. (2019), the result of this study is that using digital vlogs effectively improved the students' speaking skills, and the students gave positive perceptions of learning to speak by using digital vlog media. The result of this study also in accordance with the research result entitled "Enhancing Students' Speaking Skill through Digital Storytelling", conducted by Eka Puteri Elyani et al. (2022), This study shows that digital storytelling enhances students' speaking abilities more than picture-cued storytelling. The result of this

study also in accordance with the research result entitled “The Use of Digital Storytelling to Improve Students’ Speaking Ability in Secondary EFL Classroom”, conducted by Melynda Windy Astuti et al. (2023), The findings revealed that digital storytelling effectively enhanced the students' speaking ability. The result of this study also in accordance with the research result entitled “*Efektivitas Media Digital Storytelling terhadap Keterampilan Berbicara pada Pembelajaran Bahasa Indonesia Siswa Kelas III SDN 01 Klegen*”, conducted by Riris Zatira Dwi Hastuty et al. (2023), this study result shows the effectiveness of digital storytelling media on speaking skills in Indonesian language subjects for class III students at SDN 01 Klegen.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on this research, it can be conclude that **alternative hypothesis (Ha)** is accepted and **null hypothesis (H0)** is rejected because the t-test value is greater than the t-table value, meaning that the learning model using Digital Media has an influence on the English learning outcomes of class VB students at Pulo 01 Public Elementary School, Tempeh District, Lumajang Regency.

5.2 Suggestions

Based on the results of the study, the implications and conclusions are suggested as follows:

For teacher :

1. Integrate Digital Media in Learning Activities : Use various digital platforms such as YouTube, podcasts, and language learning apps to increase student engagement in speaking.
2. Focus on Interactive Speaking Practice : Teachers should create interactive digital-based activities, such as online role-plays, video presentations, or online discussions, to help students become accustomed to speaking in real-life contexts.

For Student :

1. Use Digital Media Independently : Use digital media such as English learning apps or watching English-language content to practice speaking independently.
2. Practice Speaking Regularly : Speak English frequently, whether with friends, in front of a mirror, or by recording yourself and listening back to correct mistakes.

For future research :

1. **Research the Most Effective Types of Digital Media** : Conduct further research to determine which platforms or types of digital media are most influential in improving speaking skills.
2. **Conduct Longitudinal Research** : Conduct long-term research to observe the development of students' speaking skills after using digital media consistently over a period of time.
3. **Compare with Conventional Methods** : Compare the use of digital media and traditional methods in speaking lessons to determine their effectiveness.