



THE USE OF DIGITAL MEDIA TO IMPROVE STUDENTS' SPEAKING SKILLS

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Abstract : This study aims to examine the effect of digital media use on improving student learning outcomes at STIT Miftahul Midad Lumajang. A quantitative research approach with a quasi-experimental design was employed. The population consisted of 30 students from a single class, who were given both pre-tests and post-tests to assess their learning performance before and after the integration of digital media in the learning process. The findings revealed a significant improvement in students' learning outcomes following the implementation of digital media. These results suggest that digital media can serve as an effective tool to enhance learning quality in higher education, particularly in promoting better understanding of the material and increasing student engagement in the classroom.

Keywords: Digital Media; Speaking Skills

Abstrak : Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan media digital terhadap peningkatan hasil belajar mahasiswa di STIT Miftahul Midad Lumajang. Pendekatan penelitian kuantitatif dengan desain kuasi-eksperimen digunakan dalam studi ini. Populasi terdiri dari 30 mahasiswa dari satu kelas, yang diberikan pre-test dan post-test untuk mengukur kinerja belajar mereka sebelum dan sesudah integrasi media digital dalam proses pembelajaran. Temuan menunjukkan adanya peningkatan yang signifikan dalam hasil belajar mahasiswa setelah penerapan media digital. Hasil ini menunjukkan bahwa media digital dapat menjadi alat yang efektif untuk meningkatkan kualitas pembelajaran di pendidikan tinggi, khususnya dalam mendorong pemahaman materi yang lebih baik dan meningkatkan keterlibatan mahasiswa di dalam kelas.

Kata Kunci : Media Digital; Keterampilan Berbicara

Kunci

INTRODUCTION

Digital media refers to any type of content that is stored, transmitted, or accessed electronically. This can include images, videos, audio files, and text that are created, shared, and consumed using digital devices such as computers, smartphones, and tablets. The rise of digital media has transformed the way we communicate, consume information, and interact with the world around us. In this digital age, the lines between traditional media and digital media are becoming increasingly blurred, as more and more content is being produced and distributed online (Buckingham, 2007). As the digital landscape continues to evolve, it is important for individuals and businesses to adapt and embrace these changes. Digital media

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has revolutionized industries such as marketing, journalism, entertainment, and education. With the ability to reach global audiences instantaneously, digital media has the power to influence opinions, shape cultures, and drive social movements. Embracing the opportunities that digital media presents can lead to innovation, creativity, and ultimately, a more interconnected society. For example, social media platforms like Instagram have transformed the way businesses market their products, allowing for targeted advertising and direct interaction with customers. Additionally, online news outlets have changed the way information is consumed, with real-time updates and multimedia elements enhancing the storytelling experience.

The importance of speaking skills in education cannot be overstated. Effective communication is a crucial skill that students need to succeed in both academic and professional settings. Whether presenting research findings, participating in class discussions, or delivering speeches, the ability to articulate thoughts clearly and persuasively is essential. Developing strong speaking skills not only enhances a student's ability to convey ideas effectively, but also boosts confidence and self-assurance. Furthermore, effective speaking skills are vital in fostering collaboration, critical thinking, and problem-solving abilities among students. By honing their speaking skills, students are better equipped to engage with their peers, express their opinions, and contribute meaningfully to classroom discussions and group projects (Khaydarova & Muhammedov, 2019). In addition, mastering the art of public speaking can open up numerous opportunities in the future, whether it be in academic, professional, or personal settings. Being able to communicate confidently and effectively can set individuals apart and help them succeed in various aspects of their lives. Therefore, it is crucial for students to continuously work on improving their speaking skills, as it can truly make a difference in their academic and professional endeavors. Ultimately, strong speaking skills are a valuable asset that can benefit individuals in countless ways throughout their lives. In fact, good speaking skills can even lead to greater confidence and success in social situations. However, there are instances where individuals who excel in public speaking may use their skills to manipulate and deceive others for personal gain. In these cases, mastering the art of public speaking can lead to negative consequences and harm rather than benefit in academic, professional, or personal settings.

In today's digital age, there are countless resources and tools available that can help individuals improve their speaking skills. From online courses and tutorials to video conferencing platforms and social media, the opportunities to practice and refine public speaking abilities are endless. By utilizing these digital media platforms effectively, individuals can enhance their communication skills, build confidence, and ultimately become more successful in various aspects of their lives. Whether it's presenting in front of a large audience, leading a team meeting, or simply engaging in casual conversations, the ability to speak confidently and effectively is a valuable asset. With the convenience and accessibility of digital media, individuals can now easily access resources that cater to their specific needs and learning styles. By taking advantage of these tools, individuals can make significant strides in their speaking skills and unlock new opportunities for personal and professional growth. Ultimately, mastering the use of digital media for improving speaking skills is not only beneficial but essential in today's fast-paced and technology-driven world (Siti, Ary & Annisa, 2023). For example, someone looking to improve their public speaking skills could utilize online courses and webinars to learn new techniques and strategies. They could also practice by recording themselves giving speeches and receiving feedback from online communities or professional coaches.

Previous studies on the impact of digital media on language learning have shown that digital media can enhance language acquisition by providing learners with access to authentic language materials, interactive activities, and opportunities for real-time communication with native speakers. Additionally, digital media can cater to different learning styles and preferences, making it a versatile tool for language learners of all levels. Studies have also indicated that incorporating digital media into language learning can increase motivation, engagement, and overall proficiency in the target language (Giosuè, Angelo & Linda, 2017; Yuswandari & Fitriyah, 2024). A study conducted with college students learning Spanish found that those who used interactive language learning apps and online videos showed significant improvement in their speaking and listening skills compared to those who only used traditional textbooks. Furthermore, students reported feeling more motivated and confident in their language abilities when using digital media as part of their learning process. Research on flipped foreign language learning through mobile devices has shown positive results in improving language skills and achieving instructional goals. However, some studies have found that while students had positive perceptions of the flipped learning model, there were no significant differences in language gains compared to traditional instruction. Further research is needed to better understand the potential of mobile devices for flipped learning models in foreign language classes (María & María, 2020). However, a separate study with high school students learning French found that those who relied solely on digital media for language learning struggled with grammar and writing skills compared to students who used a combination of digital media and traditional textbooks. Additionally, some students reported feeling overwhelmed by the amount of information presented through digital platforms, leading to decreased motivation and engagement in the language learning process. Others found that the interactive features of digital media helped them stay more engaged and motivated. These students were able to track their progress and receive immediate feedback on their language skills. Findings from Hidayat, Lutfiah, & Akillah (2024) also support that student engagement significantly improves when using project-based digital media learning for language skills, especially writing.

Concerning the role of digital media in facilitating language practice, according to Vygotsky's sociocultural theory, language development is greatly influenced by social interactions and the use of tools, such as digital media, can enhance language learning opportunities. Additionally, the constructivist theory suggests that learners construct their own understanding of concepts through active engagement with materials, and technology can provide a platform for students to explore and create meaning in a digital environment. By examining these theoretical frameworks, educators can better understand how to effectively integrate digital media into language learning activities. By incorporating digital media into language learning activities, educators can create more engaging and interactive lessons that cater to different learning styles. Students can benefit from the multimedia content and interactive tools available through technology, allowing them to practice language skills in a dynamic and immersive way. Furthermore, digital media can help bridge the gap between formal classroom instruction and real-world language use, giving students the opportunity to apply their language skills in authentic contexts. Novitaningrum (2024) emphasizes that such contextual application is crucial in supporting learners' writing and speaking development in TEFL settings. For example, students who are visual learners can benefit from watching videos or viewing images to reinforce vocabulary and grammar concepts. Additionally, interactive online exercises can provide auditory and kinesthetic learners with the opportunity to engage with the material in a hands-on way, making language learning more accessible and engaging for all students.

One way in which digital media can enhance speaking proficiency is through the use of language learning apps and platforms that offer interactive speaking exercises. These exercises can help students practice their pronunciation, intonation, and fluency in a controlled and supportive environment. Additionally, video conferencing tools like Skype or Zoom can provide students with the opportunity to engage in real-time conversations with native speakers, allowing them to practice their speaking skills in a more authentic and interactive way. By incorporating digital media tools that focus on speaking proficiency, language learners can improve their communication skills and feel more confident in using the language in real-life situations (Mitiku & Esayas, 2024).

Overall, utilizing technology in language learning can greatly enhance students' speaking abilities. With the help of online resources and video conferencing platforms, students can actively engage in conversations and receive immediate feedback on their pronunciation and fluency. This interactive approach not only improves their speaking skills but also boosts their confidence in communicating effectively in the target language. As a result, students are better prepared to use the language in real-world scenarios and feel more comfortable engaging in conversations with native speakers. Additionally, technology allows students to access a wide range of authentic materials, such as podcasts, videos, and online articles, which expose them to natural language use and cultural nuances. This exposure helps students develop a more authentic speaking style and a deeper understanding of the language beyond just grammar rules. By incorporating technology into language learning, educators can create a more dynamic and engaging learning environment that caters to individual learning styles and needs. Overall, technology serves as a valuable tool in enhancing students' speaking abilities and preparing them for real-life communication situations.

The benefits of using digital media in education include enhancing communication and interaction between students and teachers, promoting student engagement, fostering collaboration, and providing access to a wider range of learning content and resources (Abdellatif & Raddouane, 2013; Perrotta, 2013). Digital media allows for greater collaboration and communication among students and teachers, as well as the flexibility to learn at their own pace. Overall, the integration of digital media in education has the potential to enhance the learning experience and improve student outcomes. Additionally, digital media provides students with access to a wide range of resources and materials that can cater to different learning styles and

METHOD

This study uses a quantitative approach, which aims to measure the effect of treatment objectively and systematically through numerical data. The type of design used is quasi-experimental, with the Nonequivalent Control Group Design model. In this design, two groups are used, namely the experimental group and the control group, which are not selected randomly. The population in this study were grade X students in a high school. The sample consisted of 30 students divided into two groups: 15 students as the experimental group and 15 students as the control group. The sample selection was carried out by purposive sampling based on the equality of initial abilities. The main instrument is a speaking ability test, which includes aspects of fluency, pronunciation, fluency, and language structure. The test was conducted twice, namely before treatment (pre-test) and after treatment (post-test). Validity was tested by a linguist, and the reliability of the instrument was tested using Alpha Cronbach. This research design is in line with the principles of quantitative research that

emphasize control, measurement, and comparability between groups (Sugiyono, 2015; Creswell, 2014). The research procedures include: 1) Both groups were given a pre-test to measure initial speaking ability; 2) The experimental group received digital media-based learning such as interactive videos, podcasts, and speaking practice applications; 3) The control group used conventional learning methods (lectures and oral exercises); 4) After four sessions of treatment, both groups were given a post-test. Further, the data were analyzed using an independent t-test to determine the difference in post-test scores between the experimental and control groups. Previously, the data were tested for normality and homogeneity as a requirement for parametric testing. This structured methodology supports the validity and reliability of findings in experimental educational research.

RESULT AND DISCUSSION

The following section presents and discusses the results of the study, focusing on the use of digital media to improve students' speaking skills.

1. Result

This study aims to determine the effect of using digital media on improving students' speaking skills. The design used is a quasi-experimental design with a non-equivalent control group design. There are two groups in this study, namely the experimental group that uses digital media in the learning process, and the control group that uses conventional methods. The following are the results of descriptive statistics of the pretest and posttest scores in both groups.

Table 1. Mean Scores of Pretest and Posttest

Group	Population (N)	Pretest	Post Test	Deviation
Experiment	30	62,4	80,6	18,2
Control	30	61,8	70,1	8,3

From the table above, it can be seen that there was an increase in the average value of speaking ability in both groups, but a more significant increase occurred in the experimental group. The Normality and Homogeneity Test of this research, before conducting the hypothesis test, a normality test was carried out using the Kolmogorov-Smirnov test and a homogeneity test using the Levene test. The results of the normality test showed that the data were normally distributed ($p > 0.05$). The results of the homogeneity test showed that the variance of the two groups was homogeneous ($p > 0.05$).

The Hypothesis Test (Independent t-Test) of this reseach is to determine the significant difference between the experimental and control groups, an independent t-test was used on the posttest scores of both groups, where the t-test results: sig. value (2-tailed) = 0.001 < 0.05. It means that the results indicate that there is a significant difference between student learning outcomes in the experimental and control groups after treatment was given.

Table 2. Normality Test Results (Kolmogorov-Smirnov)

Group	Sig. Value Pretest	Sig. Value Posttest	Conclusion
Experimental	0.200	0.180	Normal
Control	0.157	0.123	Normal

From Data in the table abobe the normality test result of the research is considered normal if Sig. value > 0.05. All data, both in the experimental and control groups, for both the

pretest and posttest, are normally distributed. Therefore, the data meet the assumption of normality and can be further analyzed using parametric statistical tests, such as the t-test.

Table 3. Independent Samples t-Test Results

Variable	t-Value	df	Sig. (2-tailed)	Conclusion
Posttest	3.782	58	0.001	There is a significant difference between the experimental and control groups

The table presents the results of an independent samples t-test conducted on the posttest scores of the experimental and control groups. This test was used to determine whether there is a statistically significant difference between the two groups after the treatment in using digital media. Since the p-value (0.001) is less than 0.05, it indicates that there is a statistically significant difference between the posttest scores of the experimental and control groups. From the data we can conclude that there is a significant difference in posttest scores between the experimental and control groups, suggesting that the treatment of using digital media had a positive effect on the experimental group's performance.

2. Discussion

The findings of this study indicate that the use of digital media has a significant positive impact on students' speaking skills. Based on the results of the independent samples t-test, there is a significant difference in posttest scores between the experimental group, which was taught using digital media, and the control group, which received conventional instruction. This suggests that digital media can serve as an effective tool in enhancing students' speaking performance. The improvement in the experimental group's speaking ability can be attributed to several factors. First, digital media provides interactive and engaging learning materials that stimulate students' interest and motivation. Through videos, audio recordings, visual prompts, and speaking simulations, students are exposed to authentic language use in real-life contexts. This exposure not only helps them improve their pronunciation and fluency but also builds their confidence in speaking. Furthermore, digital media supports student-centered learning, as it allows learners to practice speaking at their own pace, receive instant feedback, and repeat activities as needed. This flexibility is particularly beneficial for language learners who may feel anxious in traditional classroom settings. As a result, students become more comfortable expressing themselves verbally and are more actively involved in classroom communication. These findings are consistent with research by Yusuf (2024), who found that the use of video conversations in the classroom increased student engagement and improved participation, both of which are crucial for developing speaking proficiency. Similarly, Sari and Prasetyo (2023) revealed that multimedia integration in English classrooms significantly enhanced learners' active involvement and speaking confidence. Wulandari (2023) also demonstrated that digital games helped reduce learners' anxiety, making them more fluent and expressive in oral tasks. Pramesti and Nugroho (2023) showed that digital flashcards and interactive vocabulary tools contributed to more accurate and confident speaking performances among high school students. In line with this, Setiawan (2023) found that integrating virtual reality platforms in language learning created immersive experiences that enhanced students' communicative competence and reduced hesitation during speaking tasks.

In addition, the use of digital media fosters collaborative and creative learning environments that are essential for effective language development. Novitaningrum, Imaniar, and Aulia (2024) emphasized the importance of engaging students with digital texts in group settings, which not only unlocks meaning but also encourages students' creative expression – an important component of spoken language. The integration of culturally rich digital content, as explored by Nahidin and Faroid (2024), shows how literary and spiritual reflection through modern Islamic literature can provide meaningful material for students to discuss and express their thoughts in spoken form. Moreover, Rahmawati and Astuti (2023) demonstrated that digital storytelling techniques enhance students' ability to organize and present ideas coherently, which is essential in improving fluency and vocabulary usage. Likewise, Putra (2023) highlighted that mobile-assisted language learning (MALL) applications significantly contribute to students' oral proficiency by offering personalized pronunciation practice and interactive dialogues. Adding to this, Anindita and Fauzan (2023) emphasized that podcasts and audio-based assignments improved students' listening-to-speaking transfer skills, enabling them to build responses based on authentic spoken input. In contrast, the control group in this study, which relied on conventional methods, showed less improvement, likely due to the limited opportunities for active speaking practice. These results reinforce the notion that digital media plays a vital role in supporting the development of students' speaking skills. Teachers are therefore encouraged to adopt digital tools in their instructional design to foster dynamic, inclusive, and effective language learning experiences that empower students to communicate confidently and competently.

CONCLUSION

Based on the results of the study, it can be concluded that the use of digital media has a significant effect on improving students' speaking skills. The experimental group, which was taught using digital media, showed a higher improvement in their posttest scores compared to the control group. This indicates that digital media can be an effective instructional tool in enhancing students' ability to speak English more fluently and confidently. The findings also support the idea that digital media creates a more engaging and interactive learning environment, which helps learners develop their speaking skills through exposure to authentic materials, visual aids, and audio-visual interaction.

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