

An Analysis of Digital Resources Implementation On Students' Speaking Performance

Ummu Aina Nafidzatul Husnah
Institut Agama Islam Negeri Syekh Nurjati Cirebon, Indonesia
ummuainanafidzatulhusna@gmail.com

Nur Antoni
Institut Agama Islam Negeri Syekh Nurjati Cirebon, Indonesia
nurantoni@syekhnurjati.ac.id

Edy Waloyo
Institut Agama Islam Negeri Syekh Nurjati Cirebon, Indonesia
edywaloyo@syekhnurjati.ac.id

Abstract. This research aims to answer the question of how the implementation of digital resources affects speaking performance. The research also tries to find out how the implementation of digital resources affects speaking performance. In addition, what are the perceptions of English teachers and students about implementing digital resources for speaking performance? The case study, as its research method, and descriptive qualitative design are used in this research. Three instruments were used to collect the data. First is the observation of field notes, second is the interview for the English teacher and students, and third is a documentation of related lesson plans and syllabi. Techniques for analysing qualitative data include collecting data, reducing data, displaying data, and drawing conclusions/verifying. As a result, it was found that implementing digital resources to improve students' speaking performance worked well. This was evident from the students' answers when this method was introduced, because they positively evaluated the technique used; they actively participated in the learning process. Implementing digital resources also greatly supports learning activities to improve speaking skills and increase student autonomy, which can facilitate students' ability to use these skills communicatively.

Keywords: Digital Resource, Implementation, Speaking Performance

1. INTRODUCTION

Digital resources are tools that facilitate the teaching-learning process. These tools are very useful in education, and language teachers often use them to supplement their teaching. According to Kuning (2019), digital integration platforms support learning processes oriented towards new techniques for continuous education. As a result, many digital resources can be used in English classes. However, this research only focuses on technological resources to develop speaking skills so students can communicate effectively in

English.

Speaking seems to be one of the most challenging aspects of learning languages. Several factors cause difficulties for students in applying English language skills, including poor word control, low knowledge of grammar, low confidence, and a lack of interest and desire to talk in English during the learning process. In this context, the teacher is important in helping students acquire the necessary information (Susiyanti, 2019). To improve the learning quality, students must understand the target language's culture and the vowels and consonants of the target language. It is the process by which the student sees the world in front of people who speak the same language.

Using digital resources as an educational tool has proven advantageous in teaching and learning speaking skills. It makes learning more engaging for students and facilitates teaching for teachers. Moreover, digital tools support improving speaking skills and teaching strategies, particularly through online, video, and audio presentations. Integrating digital platforms encourages collaboration, develops intercultural competence, and fosters global awareness (Filho, 2021). Basak et al. (2018) state that digital media such as E-learning and E-library provide significant benefits by enabling distance learning and broad access to knowledge.

In addition, learning with the E-library technique provides online reading for students to increase their knowledge, especially in English lessons. As a product of information and communication technology advances in cyberspace, there are many benefits. According to Antoni, N., & Kurniawan, A. (2022), Learning English in schools was unsuccessful. It is because there were not many variations of methods, strategies and learning techniques, or students did not have adequate motivation, strategies and learning styles. Many school students felt the need to learn English in courses outside of school.

Digital media in learning English, which is most important in learning activities, provides broad access to information. Digital media is like a magic that is ready to hypnotise students with existing technological sophistication designed to be very, very improved so that those in teaching and evaluation will be able to find and share all kinds of information, data, methods and learning methods that are updated through tools that are constantly being updated. I constantly updated teaching and evaluation tools that I had never seen before. They added that digital media provides many benefits for learning applications in schools, tertiary education levels and the world of work later when they return to the workforce (Guan et al., 2018).

Other field studies show that learning with digital media is a valuable tool for instructors and students. However, digital media as a tool is anticipated to spark a new understanding that learning with digital media is now a standard component of the educational system (Hoban et al., 2015). So that the devices may be used to their full potential, facilitating appropriate learning activities from instructors and students and improving the quality of these pupils via digital media (Dezuanni, 2015). Because it may be utilised as a compelling learning medium, digital media has numerous applications. After all, there are many free websites or learning blocks on the internet, particularly for English, that can be accessed at any time and from any location, making it highly successful in learning since kids get information not only from the instructor but also through digital media (Fansury et al., 2020). The internet offers a wide range of applications. As a virtual library, the internet has a vast

selection of resources. Students and instructors may be creative and talented writers, and writing can be funnelled via the internet since print media is restricted in its capacity to hold writing (Zaki & Yunus, 2015).

Another study found that learning English through digital media offers many advantages, such as online learning materials using distance learning methods (Kumar Basak et al., 2018). In addition, learning through E-library technology provides students with online reading to improve their knowledge, especially in English classes. As a result of the development of information and communication technology, cyberspace has many advantages. Using digital media as a learning tool for students and teachers to search for information and explore digital media material, digital literacy is increasingly popular so that students not only receive material from the teacher, but also obtain information by browsing the digital world, much of which comes from the digital world (Autry & Berge, 2011).

Students can access a large amount of material and improve communication or knowledge sharing in the growth of science with the help of digital media (Anshari et al., 2016). In the digital world, students can use science and technology reference materials/libraries; a perfect example of information and communication technology is a comprehensive terminology that includes all the technical means to process and transmit information in teaching and learning, using the Internet as a learning tool. Susanto et al. (2020) also hoped that using digital resources, namely the Internet, would help facilitate interactive learning between students and teachers. For example, digital-based communication encourages students to complete independent work given by the English teacher. English is used as an international language to understand information on the internet. Students use English as a tool to learn how to communicate with people worldwide through the Internet, not only in English-speaking countries but also in global fields like tourism, education, business, science, media, and information technology (Adukaite et al., 2017).

In this study, the researcher will focus on students' problems and difficulties in speaking skills. The main novelty of this research lies in applying digital resources to improve speaking performance in specific English material—"Introducing themselves"—in the context of Vocational High Schools. While many studies have explored the general use of digital media in language learning, few have specifically examined its role in targeted speaking activities in vocational contexts.

The main problem of this research is students' lack of mastery of speaking skills, low self-confidence, and the fact that many students do not maximise digital resources as a medium for learning English. The focus of this research is the application of digital resources to students' speaking performance. The research questions can be formulated: (1) *How are digital resources implemented in speaking performance in Vocational High Schools?* (2) *What are the perceptions of English teachers and students regarding applying digital resources for speaking performance in Vocational High Schools?*

This research aims to observe and analyse the application of digital resources on students' speaking performance. It intends to explore how digital tools can increase students' enthusiasm for learning English, especially in practising their speaking skills. Using the topic "introducing themselves," the study aims to show that digital resources help students develop communication abilities and allow schools to effectively promote technology integration into language learning.

2. METHOD

This research used a qualitative descriptive method to systematically describe a phenomenon based on field data. As Suharsimi (2010) explains, descriptive research seeks to capture the actual condition of a phenomenon at the time of the study. In line with Indrawati (2019), qualitative descriptive research enables the researcher to investigate and explain phenomena to gain a deeper understanding and form predictions.

The primary data were gathered from 30 students and one English teacher from Grade X Geology 1 at a vocational high school. The researcher interviewed three selected students and the English teacher to explore their insights and experiences.

Data collection plays an important role in research because the primary purpose of research is to obtain data. According to Sugiyono (2012), collecting data appropriately is essential to ensure that the information obtained meets research standards. This study utilised three data collection techniques: observation, interview, and documentation. The observation technique used in this study is to observe directly in the field of the digital resource implementation process and student speaking performance activities in front of the class at the Vocational High School. The interview techniques were administered to the English teacher and students to gather data about the English teachers' opinions about the digital resource implementation on students' speaking performance. The documentation techniques used in this study were grade data, RPP from the tenth grade of Vocational High School, and a syllabus that served as a tool for collecting digital resource information. The above is done by the researcher himself as the main instrument.

Qualitative data analysis is inductive, that is, an analysis based on the data obtained in data collection. The researcher uses descriptive methods, including data selection, identification, description, and interpretation of data collected by researchers. Thus, the identified data and known characteristics will make it easier for researchers to collect further data (Sugiyono, 2018). The amount of data obtained from the field is quite a lot; it needs to be recorded carefully and in detail, with a lot of complex and complicated data. For this reason, data analysis must be done through data reduction. Data will be reduced according to the group. The classified data will be grouped based on observation notes and answers from respondents in each research question from both questionnaires and interviews. Reducing means reducing unused data. After the data is reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, and the like. The next stage is to summarise code, explore themes, and write memos about things that are considered important and that support getting answers that you want to know. Thus, conclusions in qualitative research may be able to answer the formulation of problems formulated from the beginning. However, they may not be because problems and problem formulations in qualitative research are still temporary and will develop after researchers are in the field. Conclusions in qualitative research are new findings that have never existed before.

3. RESULT

This research aims to explain the implementation of digital resources in speaking

performance at Vocational High School and the perception of the English teachers and students about implementing digital resources for speaking skills at Vocational High School.

3.1. The Implementation of Digital Resources in Speaking Performance

This study examines the process of implementing digital resources to improve students' speaking performance. In observing and analysing the process of implementing digital resources in the speaking display, the teacher implemented digital resources to be used as learning media, one of which is YouTube. YouTube as media in the context of English and its responses to its application. Teachers create a calm and pleasant atmosphere so students can actively participate in learning. Thus, to create a conducive atmosphere, teachers can implement digital resources. The teacher will show a video about the material to be taught. This is applied so that later students are more interested in following the learning process because students are now more interested in learning using learning media such as videos.

In the pre-activity, the teacher prepares the material to be delivered to students. After determining the learning material about introducing themselves, prepare a learning implementation plan to achieve the learning objectives. At this planning stage, the teacher prepares everything needed, including the Learning Implementation Plan (RPP) and prepares slides, pictures and videos about Introducing Yourself. In one lesson plan, teaching is carried out in 2 meetings.

The process of implementing digital resources in the display of speech. In observing and analysing the process of applying digital resources to the speaking display, it was found that the English learning process was carried out by several methods. The learning method is implemented using luring and daring approaches. It was found that in learning, students pay less serious attention when the teacher explains the material, and look less excited and bored. The saturation factor is that the learning is monotonous, causing students to be less active and easily bored in the learning process. This is very visible when researchers make direct observations. In synchronous learning, students pay less serious attention when the teacher explains the material, and look less excited and bored. The saturation factor is that the learning is monotonous, causing students to be less active and easily bored in the learning process. This is very visible when researchers make direct observations.

While the daring approach dominated the learning process, learning is done by sending material through WhatsApp groups. Teaching materials sent by teachers are in the form of materials. They are equipped with tutorials or examples, both from digital-based learning resources such as YouTube channels and video recordings by teachers. Pedagogic competence of teachers is one of the important components in realising friendly learning. The competency development of resources, especially teachers, needs to be improved immediately. Resources need to be analysed because they are part of the principles and components of the school (Rohman, 2012).

Purwanti et al (2022) have argued that implementing YouTube videos in EFL classrooms can benefit students' speaking skills in terms of their pronunciation, intonation, grammar, vocabulary, fluency, and comprehension. Moreover, YouTube videos have been argued to promote students' autonomy. These benefits are made possible because YouTube allows multiple playing and pausing, so the students can repeat their practices and drill themselves as much as they want. Although not mentioned in previous studies, recently,

YouTube has also provided buttons for adjusting the speed of videos. It allows students to slow down the speech so that slower students can listen better. In this case, the learner's autonomy becomes a key factor. While YouTube videos can promote students' autonomy, at the same time, autonomous students tend to have more self-regulation in directing their learning, including the amount of practice that they do to improve their speaking performance.

The results of practising speaking performance are pretty good. The students can practice speaking performance well in front of the class because previously they had practised speaking performance and followed the speaking style from YouTube and videos from teachers. However, students feel embarrassed when they have not mastered vocabulary mastery, fluency, courage and attitude. The analysis was used to determine whether each participant was significantly different. All of them have already assessed their partner's speaking performance that was implemented in the learning process.

However, in learning, for a good menu of results, teachers and students must experience challenges or obstacles, both in English learning and in other learning. These limitations can cause student learning outcomes to be less than optimal. Yoestara & Putri (2019) stated that students' motivation and English skills, especially speaking performance, will increase due to active learning activities. In the light of Slamet (2010), learners will be dynamic if the educator consistently gives some outside inspiration to instigate their reaction. Researchers have already identified it on YouTube. Researchers are effectively motivated to get input from them. It can be expected that through these different topics identified by conversation, participants can express ideas and thoughts, both academic and non-academic.

The use of digital media in teaching and learning activities is very effective. It helps students increase learning motivation due to variations in learning methods and increased student activation and demands from the thirteen curricula and demands in education (Noor-Ul-Amin, 2013). They are teaching the use of learning media, namely the use of digital media effectively because teachers play a role in increasing the quantity and quality of these students with practical techniques and methods so that the material given to students is achieved because teachers are required to be able to manage the process of teaching and learning activities well by providing stimulation to students so that they want to learn one of them by using digital media (Matzat & Vrieling, 2016).

3.2. The Perception of the English Teachers and Students about the Implementation of Digital Resources for Students' Speaking Skills

The research has findings and discusses the perception of English teachers and students about implementing digital resources to improve speaking skills. Several points will be described based on data from the interview process of 3 students and an English teacher.

The first is the perception of the English teacher and students about implementing digital resources for speaking performance. Implementing digital resources helps students who initially do not know anything, but because of these digital resources, they gradually learn the material taught in class. Learning becomes more fun, not dull or monotonous, and can increase student learning endurance. Implementing digital resources also greatly supports learning activities to improve speaking skills and increase student autonomy, which can facilitate the students' ability to use these skills communicatively. The results of this study support research conducted by Rasman, R. (2021). Learning English using digital media is

very exciting because there are many facilities that we can find on the internet, so that students can choose according to their wishes. English learning teaching materials are also widely available and can be accessed easily and quickly. An example of one digital resource, namely YouTube, can increase student interest and motivation and improve English learning through YouTube.

The second type of digital resource teachers use during the learning process is YouTube and its video collections as an application of digital resources in learning English. Thus, the assignments the teacher gives students can train self-confidence and the ability to speak English, so that students are encouraged to be more confident and productive. The results of this study support research conducted by Listiani et al. (2020), which reviewed educational research related to YouTube. The result showed that YouTube helps to improve students' basic skills such as listening, increasing vocabulary, satisfactory academic results and self-development. In addition to the many advantages of YouTube in education, YouTube also has limitations that can hinder learning.

The third is that the Influence of digital resources is powerful in education; many benefits can be taken to assist educators in teaching and learning activities. However, there are adverse effects, namely, making students not focus on learning, misusing technology, etc. The benefits of implementing digital resources, which can improve learning ability, are easy to understand and serve as a learning resource or knowledge source. The results of this study support research conducted by Febby (2023), that there is a positive influence of the use of information technology (X) on the development of teacher performance (Y) by 70.7%, while 29.3% is influenced by other factors that are not studied. Therefore, the influence of information technology has a greater effect on the development of teacher performance.

The fourth is the obstacle of digital resources not only during the learning, but also because some students do not have smartphones, and one of the obstacles is a limited internet connection. The results of this study support research conducted by Rasman, R. (2021), the constraints on digital resources are one of the weaknesses of using digital resources as learning media, namely, the internet is sometimes slow, so playing the tutorials is not optimal.

The fifth is the advantage or benefit of digital resources, which can improve learning ability, are easy to understand, and serve as a learning resource or knowledge source. One advantage of digital resources is that we can easily access learning materials on specific platforms. The results of this study support research conducted by Rasman, R. (2021), The advantages of digital resources are 1) effective because they are available free of charge, 2) informative, can provide information about the development of science and technology, 3) is universal, 4) can be revised, because it is repeatedly available. 5) Develops imagination and increases students' creativity, 6) practical, accessible to young people in all circles and 7) attractive, able to encourage discussion and find questions and answers.

The last is a disadvantage, the disadvantage related to obstacles such as limited internet connection, not all of these students have smartphones, when in class, some students who ignore the teacher's explanation instead focus on other media, and maybe out there are also many who abuse this digital medium. The results of this study support research conducted by Rasman, R. (2021), the disadvantages of using digital resources as learning media, namely 1) the internet network is sometimes slow, so it plays the educational video less optimally, 2) when downloading with a small volume, the image resolution is lower, 3) in

the absence of the Internet, teachers must download their educational videos before teaching. 4) Users can abuse things that are not useful, 5) Because downloading is too free, so many useless videos or pornographic videos, then 6) much misleading information can easily affect students.

4. CONCLUSION

Based on the above findings and discussion, the researcher can conclude that the answer to the first research question is that the researcher analyses the process of implementing digital resources in speaking performance and that the teacher implemented digital resources to be used as learning media, one of which is YouTube. YouTube can improve speaking skills. YouTube videos are thought to positively improve students' pronunciation, improve intonation, develop grammar, enrich vocabulary, perfect fluency, and improve comprehension while developing their autonomy. Moreover, the second answer is that on the perception of implementing digital resources in speaking performance, that implementation has many benefits and good influences for students, because this digital resource is invaluable for students, the material is easy to understand, and of course, can improve the ability to speak English. However, sometimes it also has obstacles and disadvantages, for example, the limited internet connection and loading takes a long time, significantly hampers the learning process.

REFERENCES

- Adukaite, A., Van Zyl, I., Er, Ş., & Cantoni, L. (2017). Teacher perceptions on using digital gamified learning in tourism education: The case of South African secondary schools. *Computers & Education*, 111, 172-190. <https://doi.org/10.1016/j.compedu.2017.04.008>
- Antoni, N., & Kurniawan, A. (2022). Improving Language Feature Understanding of Story on Video Through Developing Moodle-Based E-Learning. *Journal of Nonformal Education*, 8(2), 179-184. <https://doi.org/10.15294/jne.v8i2.30799>
- Davies, P., & Pearse, E. (2000). *Success in English Teaching: A Complete Introduction to Teaching English at Secondary School Level and Above*. Oxford University Press.
- de Deus Rocha, V., Baldissera, L. G., & Rosa Filho, J. A. (2021). Digital resources for teaching and learning English as a Foreign Language are available in remote classes. *Revista X*, 16(3), 687-702.
- Fansury, A. H., January, R., & Ali Wira Rahman, S. (2020). Digital content for millennial generations: Teaching the English foreign language learner during the COVID-19 pandemic. *Journal of Southwest Jiaotong University*, 55(3).
- Febby, O. (2023). Pengaruh Kemajuan Digital Dalam Pendidikan Terhadap Kinerja Guru Di Madrasah Aliyah (MA) Al-Hikmah Bandar Lampung (Doctoral dissertation, UIN RADEN INTAN LAMPUNG). <http://repository.radenintan.ac.id/id/eprint/22611>
- Kumar Basak, S., Wotto, M., & Belanger, P. (2018). E-learning, M-learning and D-learning: Conceptual definition and comparative analysis. *E-learning and Digital Media*, 15(4), 191-216.

- Kuning, D. S. (2019). Technology in teaching speaking skills. *Journal of English Education, Literature and Linguistics*, 2(1), 50-59. <https://doi.org/10.31540/jeell.v2i1.243>
- Listiani, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A.
- Noor-Ul-Amin, S. (2013). An effective use of ICT for education and learning by drawing on worldwide knowledge, research, and experience. *ICT as a Change Agent for Education. India: Department of Education, University of Kashmir*, 1, 13.
- Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., & Kultsum, U. (2022). YouTube videos for improving speaking skills: the benefits and challenges according to recent research in the EFL context. *Journal Pendidikan Teknologi Dan Kejuruan*, <https://doi.org/10.23887/jptk-undiksha.v19i1.41108>
- Rasman, R. (2021). Penggunaan YouTube sebagai Media Pembelajaran Bahasa Inggris pada Masa Pandemi Covid 19. *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 1(2), 118-126.
- S. R. (2021, April). YouTube as a digital learning resource for teaching bilingual young learners. In *2nd International Conference on Technology and Educational Science (ICTES 2020)* (pp. 156–162). Atlantis Press.
- Sugiyono, S. (2012). Metode penelitian kombinasi (mixed methods) (; S. Sutopo, Ed.). Bandung: Alfabeta.
- Vrieling, E., Velthorst, G., Matzat, U., & Potjer, Y. (2016). Effectief gebruik van social media ter bevordering van zelfgestuurd leren. In *Delen is versterken: Educatiejaarboek 2016 Iselinge Hogeschool* (pp. 43-55). Iselinge Hogeschool.
- Yoestara, M., & Putri, Z. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisia: Journal of Language, Education, and Humanities*, 6(1), 15-26.
- Zaki, A. A., & Yunus, M. M. (2015). Potential of mobile learning in teaching ESL academic writing. *English Language Teaching*, 8(6), 11-19.