

The Application of Video Transcript on *Youtube* for Eight Grades Reading Literacy: A Survey Research

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ARTICLE

ABSTRACT

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Video Transcript,

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This research investigates students' perspectives on utilizing video transcripts from YouTube videos to enhance student learning, particularly in the Reading Literacy. This research used an experimental design with a quantitative approach. The research involved 30 eighth-grade students from junior high schools in Surabaya and Sidoarjo who experienced reading difficulties. The research aimed to explore whether using films with transcribed text on YouTube, known as transcribed video, can improve the reading literacy of grade eight students. The findings from this study showed a significant level of student interest in utilizing transcripts when viewing YouTube videos. As a result, their reading comprehension was also affected by this study. Apart from watching the videos, the students also checked the text transcriptions available on their devices. This research shows that video transcripts are utilized in educational settings and general reading practice outside the traditional classroom environment.

INTRODUCTION

Despite the implementation of a mandatory nine-year school system in Indonesia, it may be possible that there has been little to no significant improvement in reading and comprehension. According to the 2019 PISA ranking released by Susanto et al., (2020) Indonesia is ranked 72nd out of 77 participating countries. Consequently, Indonesia has significantly lower levels of reading comprehension than other nations. This is further supported by the statement of Saadati & Sadli, (2019) that Indonesia must establish a literacy culture in reading through a systematic habituation, growth, and education process. Praptawati et al., (2023) recognized that literature understanding programs have the potential to facilitate the acquisition of diverse abilities, particularly in the realm of reading literacy. This research highlights the necessity of specifically prioritizing the improvement of reading proficiency.

Implementing technology in the classroom is a crucial objective that may be continuously evaluated to enhance the education system at all levels, from kindergarten to individuals with higher levels of education. Henriksen et al. (2016) suggest that technology

serves an important function in the process of learning. According to Agustina & Cahyono, (2017) a substantial portion of Gen-Z students depend heavily on their smartphones. Agustina also stated that their primary use is performing daily tasks, such as studying and completing tasks. Nevertheless, technology presents many problems that might limit the learning process. The difficulties encountered in the learning process consist of 1). The limited utilization of smartphones as a medium for educational purposes, 2). Using educational materials still lags behind traditional methods and lacks engagement; 3). Additionally, there is a lack of appropriate learning material available (Novaliendry et al., 2020). Ultimately, this has the potential to result in students encountering ennui because of monotonous educational learning.

English is an essential method of communication in the context of global mobility (Setiawan & Nurbani, 2023). Therefore, the utilization of technology in English language acquisition, specifically in the main components of reading, writing, speaking, and listening, is crucial for achieving accomplishments. Reading in the setting of reading literacy practice needs to be integrated with the goal of instruction and the variety of the students' backgrounds (Damaianti et al., 2020). Reading literacy refers to a learner's ability to construct meaning through reading from various reading materials (Yan & Cai, 2022). Reading literacy is an individual's ability to comprehend, apply, respond to, and connect with written materials to acquire knowledge and contribute to society. Improvement in education, innovation, and personal development depends on this essential ability. Reading literacy makes it possible to learn about a wide variety of topics and allows people to acquire new ideas, explore the world, and comprehend different points of view. However, the matter of digital literacy in Indonesia holds significant importance (Tristina & Khabib, 2021).

The results of contemporary technological advancements are significant. In Indonesia, the curriculum employed is characterized by inflexibility and an excessive emphasis on content Rahayu et al., (2024). development of technology themselves. This study will examine the utilization of *YouTube* as an instructional platform for students' learning. Based on Irwan et al., (2019) research, as a partner of *YouTube*, Google stated that a significant amount of video content from *YouTube* has become a fundamental component for teenagers. (Setiadi et al., 2019) also said that the presence of *YouTube* is expected to be an alternative to creative learning. In several research studies, *YouTube* is one of the social media that has attracted a positive response from many quarters. Cited from Lastari (2018) on Wijayanti & Gunawan, (2021) research, Lastari said that using *YouTube* videos in English learning has increased students' enthusiasm for learning this course so that it is no more difficult for them to learn. Critical thinking skills, creativity, constructing and evaluating information, and effective use of digital media could all be developed due to students' digital writings (Al-Qallaf & Al-Mutairi, 2016). *YouTube* becomes content with the subject matter. Students produce engaging video tutorials in a style related to vloggers. The general public can benefit from the video's content. Beyond reaching the teaching-learning objective, people's projects can provide them with some knowledge and information that can benefit others. One topic contains various information since each issue is approached differently to the same general idea. Each video has a different duration based on how well they discuss the subject and how skilled they are.

The previous research utilized videos on *YouTube* and other skills such as Listening and speaking (Albahiri & Alhaj, 2020). In addition, *YouTube* provides an extensive variety of user-generated and focused business videos. The popularity of it among humans has consistently surged due to its wide range of functions and user-friendly. *YouTube* is an online platform that serves as a video archive, enabling anybody with internet connectivity to watch and upload videos for public consumption. Consequently, there was a significant increase in both the

consumption and creation of video in the workplace. Therefore, the writer tried to make the results of previous research on students' literacy achievement in reading classes. The aim is for the readers to know whether the student more readily understands the application of videos by presenting transcripts and can affect the student's learning outcomes. Therefore, the student's understanding of reading literacy can be assessed better than conventional literacy. Therefore, this research is aimed to answer the following questions:

RQ1: How does the student's perception of the use of the application of transcript/ subtitle on YouTube influence the Reading Literacy of Students in Intermediate Classes?

METHODS

This research is quantitative and uses the survey method. The participants were eighth-grade students at a junior high school in Surabaya and Sidoarjo who had difficulties in reading class. Thirty respondents, 24 female and six male students in non-English classes (Muftah, 2022) completed the questionnaire. They were directed to watch English videos, the first of which is transcribed and the second non-transcribed.

The research instrument used in this study was a questionnaire survey. The questionnaire contained inquiries and statements about the independent and dependent variables formulated based on the issue. The participants were provided with an assignment of seven questions to answer. The inquiries pertain to their inclination towards digital literacy, particularly in the context of reading comprehension. In addition, two distinct video samples were provided along with corresponding video references:

- Video 1: A graphical video explanation demonstrating the use of a recount text that includes transcribed content. Source: https://youtu.be/-6Huw8gOJ-g?si=BF_sItBswbvwnWq6
- Video 2: A graphical video explanation demonstrating the use of a recount text that does not include transcribed content. Source: <https://youtu.be/9Q2t6o5TlwI>

Data collection in this study involves collecting the participants in one class, and then the teacher will share the questionnaire URL through Google Forms, which will be accessed through each student's devices. After that, participants will answer the questions. The data will be processed and analyzed using IBM SPSS (*Statistical Package for the Social Sciences*) version 19. Students were invited to complete a survey previously released through *Google Forms* at the beginning of the class. An hour was provided for the students to complete the questionnaire. The researcher will follow up on their responses during each participant's questionnaire submission.

Data analysis in this study used statistical data analysis, where this data collection used the percentage value obtained through the questionnaire. Sugiyono (2019: 1) in Pamungkas, (2021) states that, since acquiring data is the main objective of the research, establishing a data-collecting technique is the most crucial aspect of the procedure. This includes questionnaires/surveys. The data in this study used a validity test using a significance level (<0.05) with a correlation of $r > r$ table.

The item score, factor score, and correlations between total factor scores are used in this validity test. In circumstances when the data are less than 0.05, the correlation coefficient (0.05) is found. The result is valid when the r calculated $\geq r$ table. The *Pearson*

Bivariate correlation is used in this assessment method (Sanaky et al., 2021). Items that have a significant correlation with the general rating will indicate validity.

This research *reliability* test utilised *Cronbach's Alpha* technique. More research has been conducted on *Cronbach Alpha* reliability than other internal consistency measurement techniques, like split-half reliability (Amirrudin et al., 2020) A reliability indicator with a value between zero and one is Cronbach's alpha. The *Cronbach's alpha* reliability value of >0.40-0.60 indicates high reliability (Puspasari & Puspita, 2022). According to Shrestha, (2021), Cronbach's alpha measures internal consistency. It is also regarded as a scale reliability indicator and may be represented as:

$$= \frac{n\bar{r}}{1 + \bar{r}(n - 1)}$$

n: Number of the items

\bar{r} : The range of the items

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0
a. Listwise deletion based on all variables in the procedure.			

Table 1.2

Reliability Statistics	
Cronbach's Alpha	N of Items
.679	6

RESULTS

The primary purpose of writing this paper is to answer the question: *How does the student's perception of the use of the application of transcript/subtitle on YouTube influence the Reading Literacy of Students in Intermediate Classes?* This study utilized six questions as a sample that would be asked to students directly. The results of the sample questions were then analyzed using the statistical

data processing application of IBM SPSS *Version* 19. The results of this study validity test confirm the validity of this research. The table below displays the results of the questionnaire test, which serves as evidence for the following statement:

Table 2.1
Questionnaire Results

		Q1	Q2	Q3	Q4	Q5	Q6	Total
Q1	Pearson Correlation	1	.374*	.132	.214	.102	.142	.421*
	Sig. (2-tailed)		.042	.486	.256	.590	.456	.021
	N	30	30	30	30	30	30	30
Q2	Pearson Correlation	.374*	1	.286	.303	.260	-.005	.536**
	Sig. (2-tailed)	.042		.125	.104	.165	.980	.002
	N	30	30	30	30	30	30	30
Q3	Pearson Correlation	.132	.286	1	.357	.397*	.429*	.676**
	Sig. (2-tailed)	.486	.125		.052	.030	.018	.000
	N	30	30	30	30	30	30	30
Q4	Pearson Correlation	.214	.303	.357	1	.552**	.355	.829**
	Sig. (2-tailed)	.256	.104	.052		.002	.055	.000
	N	30	30	30	30	30	30	30
Q5	Pearson Correlation	.102	.260	.397*	.552**	1	.057	.664**
	Sig. (2-tailed)	.590	.165	.030	.002		.765	.000
	N	30	30	30	30	30	30	30
Q6	Pearson Correlation	.142	-.005	.429*	.355	.057	1	.553**
	Sig. (2-tailed)	.456	.980	.018	.055	.765		.002
	N	30	30	30	30	30	30	30
Total	Pearson Correlation	.421*	.536**	.676**	.829**	.664**	.553**	1
	Sig. (2-tailed)	.021	.002	.000	.000	.000	.002	
	N	30	30	30	30	30	30	30

The questionnaire result shows that the validity indication is $r_{30} \geq 0.05$, which means the value of r is calculated $\geq r$ table and indicates a correlation to the application of YouTube video transcripts for students' reading literacy.

Based on Question 1, ***“What is Your Opinion on the Visual Appeal of the Two-Sample Videos?”***

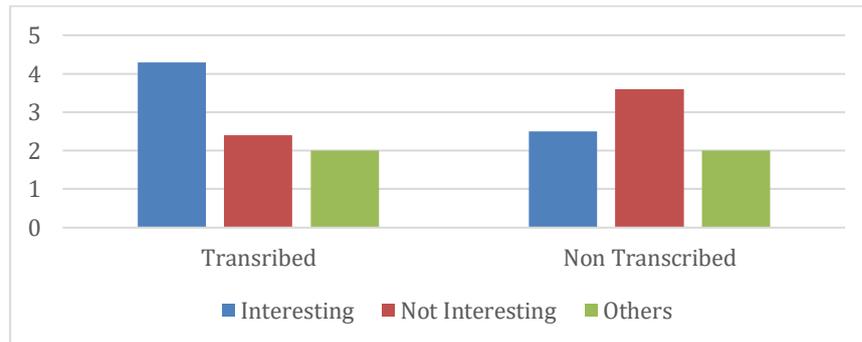


Table 2.2

The data shown in Table 2.2 indicate that students demonstrate an increased preference for movies that incorporate transcribed text compared with videos without transcribed text.

Moreover, the Q2 posed was ***“Selecting the Video Sample That Received the Greatest Interest from Students?”***. The results indicated that students focused more on Video

Sample 2, which featured the recount text accompanied by amusing and captivating animations, despite the lack of transcribed text in the video. Refer to Table 2.3 to view a graphical depiction of the data.

Table 2.3

Sample Video Transcript		
	Students	Percentage
Sample 1	7	23%
Sample 2	23	77%
Total	30	

The table above also illustrates the association between questions Q1 and Q2, which asked about the level of interest in using subtitles while watching English-language YouTube videos. The findings suggest that students have a preference for utilizing subtitles or video transcripts and express a similar level of interest in videos that include subtitles. Nevertheless, it is plausible that their exclusive interest involves funny videos. Additionally, Q3 follows the question: ***“Are you Interested in Videos That Have Subtitles? (Give your reasons if you are interested***

or not interested)". Consequently, students provided a range of explanations for their increased attention to videos that included transcribed content.

Question Q4: **What Rating Would You Assign to the Video Displayed Above?** requested information regarding the scores of Sample Video 1 and Sample Video 2. The results suggest that the students gave positive evaluation scores for the video clip, averaging between 50% and 80%.

Table 2.4

Score		
	Students	Percentage
1-50	3	10%
50-80	12	40%
80-100	15	50%
Others...	0	0%
Total	30	

Question 5: **“How Do You Improve Literacy in the Digital Age?”** required students to solve the methods for enhancing literacy in the modern era of technology. The results indicate an increased interest in the digital applications that students commonly utilize as a means of learning Digital Literacy in the present era. Furthermore, the results are acquired as demonstrated in the table provided below:

Table 2.5

How to Improve Literacy in Era Digital		
	Students	Percentage
Reading Books	8	27%
Watching Videos	6	20%
Digital App	13	43%
Game	1	3%
Social Media	2	7%
Total	30	

Question 6: **“What media do you usually use for Digital Literacy Learning?”** inquired about the primary media utilized for Digital Literacy Learning. The outcomes are visible in the table provided below:

Table 2.6

Media for Digital Literacy		
	Students	Percentage
Youtube, Instagram, X, etc.	6	20%
Digital Application (Wattpad, E-book, etc.)	14	47%
Others...	10	33%
Total	30	

The last identified as

question Q7: “How

often do you listen to English videos using transcripts/ subtitles?” inquired about the frequency with which the students utilize subtitles while viewing videos from YouTube or other platforms (such as games, social media, etc.). Data collection is conducted using a Likert scale, which is represented in the table below:

Table 2.7

Frequent of Use <i>Video Transcript</i>		
	Students	Percentage
Never	3	10%
Rarely	4	13%
Sometimes	20	67%
Often	3	10%
Always	0	0%
Total	30	

DISCUSSIONS

The results of this research utilize a survey research method, distributing questionnaires with pre-prepared questions. This questionnaire must be filled out for 30 minutes before the course starts. Students were given instructions to complete the questionnaire following the questions given. Furthermore, after collecting the responses, the author compiled the study's findings by running the data via SPSS version 19.

Students' Perspectives about Video Transcribed

Subsequently, the research findings were collected: The data presented in the first and second tables indicates that, on average, 77% of the 30 students exhibited an increased tendency towards utilizing the transcribed material. The study additionally discovered that using films enhanced listening comprehension since the audio-visual group surpassed the audio-only group on the hearing post-test. Transcribed videos can be utilized by students to enhance their

listening skills, as the utilization of transcribed videos serves as a source of motivation for students (Hasibuan et al., 2022).

Video is an interesting and interactive medium that has the potential to encourage an enjoyable learning atmosphere and enhance student engagement (Arikarani & Amirudin, 2021). When students experience a sense of curiosity and enthusiasm, learning becomes more pleasurable and efficient. This study suggests integrating transcribed text in videos might enhance students' knowledge and reading comprehension. This is evidenced by the study's findings, which indicated that students exhibited greater attention in movies that included transcribed text. Increased video diversity enhances students' understanding of reading literacy. It can assist students in comprehending challenging concepts and ideas and in developing a more profound understanding of many cultures and traditions Setiawan & Agustina, (2023)

The study's findings mentioned above indicate that 67% of students are interested in using the feature of transcribed videos while watching them. This can be demonstrated with the inquiry, "What rating did you assign to the previously viewed video?". This item utilizes a Likert Scale with the following explanations: Never, Rarely, Sometimes, Often, and Always. However, the percentage results do not suggest that they constantly utilize the transcription text; the last table indicates that 0% of the students must constantly apply it. The assessment of the videos they play on the video is that as many as 50% of them give a score range of 80-100 to the videos they have watched, as shown in Table 2. In addition, to enhance Reading Literacy, they utilized several support applications. The implementation of YouTube videos in English as a Foreign Language (EFL) instruction has become necessary in the modern era of digital technologies. Based on Sakkir et al., (2020) students can easily derive motivation from the videos they watch. Furthermore, human beings can also be evaluated for their ability to comprehend reading information from digital sources. The results showed that 43% of the 30 students were interested in digital applications such as *Wattpad*, *Dreame*, *Webtoon*, etc. The questionnaire results indicated that playing games and social media can improve students' Reading Literacy. Students generally use technology such as Laptops, *Personal Computer* (PC), and Smartphones. One of the study hypothesis's potential applications is using electronic devices. The fact that there are so many possibilities for electronic devices to improve reading literacy is probably because people will choose a flexible and easy-to-read device.

The previous research used Audio-Visual Methods and the results show that the method can catch the lessons quickly. They have been persuaded that using *YouTube* videos for listening learning can significantly increase their listening comprehension. The research also found that using video improved listening comprehension, with the audio-visual group outperforming the audio-only group on the auditory post-test. Following this study, students' English listening comprehension improved while watching *YouTube*. Students performed better after using therapies that mixed *YouTube* and traditional instruction. Furthermore, most students considered *YouTube* a fantastic learning tool based on their positive feedback, and they were more likely to learn English using that simple medium. Using *YouTube* in conjunction with traditional teaching techniques implies that using *YouTube* in conjunction with traditional teaching methods is productive and valuable. Teachers must continue to monitor the films they choose and retain control over the proportion of the class design to obtain the optimum learning outcomes. Media is one of the components of learning, teachers and students place

great importance on the advantages and applications of media in the classroom. The teacher's ability to decide which media to use will determine how effective the media is in enhancing the learning process.

CONCLUSION

Human adjustment to technology is of the utmost importance in today's environment. The effects of modern advancements in technology can be recognized directly immediately. Previous research suggests that using additional abilities such as listening and speaking with the method of *YouTube* videos may assist with improving other English skills. The present research, for example, used reading literacy by utilizing the Transcription text from the *YouTube* video approach. This research aims to understand how digital media, an instructional teaching tool, affects reading literacy. With the growing popularity of digital media as a learning tool, particularly for English language learning, the use of transcripts on *YouTube* content is expected to assist teachers in creating a successful learning environment while encouraging students to learn as an alternative in the modern era.

Transcription text on *YouTube* videos helps students simplify their learning, including reading literacy. Moreover, it can be helpful for students to create more opportunities for them to be creative and keep up with technological improvements. With the applications or something that can help students, they can be expected to have creativity through Reading Literacy. The reason is that when students recognize digital applications, they also have the opportunity to improve other skills than reading—for example, writing skills and many others. Students can improve their writing through digital applications that they use for reading literacy. Students may additionally employ video games and online platforms to improve their understanding of reading. Establishing reading literacy targets for learners can also involve using literacy-supporting apps such as *Wattpad*, *Webtoon*, *Dreams*, and others. The potential to improve reading skills, especially for students, appears in the reading content these applications may create.

The suggestion for further research is that other researchers can use this study's limitations as reference material. Doing more research to write literature through digital literacy is possible in the future. The supporting applications mentioned may additionally be utilized as material for future research by previous researchers regarding using the media, which has also been pointed out in this research. The writer suggests that additional studies be done in connection with the rapid evolution of technology since it's subject to daily change. In particular, the accessibility of AI (*Artificial Intelligence*) gives it the potential to define issues for future research projects. The writer expects that further research will be conducted by more people involved in research on the advancement of digital technology.

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