

The Application of Video Transcript on *Youtube* for Students' Reading Literacy

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Abstract

This research investigates students' perspectives on utilizing video transcripts from YouTube videos to enhance student learning, particularly in 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. After 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.

Keywords: *learning media, reading literacy, video transcript, YouTube*

INTRODUCTION

The education system in Indonesia is a mandatory education program for approximately nine years. They started with three years in elementary school and three years in junior and senior/vocational high school programs. Praptawati et al. (2023) said that the problem can provide students with opportunities to learn their skills. Many people read and write material in daily activities such as Magazines, Newspapers, Academic Books, etc. Reading can help obtain information, expand knowledge, and even solve their problems. Therefore, reading is a crucial activity for individuals. To support students in developing the importance of these skills, having good reading literacy can help students become skilled in reading comprehension. Based on Wijayanti (2020) most students participating in the current research use their free time to communicate with classmates, maintain personal relationships, and use social media.

According to Bastin in Yudha et al. (2023) "The ability to find, evaluate, use and process information using digital media, communication tools, and networks to reap the benefits available is called digital literacy." Technology can assist in supporting reading literacy properly. After the pandemic, education in Indonesia also started using internet-based learning, so there has been a switch from conventional to digitalized learning (Fitriani et al. 2022). Saqr (2021) states in his research that the text must have two specifications to be considered digital:

1. Using verbal, transcribed, graphic, touchscreen, and other reading modes to express reading modalities related to space and movement.

2. Have various connecting elements to link the text. For example, this requires a format that allows the communication of ideas through different resources, including video, audio, or spatial resources.

The ability to acquire, comprehend, and utilize information effectively through various activities, such as reading, writing, speaking, or listening, is known as the "education reading literacy" concept. A literate person can address issues in various situations, speak, achieve their potential, and actively participate in community life (Muhtar et al. 2021).

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.

The results of technological progress today are quick. People also create applications or search engines that are expected to help humans facilitate human work. One example of technological progress is the existence of social media, such as *YouTube*. As the partner of the *YouTube* company, *Google* said that a lot of video content from *YouTube* has become part of the lifestyle for some people, especially teenagers (Irwan et al. 2019). 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. Quoting Lastari (2018), Wijayanti & Gunawan, (2021) 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). According to Agustina & Cahyono (2017) a substantial portion of Gen-Z students depend heavily on their smartphones. Students produce engaging video tutorials in a style related to vloggers. The general public can benefit from the video's content. In short, technological advances have enabled *YouTube* to exist, which can enable students to use it for different kinds of learning at school.

The previous research utilized videos on *YouTube* and other skills, such as Listening and speaking (Albahiri & Alhaj, 2020). As well as, *YouTube* has an extensive collection of user-generated and business-related videos. It has frequently exploded in popularity among humans due to its range of features and user-friendliness. ***YouTube*** is a video repository that allows anyone with Internet access to publicly view and post videos. As a result, global video viewing and production expanded, supporting *YouTube* to maintain its dominant position in the video-sharing workplace. The other research discovered that using *YouTube* to practice speaking and reading can significantly improve students' ability to facilitate and express themselves, especially when speaking and reading. Using media and tools in teaching and learning is crucial because they facilitate efficient and effortless

knowledge delivery. Students acquire the information faster and more rapidly with more confidence. Along with this, 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 how it can affect the student's learning outcomes. Therefore, the student's understanding of reading literacy can be assessed better than conventional literacy. Consequently, 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?

METHOD

Participants

This research is quantitative and uses the survey method. The participants in this study were eighth-grade students at a junior high school in Surabaya and Sidoarjo. According to (Sugiyono, 2016) the ideal and suitable sample size used in research is around 30 to 500 samples. In this research used thirty respondents, 24 female and six male students in non-English classes completed the questionnaire. They were directed to watch English videos, with the first video being a transcribed video and the second video being non-transcribed.

Instruments

The instrument used in this research was a questionnaire survey. The questionnaire consists of questions and statements related to the independent and dependent variables, developed based on a literature review. The participants were given seven questions that must be answered. The questions are related to their interest in digital literacy, especially for 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_slTbSwbvwnWq6
- Video 2: A graphical video explanation demonstrating the use of a recount text that does not include transcribed content. Source: <https://youtu.be/9Q2t6o5TlwI>

The writer has randomly selected videos that will be used in this research sourced from YouTube videos.

This study used the Likert scale to measure students' opinions. The Likert scale models used are Always, Often, Sometimes, Rarely, and Never, with statement points Always "5", Often "4", Sometimes "3", Rarely "2", and Never "1". This Likert scale was distributed using the questionnaire method.

Data Collection Procedures

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

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.

Validity

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 is supported by Sanaky et al. (2021). Items that have a significant correlation with the general rating will indicate validity.

Reliability

This research **reliability** test utilized **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 Shresta (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

Table 1. Case Processing Summary

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 2. Reliability statistics

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

RESULTS AND DISCUSSION

The primary purpose of writing this paper is to answer 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?* This study utilized six questions as a sample that would be asked to students directly. The results of the sample questions were will then be presented and discuss in discussions sections, then the sample also the sample will be analyzed using the statistical data processing application of IBM SPSS Version 19.

Table 3. 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

Based on Question 1 (Q1). The questions were about the samples that were interesting to students. Furthermore, the results show that students are more interested in Video Sample 2, where the sample shows a humorous and exciting animation even though it does not use subtitles. The results can be seen in the table 4:

Table 4. Sample video transcript

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

Table 4 can also show the correlation of Question 2 (Q2), where questions were asked about how interested they were in using subtitles when watching English *YouTube* videos, and the same results were obtained that they were interested in using student subtitles/video transcripts and produced the same answer that they were interested in subtitled videos but did not rule out the possibility that they were only interested in funny videos. In addition, Question 3 (Q3) asked about the score for **Video Sample 1** and **Video Sample 2**. The results show that students gave the video samples a good assessment score, averaging 50- 80%. The following table is shown below:

Table 5. Score

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

In Question 4 (Q4), students were asked to answer the question of how you can improve your literacy in this digital era. The results show that they are more interested in what digital applications are the media that students often use as a tool for learning Digital Literacy in this day and age. Moreover, the results are obtained as shown in the table 6:

Table 6. How to improve literacy in era digital

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	

In Question 5 (Q5), the question asked what media they normally use in Digital Literacy Learning. The results can be seen in the table 7:

Table 7. Media for digital Literacy

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 question, Question 6 (Q6), asked how often you used subtitles when watching videos from *YouTube* or other videos (in games, social media, etc.). Data collection is taken through a Likert scale that looks like the table 8:

Table 8. Frequent of use video transcript

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	

The results of this research used survey research methods, by distributing questionnaires with pre-prepared questions. This questionnaire must be filled in 30

minutes before the course starts. Students were given instructions to fill out the questionnaire according to the questions given. Furthermore, after collecting the responses, the author compiled the research findings by running the data through SPSS version 19. The explanations in this study are written point-by-point in order to make it easier for readers to understand.

1. The first table (Table 4) shows that, on average, 77% of the total 30 students are more interested in employing transcribed texts. 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. However, the use of it is in an exciting video, while when showing transcribed videos, they show less interest.
2. Their enthusiasm for videos is reflected in the second question in Table 5: funny videos interest them. The reason is that they can easily understand the meaning of the video. The other reason they are interested in using transcribed videos on *YouTube* videos is that it can eliminate their sense of boredom if they only watch videos. When those are why students are interested in using transcribed videos on *YouTube* videos, some are not interested. One of the reasons was discovered to be that they were only interested in listening to the audio rather than reading the text in the video.
3. Additionally, the frequency of students watching YouTube videos is 67%, indicating that they usually turn on or increase the transcript video when they watch *YouTube* videos. 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 5.
4. According to the students' opinion, to improve Reading Literacy, they choose to use supporting apps. This can be seen in Table 6, where as many as 43% of students chose Digital apps as a tool. This is supported by the use of applications such as Wattpad, Webtoon, Dreame, etc. (results in Table 7), where grade 8 students often use these applications.
5. 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.

In previous research, using transcripts from *YouTube* videos with the Listening Skill technique improved their skills and proved motivating for students Hasibuan et al. (2022). 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 also 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 be creative 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*, *Dreame*, 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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