

News and Media Literacy for Speaking Practice

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ABSTRACT

Speaking is significant and fundamental skills that may help students enhance their ability to communicate with their classmates verbally. Henceforth, instructors or teachers need to incorporate some educating media which can develop the students' English speaking competence. Therefore, this study aims to discover the viability of news and media literacy for speaking practice at an advanced education level. The researchers used an experimental research and took two groups as the sample of this study. There were experimental group in class 4b and control group in 4a class that comprised 35 students for each class. Moreover, the speaking test, mainly pre-test and post-test in both experimental class and control class, was also used as a gathering information of the research. This research found that the difference between pre-test and post-test average speaking practice results was -24.540 to -17,689, with a 95 percent confidence range of -24.540 to -17,689 for this finding. Finally, this study discovered an average difference in students' speaking practice between the pre-test and post-test. Therefore, enhancing students to use news and media literacy are necessary in speaking practice and teachers need to encourage students' use of technology to find out online sources as media literacy in learning second language. They have various kinds of information from media sources and improve the number of advances vocabularies that they used while practicing speaking with their classmates. To summarize, integrating news and media literacy has a substantial impact on enhancing students' speaking skills among four-semester students of English Language Education in Pekanbaru.

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1. INTRODUCTION

The role of technology cannot be overlooked in English study rooms. The growth of technology gives new chances to educators to implement online sources in the classroom. It seems to provide depth and interest to both the teaching and learning processes. Following that, teachers can get numerous advantages from the use of technology, such as providing safe, inspiring, and engaging settings (Idayani & Sailun, 2017). One strategy that allows teachers to connect their curricula with their students and standards in innovative and exciting ways is media literacy (Meehan, Ray, Walker, Wells, & Schwarz, 2015). Positively, if educators and learners have satisfactory access to the web, there are countless broad online media sources that can be applied in the learning process.

Moreover, as a user of online media, students tend to advance their skills and habits to use news and media literacy in the process of learning. They need to be fashionable for being able to enter the media from a basic level until a higher standard. The use of Media literacy inspires students to have a question, evaluate, understand the material on that media and appreciate them to expand their knowledge about the vast of technology for education. Therefore, to implement the media in a demanding way based on certain key concepts, to analyse and evaluate it based on that implementation in a classroom. The general consensus on media literacy is that learning how websites, television, newspapers, social media, radio shows, games, and applications are produced can help people acquire critical perspectives on what is and is not excellent material (Nettlefold & Williams, 2021). In addition, Livingstone (2004) mentioned that, the ability to access, comprehend, and generate messages in a range of setting is referred to as media literacy. As a result, the basic definition of media literacy has begun to change. While traditionally, media literacy has been associated with spoken or written applications, it now encompasses a broad range of situations in which meanings can be formed. Media literacy, for example, is one of the new multiple literacies.

Besides that, the skills of News literacy are important for students to recognize opinion, reality and fake news. However, students tend to determine which information or data are biased, fake and fact. If the learners are accustomed to follow the up-to-date news, it will give an impact to their ability to seek people's point of view, be more tolerant and sympathy, and then can manage their emotions when debating issues. Nowadays, students are prepared to have problem-solving skills and critical thinking to face problems; therefore, news literacy skills are important for them in a democracy system. As a result, it's realistic to assume that consuming will have an impact on an individual's degree of news media literacy across all four dimensions: knowledge of media structures, consciousness, self-efficacy, and awareness of media impacts (Mcwhorter, 2019). Then, Farmer (2019) emphasizes that mass media dominate everyone's environment, impacting individual world perspectives and decision-making even when they aren't looking for information. People must therefore assess and evaluate mass media messages consciously and critically before deciding how to react. They will not be able to make rational decisions if they do not do so, and they will face the repercussions of their assumptions or ignorance. They have to be well-versed in recent issues. Furthermore, news literacy is a type of contextual information that focuses how platform and social environments impact users' attitudes, intentions, and perceptions of agency (Swart, 2021).

Many previous studies have found that media literacy can help second-language learners improve their oral skills. Bilotserkovets et al., (2021) investigated students' skill on media literacy especially in the virtual classroom. Media sources, according to the author, are extremely important since they supply students with a variety of information regarding linguistic discourses, syntactic structures, pronunciation, and grammatical forms. Similarly, media literacy is skills that are necessary in the digital era, especially for supporting students' opinions from the information that they got from news and media (Fleming, 2014). Next, the study by Kung (2016), it was discovered that improving media literacy helps students enhance their speaking abilities. Kim (2018) also stated that educators may integrate media literacy in a classroom setting, especially for oral proficiency development. Additionally, media education permits the students to learn independently from a vast number of

online media and give them a barnstorming of some reasons for information published and produced, and then it might affect the way of students thinking and attitudes when communicating with others.

Furthermore, studies have shown that there are many benefits for implementing news and media literacy into a classroom. Considering that media literacy is important to elaborate students' skill in English, it is necessary to see if media literacy can assist students to improve their English competence, in terms of practice their speaking skill in a classroom through news, online newspaper and magazines, e-journals, movies, and videos. In addition, related to this, the researcher interested to conduct a research that focuses on the effectiveness of news and media literacy for speaking practice in higher education.

2. METHODS

Experimental design is used in this study in order to find out the effect of news and media literacy towards students' speaking ability. According to (Creswell, 2014), "the typical method for performing quantitative research is through an experimental design". Therefore, an experimental research is needed to use when the researcher wants to carry out the quantitative research. In this research design, there are two certain groups of classes. The researchers have done treatment in an experimental class which uses news and media literacy, while a control group taught by using traditional methods.

The place of this study was conducted at English Language Education of FKIP-UIR. The respondents of this research were the English students at the four semester of FKIP Universitas Islam Riau, Pekanbaru. Additionally, the researchers chose class 4A and 4B because based on the result of their final test at the previous semester; these two classes reached congruent average achievements. Each class consists of 35 students.

Speaking practice is designed as an instrument of this research which is a form of documentation. Similar ideas from (Gumanti, Yudiar, & Syahrudin, 2016) states that a wide range of physical materials, written forms, and visual object refer to documents. Following that, he argued that the valuable assessment for educational research is a test which can stimulate students to perform their competence individually. In analysing the data, the findings of students' pre-test and post-test in both experimental and control classrooms were calculated using statistical analysis.

Procedures for Teaching Activities

The teaching procedures is based on the traditional paradigm of pre-viewing, viewing, and post-viewing activities proposed by Dvorghets & Shaturnaya, (2015).

Pre-viewing activities; predicting the title of the programme given in class, problem solving, and an information gap exercise are some examples of tasks. The group can present and discuss a topic or theme from the mass media sequence, such as a class presentation of BBC news, videos, online newspaper/magazines, movies, and online journals. The presentation opens with a description of the interviewee's background as well as an outline of in-depth, hard-hitting programmes.

While-viewing activities: Since the goal of the course is to educate students how to assess mass media rather than to grow their vocabulary, the importance of students learning a large number of lexical items should be minimised. Some lines of discourse, however, that are critical to comprehending the interview, should be reread and explained. Some recurring vocabulary elements may be required in order to fully comprehend certain episodes or characters. It may also be necessary to clarify essential topics, make cultural references, or explain particular behaviours that are unknown to students. The teacher should conduct a comprehension check on the learners on a regular basis to determine their general understanding of the story.

Post-viewing activities employed in the study included Presentations, debates, and group discussion. All of them included critical judgement, problem-solving, and reflection exercises. Presentations, debates, and group discussion appear to be the most demanding approaches to

generate class participation. Presentations, debates, and group discussions in the classroom are excellent teaching tools for a variety of themes, among them reinforcing vocabulary, enhancing speaking fluency, and building speaking confidence. Students' participation is valuable for exercising discussion; it strengthens their higher-order critical thinking skills of assessment and analysis of students.

3. FINDINGS AND DISCUSSION

This study discusses data presentation from pre-test and post-test scores, improvement from pre-test and post-test, and percentage improvement of experimental and control classes.

1. Students' Scores in Experimental Class

The treatment was given to the students in the experimental class. Treatments are done in four meetings. Following that, the researcher administered the test to the experimental class. The table 1 illustrates the students' pre-test and post-test scores in experimental class:

Table 1. The Frequency Distribution of Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	5.7	5.7	5.7
	55	1	2.9	2.9	8.6
	58	6	17.1	17.1	25.7
	60	2	5.7	5.7	31.4
	63	8	22.9	22.9	54.3
	65	1	2.9	2.9	57.1
	68	6	17.1	17.1	74.3
	70	1	2.9	2.9	77.1
	73	5	14.3	14.3	91.4
	78	1	2.9	2.9	94.3
	80	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Table 1, shows that the maximum score for students on the speaking test was 80, while the lowest score was 48. Following that, 2 students received 48, 1 student received 55, 6 students received 58, 2 students received 60, 8 students received 63, 1 student received 65, 6 students received 68, 1 student received 70, 5 students received 73, 1 student received 78, and 2 students received 80. Finally, the overall pre-test score in the experimental class was 2,270, with a mean score of 64, 84 which is considered good.

The researcher was given the treatment four times in experimental class after reviewing the results from the pre-test. The researcher instructed the students to watch, listen to, and read news and media literacy resources. Therefore, the students have a chance to choose any kind of materials that they are interested in while learning and teaching. After that, the students practiced speaking to their classmates. Even though the learning process was asynchronous, variation in news and media literacy was required to motivate students in speaking practise. Finally, the students were given a post-test. Table 2 displays the results of post-test.

Table 2. The Frequency Distribution of Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	4	11.4	11.4	11.4
	78	1	2.9	2.9	14.3
	80	3	8.6	8.6	22.9
	83	7	20.0	20.0	42.9
	85	2	5.7	5.7	48.6
	88	6	17.1	17.1	65.7
	90	3	8.6	8.6	74.3
	93	7	20.0	20.0	94.3
	95	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

The results of the students' speaking test in the post-test are shown in table 2. In the experimental class, the total post-test score was 3.008, with a mean of 85.95. The greatest possible score was 95, while the lowest possible score was 75. In Experimental class, the frequency distribution of post-test scores was as follows: 4 students scored 75, 1 student scored 78, 3 students scored 80, 7 students scored 83, 2 students scored 85, 6 students scored 88, 3 students scored 90, 7 students scored 93, and 2 students scored 95. As a result, the learners in the experimental class can be classified as excellent.

2. Students' Scores in Control Class

The *researchers* were given the pre-test and post-test without any instruction in news and media literacy in the control class. Table 3 shows the result of the students' pre-test in the control group.

Table 3. The Frequency Distribution of Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.9	2.9	2.9
	53	2	5.7	5.7	8.6
	58	4	11.4	11.4	20.0
	60	2	5.7	5.7	25.7
	63	5	14.3	14.3	40.0
	65	2	5.7	5.7	45.7
	68	3	8.6	8.6	54.3
	70	2	5.7	5.7	60.0
	73	10	28.6	28.6	88.6
	80	3	8.6	8.6	97.1
	83	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Table 3 presents that 1 student received 50, 2 students received 53, 4 students received 58, 2 students received 60, 5 students received 63, 2 students received 65, 3 students received 68, 2 students received 70, 10 students received 73, 3 students received 80, and 1 student received 83. Finally, the control class's overall pre-test score was 2.350, with a mean score of 67.14, with the highest score of 83 and the lowest score of 50. The students in the control group were rated as good in general.

Table 4. The Frequency Distribution of Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	5.7	5.7	5.7
	63	2	5.7	5.7	11.4
	65	4	11.4	11.4	22.9
	68	3	8.6	8.6	31.4
	70	2	5.7	5.7	37.1
	73	8	22.9	22.9	60.0
	75	3	8.6	8.6	68.6
	78	3	8.6	8.6	77.1
	80	4	11.4	11.4	88.6
	83	2	5.7	5.7	94.3
	85	1	2.9	2.9	97.1
	93	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

In the control class, the total score of post-test was 2.558, and the mean score was 73, 06, which is considered good. The frequency distribution of pre-test scores in control class is as follows; there were 2 students got 60, 2 students got 63, 4 students got 65, 3 students got 68, 2 students got 70, 8 students got 73, 3 students got 75, 3 students got 78, 4 students got 80, 2 students got 83, 1 student got 85 and 1 students got 93.

3. Hypothesis Testing

Based on table 5, the researchers discovered that $t_{observed} > t_{table}$ was significant by 5%. The mean pre-tests score was 49.142 and mean post-test score was 82.293. News and media literacy have a major impact on students' speaking abilities.

Table 5. T-Testing

T-Testing Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pre	49.142	34	.000	64.829	62.15	67.51
post	82.293	34	.000	85.943	83.82	88.07

It can be seen on table 6, it was answered that H_0 and H_a because $t_{observe}$ was $-12.525 > t_{table}$ was 2.032. There was a significant effect on news and media literacy toward Students' Speaking Ability.

Table 6. Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1 pre - post	-21.114	9.973	1.686	-24.540	-17.689	-12.525	34 .000

In addition, Table 6 summarized the findings of the Paired Samples Test. The value of Sig. (2-tailed) in the Paired Sample Test is $0.000 < 0.05$, as shown in the table. Therefore, H_0 is refused but H_a is approved. The Mean Paired Differences value is -21.114, as can be seen in the Paired output table Sample Test. The difference between pre-test and post-test average speaking practice results was -24.540 to -17,689, with a 95 per cent confidence range of -24.540 to -17,689 for this finding. Students who had taken a speaking subject with news and media literacy as a main sources had higher score in speaking performance than those who had not. It's finding because the implication of sources development for speaking subject. The students performed better and their ability to speaking was improved on general. Finally, this study discovered an average difference in students' speaking practice between the pre-test and post-test. To summarize, integrating news and media literacy has a substantial impact on enhancing students' speaking skills among FKIP UIR English Language Education four-semester students.

Discussion

Related to the finding, first and foremost, media literacy education can provide students with a correct understanding of media, a sense of the relevance of media literacy in the information age, the development of students' learning and innovation consciousness, and the building of a proper media concept. When a student has a certain mastery of media knowledge, they can increase their media rights in a range of information filtering and rejection, and learn to effectively employ media power (Tang & Hu, 2017). Teachers need to encourage students' use of technology to find out online sources as media literacy in learning second language. Ashley et al. (2013) stated that Media literacy is essential for recognizing and expanding students' positing thinking, their imagination and entertaining their life.

However, in this study, students have opportunities to use social media, online newspapers and magazines, e-book, videos, movies and online journals as learning materials and they have to discuss with their groups or learn independently before upcoming meeting. Hence, the students have to prepared short presentation by explored their point of view of current issues. This method gives the students chance to analyze the information, give alternative solutions, and build their cognitive knowledge in speaking practice in using wide range of vocabularies. Following that, it also builds up students' creation of choosing materials and develops their basic skill to recognize the authenticity of sources. It also supported by Bilotserkovets et al., 2021 said that the implementation of media literacy enhancing the students to participate in discussion, decrease the anxiety to express their ideas, and build their critical thinking skills while solve the problems. As a result, Kim, (2018) emphasized that technology can be an important component of communicative competence in higher education, which requires cognitive processes and critical thinking in speaking skill. However, when language learners interact with media and technology synchronously and without difficulty, they can engage in more effective learning because it aids cognitive development for meaningful learning based on media information and interpretation. Finally, it can be seen that there were significant effect of news and media literacy to improve the students' speaking practice in higher education.

Previous study has highlighted the significance of a person-centered, needs-based approach, as well as ensuring that older people comprehend the terminology associated with digital technology and media (Xie, Watkins, Golbeck, & Huang, 2012). Furthermore, blended learning and online learning approaches have been employed to promote media literacy in older individuals (Musiin, and Indrajit, 2020). Additionally Schmidt (2012) suggested, regarding the media-saturated character of modern life, it is commonly noted that today's students require new media-related capacities in order to live and contribute in the present and future worlds.

Individuals today need to know more about these challenges than ever. Aside from the practical fact that media literacy skills are becoming increasingly important for gaining employment, such skills are also required to comprehend, appreciate, and participate in social and cultural life. In similar, Rasi et al., (2019) said that interventions in media literacy education must be adapted to the needs of people of all ages, taking into account their various life roles and objectives. To effectively

address the media literacy competences of early children, teens, adults, parents, and older persons, different pedagogical methodologies are required. Media literacy education in old age may assist people critically examine health-related information and services, as well as promote cognitive functioning and social interactions. Furthermore, news media literacy also has impact to students' motivation for consuming news and media literacy (Maksl, Craft, Ashley, & Miller, 2017). Therefore, as college students, it necessary for them for advancing capabilities by learning from news and media literacy in order to develop both analytical and artistic abilities are required after they graduated from university.

4. CONCLUSION

Enhancing students to use news and media literacy are necessary in speaking practice. They have various kinds of information from media sources and improve the number of advanced vocabularies that they used while practicing speaking with their classmates. However, the teachers should frequently give sources of learning from news and media literacy. Hopefully, the students could have a chance to explore their ability in discussing many issues with their teachers and friends. Additionally, news and media literacy are needed to be implemented in the learning process which could develop students' English skill, not only speaking but also other skills such as listening, reading and writing. Lastly, there are significant advantages to assisting college students in developing news and media literacy skills. Media literacy has grown in importance in a society dominated by digital media and visual culture. As a result, it is necessary that students gain skills in media use, creation, and analysis in order to compete in the modern workforce.

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