



The Use of Digital-Based Media in Speech Writing Learning

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ABSTRACT

Based on the above research, the objectives of this study are (1) to describe the design of digital-based learning media in teaching speech writing to eighth-grade students of SMP Negeri 1 Pulubala, (2) to describe the use of digital-based media in teaching speech writing to eighth-grade students of SMP Negeri 1 Pulubala, and (3) to describe the inhibiting factors in the use of digital-based media in teaching speech writing to eighth-grade students of SMP Negeri 1 Pulubala. The research method used is descriptive qualitative. Data collection techniques used interviews, observation, and documentation. The subjects in this study were 27 teachers and eighth-grade students and the object of this study was the results of students' speech writing using digital media. The aspects assessed in writing speech texts were the appropriateness of the speech text content, content organization, accuracy of diction, and accuracy of the speech text structure. Based on the results of the study, the design and use of digital-based learning media such as PowerPoint and YouTube in teaching speech writing have been effective because they are able to present material in a structured manner, provide concrete examples, and increase student understanding, motivation, and activeness. Digital media also supports varied learning strategies and assessment of learning outcomes. However, its use still faces challenges such as limited devices and internet access, necessitating improvements in facilities and infrastructure to optimize learning.

Keywords: digital-based media, speech text, writing

Penggunaan Media Berbasis Digital dalam Pembelajaran Menulis Teks Pidato

ABSTRAK

Berdasarkan penelitian diatas adapun tujuan dalam penelitian ini adalah (1) mendeskripsikan rancangan media pembelajaran berbasis digital dalam pembelajaran menulis teks pidato pada siswa kelas VIII SMP Negeri 1 Pulubala, (2) mendeskripsikan penggunaan media berbasis digital dalam pembelajaran menulis teks pada siswa kelas VIII SMP Negeri 1 Pulubala, dan (3) mendeskripsikan faktor penghambat penggunaan media berbasis digital dalam pembelajaran menulis teks pidato pada siswa kelas VIII SMP Negeri 1 Pulubala. Metode penelitian yang digunakan adalah kualitatif deskriptif. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Subjek dalam penelitian ini guru dan siswa kelas VIII sebanyak 27 orang dan objek dalam penelitian ini hasil menulis teks pidato siswa menggunakan media digital. Aspek yang dinilai dalam penulisan teks pidato adalah kesesuaian isi teks pidato, organisasi isi, ketepatan diksi, ketepatan struktur teks pidato. Berdasarkan hasil peneltan rancangan dan penggunaan media pembelajaran berbasis digital seperti PowerPoint dan YouTube dalam pembelajaran menulis teks pidato telah berjalan efektif karena mampu menyajikan materi secara terstruktur, memberikan contoh konkret, serta meningkatkan pemahaman, motivasi, dan keaktifan peserta didik. Media digital juga mendukung strategi pembelajaran yang variatif dan penilaian hasil belajar. Namun, penggunaannya masih menghadapi kendala seperti keterbatasan perangkat dan jaringan internet, sehingga perlu adanya peningkatan sarana dan prasarana agar pembelajaran dapat berlangsung lebih optimal.

Kata kunci : media berbasis digital, menulis, teks pidato

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INTRODUCTION

Education is a teaching and learning process aimed at honing a person's potential, skills, insight, and personality to become a competent individual capable of playing a role in society. The educational process can take place formally in schools and universities, non-formally, such as in Islamic boarding schools or training institutions, and informally through the family and surrounding environment. Furthermore, education encompasses cognitive aspects related to understanding and knowledge, affective aspects reflecting attitudes and values, and psychomotor aspects related to skills in carrying out actions. The goal is to shape individuals who are intelligent, moral, and independent. According to Wahyudin (2009), education is humanization (an effort to humanize humans), namely an effort to help humans (students) live according to their human dignity. Winkel (1983) defines education as assistance provided by adults to minors so that they reach maturity.

According to Gagne & Briggs (1974), learning media are tools used to convey learning material that can stimulate students to participate in the learning process. Daryanto (2010) defines learning media as anything, whether human, object, or the surrounding environment, that can be used to convey or channel messages in learning, thereby stimulating students' attention, interest, thoughts, and feelings during learning activities. Learning media is divided into several types, such as visual media (images, diagrams, videos), audio media (sound recordings, podcasts), and audiovisual media (films, animations, and interactive multimedia). The use of media can increase learning motivation, strengthen student understanding, facilitate conceptual understanding, and make the learning process more engaging and interactive.

According to Rossi and Breidle, as cited by Sanjaya (2014), learning media encompasses all tools and materials that can be utilized in educational activities, such as radio, television, books, newspapers, magazines, and so on.

According to Rossi, devices such as radio and television can become learning media if they are utilized and programmed for educational purposes. While students listen, take notes, and continue working on practice questions, for speech writing instruction in junior high schools to be successful, teachers need to carefully plan and guide the learning process.

Writing speeches is a crucial skill for junior high school students, opening up opportunities for them to develop in various aspects of their future lives (Endarto & Martadi, 2022). However, in reality, many students still struggle to learn how to compose effective speeches. Several factors contribute to this difficulty, including a lack of adequate mastery of Indonesian language materials (Rahmawati & Roshayanti, 2024-95). Furthermore, there is difficulty finding ideas and concepts to express in speeches, as well as exposure to the use of non-standard Indonesian in the media and in society (Jauhari & Gintin, 2020). This situation demands the attention and effort of teachers to find effective learning strategies to improve speech writing skills.

Based on the author's initial observations during the learning process at SMP Negeri 1 Pulubala, the teacher used several learning media to support the Indonesian language learning process, particularly in writing speeches. However, the teacher had not yet found the right media to motivate students to participate. Therefore, the researcher was interested in investigating this issue. This condition can affect students' creativity in understanding the lesson. To address this issue, the author is interested in examining the use of digital-based learning media to help prevent boredom and enhance student creativity.

METHOD

This study employed a qualitative method with a descriptive approach. This approach was chosen because it aligns with the research objectives. Therefore, the descriptive approach aims to provide an in-depth overview of the use of digital-based learning media by eighth-grade students at



SMP Negeri 1 Pulubala and the factors inhibiting the use of digital-based learning media in writing speeches.

This research was conducted with eighth-grade students at SMP Negeri 1 Pulubala on Jl. Martin Lepoeto, Pulubala Village, Pulubala District, Gorontalo Regency, Gorontalo Province. The research was conducted from October to December 2025.

The data required for this study included digital-based media design, digital media usage, and factors inhibiting digital media use. To determine the design of digital-based learning media, data was sourced from the teaching modules used by teachers. Data on digital media usage came from the learning process, while data on factors inhibiting the use of digital media in speech writing learning came from teachers and grade VIII students of SMP Negeri 1 Pulubala. To obtain valid data in accordance with the research objectives, the data collection techniques used were documentation, observation, and interviews.

This section presents the research findings in accordance with the research focus, namely: (a) How digital-based media is designed for teaching speech writing to eighth-grade students at SMP Negeri 1 Pulubala; (b) How digital-based media is used in teaching speech writing to eighth-grade students at SMP Negeri 1 Pulubala; (c) What factors inhibit the use of digital-based media in learning. These three research findings are described below.

1. Digital-Based Media Design for Teaching Speech Writing

This is demonstrated by the following excerpt from the teaching module:

1.1 Appropriateness of Media to Learning Objectives

Learning Objective

Meeting 5: Students can write a short speech systematically following the correct steps

Utilization of Digital Media

Digital Presentation Media: Teachers can use several simple PowerPoint slides to support student speeches.

The learning objectives for the fifth meeting of this study were aimed at enabling students to write short speeches systematically through the use of digital media in the form of PowerPoint. PowerPoint was used as a means to display examples of speech texts, writing structures, linguistic elements, and steps for composing the text in a coherent manner, thus facilitating students' understanding of the material presented. With the aid of visual displays, text, and explanations presented in PowerPoint, students were expected to be able to express their ideas, concepts, and messages in the form of well-structured speech texts, from the introduction, body, to the conclusion. Therefore, this learning objective emphasized not only writing skills but also how digital media can help improve students' understanding and skills in composing speech texts according to correct rules.

1.2 Appropriateness of Media to Learning Strategy

Learning Methods

Discussion, demonstration (by the teacher or video), simulation, guided practice, assignments.

Differentiated Learning Strategies

- 1) Content Differentiation: Provides a variety of examples of speech texts and videos with different styles and topics (formal, informal, inspirational, informative).
- 2) Process Differentiation: Students can choose the speech delivery method that is most comfortable for them (reading a script, memorizing, or using short notes). The teacher provides differentiated guidance based on the students' confidence levels.
- 3) Product Differentiation: The final project can be a written speech script, a video recording of the speech, or a live performance in front of the class.

The learning methods used in this activity include discussions, demonstrations, simulations, guided practice, and assignments, all integrated with digital media such as YouTube and PowerPoint. During the implementation, the teacher uses PowerPoint to explain the material coherently, such as the structure of the speech text, linguistic features, writing steps, and examples of speech outlines. Meanwhile, YouTube is used to display video examples of speeches with various delivery styles and themes so that students gain a concrete understanding of the form and method of speech delivery.

1.3 Media Suitability for Summative Assessment Evaluation

Summative Assessment

Product (Project):

Speech Manuscript: Assessment of the final speech written by students. The rubric covers: topic suitability, completeness of structure, strength of arguments and data, and use of persuasive sentences.

Practice (Performance):

Speech Performance: Assessment of students delivering a speech in front of the class. The rubric covers: fluency, intonation, expression, eye contact, and gestures.

Evaluation in this lesson is adapted to the use of digital media such as YouTube and PowerPoint to support the learning process. In the product assessment, students are asked to prepare a final speech manuscript after first gaining an understanding of the material through PowerPoint slides that include structure, writing steps, and examples of speech texts. The resulting manuscript is assessed based on topic suitability, completeness of structure, strength of content, and use of persuasive sentences. Meanwhile, in the practical assessment, students present a speech in front of the class or through a video recording inspired by example speeches shown on YouTube. Assessment focuses on fluency, intonation, expression, eye contact, and gestures. Thus, digital

media not only assists in delivering material but also serves as a reference in assessing student learning outcomes.

2. Use of Digital-Based Media in Speech Writing Learning

Researchers found that the use of digital-based media in speech writing activities in eighth grade students at SMP Negeri 1 Pulubala was successful and aligned with the learning objectives set by the teacher, namely: After watching videos and PowerPoint presentations, students were able to write speeches. The available equipment included laptops and LCDs to display several short videos on YouTube to help students understand the material more easily and become more enthusiastic about participating in the lesson. In addition to YouTube, PowerPoint presentations were also used in the lesson because they can help teachers present slides and help teachers deliver material in a more systematic and understandable manner. This can be seen in Figure 1 below.



Figure 1
Use of Digital-Based Media

In Figure 4.1 above, the teacher plays a video of a speech via digital media as an authentic illustration. Through the video, students are invited to pay attention to the speech delivery technique, content structure, language choice, and implied messages. This activity helps students gain a clear understanding of the speech text, making it easier for them to compose a series of written texts. Digital media also facilitates students' independent review of the material, both at school and at home.

Next, in the speech writing process, students are guided to utilize digital media as a tool for developing ideas. Students search for reference sources online that are relevant to the chosen speech theme, then record their ideas, paying attention to the structure of the introduction, body, and conclusion. The teacher uses a word processing application to facilitate students' efficient and organized composition, revising, and refining the speech text. This can be seen in Figure 2 below.



Figure 2
Student Activity Writing a Speech Text Using Digital Media under Teacher Guidance

Based on the results of this study, the researcher concluded that the use of digital-based media in teaching speech writing in eighth-grade students at SMP Negeri 1 Pulubala has been successful and effective. Digital media such as YouTube, PowerPoint, the internet, and word processing applications can help teachers deliver material in a more systematic, engaging, and easy-to-understand manner. Through speech videos and presentation slides, students gain a concrete understanding of the structure, language, and delivery techniques of speeches, making it easier to express their ideas in writing. Furthermore, the use of digital media also encourages students to be more active in seeking references, developing ideas, writing, and revising speech texts. Thus, digital-based media not only enhances student understanding of the material but also creates more

dynamic, interactive learning, and encourages active student engagement.



Figure 3
Uploading a student's best speech video to a YouTube channel

Figure 3 above shows an upload of a student's best speech video to a YouTube channel. Based on research findings, uploading a student's best speech video to a YouTube channel is both a form of appreciation and an effective learning strategy because it can increase students' motivation, self-confidence, and public speaking skills, while also serving as a reflection tool for future improvement.

3. Factors Influencing the Use of Digital-Based Learning Media in Writing Speech Text

From the results of interviews conducted by researchers with teachers and eighth-grade students at SMP Negeri 1 Pulubala, several factors influenced the use of digital-based learning media in writing speech texts, as shown below.

1) What are your thoughts on learning to write speeches using digital media?

Teacher Response

Learning to write speeches using digital media is very helpful in conveying material.

Student Response

Learning to write speeches using digital media feels more engaging and less boring, and it allows you to confidently express your opinions during discussions.

2) What media have been most helpful to you in learning to write speeches?

Teacher Response

The most helpful media in learning to write speeches are presentation slides (PowerPoint) and sample speech videos.

Student Response

Through videos on YouTube, students can see live examples of speeches, making it easier to understand the content and delivery of the speech. Slides also help students because they clearly and easily convey important points..

3) Does learning with digital media motivate you?

Teacher Response

Yes, digital media greatly helps teachers present material in a varied way, which results in increased student participation and engagement during learning.

Student Response

Digital media makes students more enthusiastic about participating in lessons and more active in discussions and assignments.

4) Do you have any suggestions or comments regarding digital-based learning media for writing speeches?

Teacher Response

Teachers hope for improved supporting facilities, especially a more stable internet connection, so that digital media can be utilized optimally.

Student Response

Students provide positive feedback on the use of digital learning media, as they find it engaging and helpful in understanding the material.

5) Are there any obstacles to using learning media?

Teacher Response

The limited number of devices, such as laptops and LCD projectors, along with unstable

internet connections, such as power outages or slow internet connections, can hinder the smooth learning process.

Student Response

Sometimes, students experience difficulty following the material presented. Furthermore, not all students have personal devices, so digital media cannot be fully utilized.

Based on the results of teacher interviews and the implementation of digital learning media for speech writing, it can be concluded that learning to write speeches using digital media has a positive impact on both teachers and students. Digital media significantly facilitates the delivery of material because it can be presented in a more engaging and varied manner. The use of presentation slides and videos, particularly those from YouTube, makes it easier for students to understand the structure, content, and techniques for delivering a speech effectively.

DISCUSSION

Based on the results of research conducted in class VIII of SMP Negeri 1 Pulubala, the use of digital-based learning media in learning to write speech texts has a positive influence on the process and results of student learning. According to Haris (Fandir et al. 2024), the use of technology such as interactive learning applications can increase student engagement. The use of digital media has also been shown to increase student motivation and engagement in the learning process. Visualization of material through videos and slide shows makes learning more interesting and not monotonous, Bawden (Rizky widia kardika et al. 2023) states that digital literacy is a combination of several forms of literacy, namely: computer, information, technology, visual, media and communication. so that students more easily grasp information and are actively involved. When teachers show examples of speeches through videos, students can directly observe the use of



intonation, facial expressions, and good delivery techniques. However, in its implementation there are several challenges that need to be considered. Not all students have access to adequate devices or a stable internet network, so the learning process is sometimes hampered. Teachers overcome these obstacles by providing alternative offline learning and providing direct guidance at school. This effort ensures that all students can continue to participate in learning evenly without falling behind. The learning steps taken by teachers also support the successful implementation of digital media. In the preparation stage, teachers have carefully designed the use of media through lesson plans that are relevant to the characteristics of the material and student abilities. In the implementation stage, digital media is used regularly to provide explanations, examples, and stimuli to students. Meanwhile, in the evaluation and reflection stage, teachers assess students' writing based on structure, content, and language use, while also providing opportunities for students to share their experiences during the learning process. Overall, the results of the study indicate that the use of digital-based learning media contributes significantly to improving students' ability to write speech texts. This is in accordance with Rohani's statement (2004) that learning media is a means of communication in the teaching and learning process that can clarify the meaning of the message conveyed. Digital media facilitates student understanding, increases learning motivation, and creates a more interesting and collaborative learning atmosphere.

CONCLUSION

Based on research findings, the use of digital-based learning media in teaching speech writing for eighth-grade students at SMP Negeri 1 Pulubala has been shown to have a positive impact on student learning processes and outcomes. Digital media such as PowerPoint, instructional videos, YouTube, and Google Classroom help teachers present material in a more engaging, interactive,

and accessible manner. Through the use of these media, students more easily understand the structure, linguistic features, and delivery techniques of speeches, leading to greater engagement, enthusiasm, and creativity in composing speeches.

The results also showed that students' speech writing skills were in the good category, with an average score of 83 out of 27 students, indicating that the majority of students had achieved the learning completion criteria. This improvement in learning outcomes demonstrates the effectiveness of using digital media in improving speech writing competency.

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