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EXPLORING THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION OF REFERENCE BOOKS AND THEIR ORAL PRESENTATION SKILLS IN LEARNING MATERIALS THROUGH YOUTUBE

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Abstract: This study investigates the correlation between students' reference book reading comprehension and their oral presentation skills when delivering educational content through YouTube. Despite extensive research on language skills development, the specific relationship between academic reading comprehension and digital presentation capabilities remains underexplored. Using an explanatory correlational design, this study assessed 7th-semester English Education students at Universitas Islam Nusantara through reading comprehension tests, YouTube presentation evaluations, and perception questionaires. Result revealed a strong positive correlation ($r = 0.712$, $p = 0.009$) between reference book comprehension and presentations effectiveness, particularly in content structure, clarity, and delivery confidence. Regression analysis demonstrated that reading comprehension activities significantly predicts oral presentations performance, suggesting that integrated pedagogical approaches combining reading comprehension activities with digital presentation practice could enhance students' communication competencies. These findings contribute to our understanding of digital literacy development in language education and highlight the potential of YouTube as a platform for self-assessment and skills enhancement

Keywords: *reading comprehension; oral presentation skills; digital pedagogy; YouTube-assisted learning; language education; higher education; multimodal literacy.*

INTRODUCTION

The contemporary educational landscape increasingly demands students to demonstrate proficiency across multiple domains, particularly in reading comprehension and oral presentation skills, which serve as fundamental pillars for academic success in language education (Creswell, 2015). Reading comprehension functions as an interactive cognitive process that facilitates critical engagement with textual materials, enabling deep understanding and long-term retention of academic content (Gaffar et al., 2024). This cognitive process involves more than mere word recognition; it requires readers to synthesize complex ideas, evaluate arguments, and construct meaningful connections between prior knowledge and new information (Alzoubi et al., 2023). The significance of reading comprehension extends beyond individual learning, as it directly influences students' ability to articulate their understanding through various communicative modalities.

Reference books occupy a particularly crucial position in this educational framework, providing students with comprehensive theoretical foundations and practical applications that facilitate knowledge organization and critical thinking development (Prastawa, 2025). These scholarly resources serve as bridges between abstract concepts and real-world applications, enabling students to develop sophisticated analytical skills while building content expertise in their respective fields (Hertita et al., 2023). The interactive engagement with reference materials not only enhances cognitive processing capabilities

but also equips students with the conceptual vocabulary and structural frameworks necessary for effective academic communication across diverse contexts.

Despite the recognized benefits of strong reading comprehension abilities, contemporary students frequently encounter significant challenges when attempting to transform their textual understanding into compelling oral presentations, a skill set that proves essential for success in both academic and professional environments (Apridayani et al., 2024). This issue often stems from comprehension difficulties among Indonesian EFL students, highlighting the need for innovative pedagogical approaches (Ramadhianti & Somba, 2023a).These communication difficulties are often exacerbated by insufficient practice opportunities, diminished confidence levels, and inadequate systematic training in public speaking methodologies (Rencewigg & Joseph, 2024). The ability to deliver effective oral presentations represents a critical competency for university students, who must demonstrate their capacity to convey complex ideas clearly, persuasively, and engagingly to diverse audiences while maintaining academic rigor and intellectual integrity.

The rapid integration of digital media platforms into educational frameworks, particularly video-sharing platforms such as YouTube, has created unprecedented opportunities for innovative pedagogical approaches to speaking skill development (Akihary et al., 2023). Research demonstrates that video-based learning environments facilitate comprehensive self-assessment processes, enabling students to critically analyze their performance while receiving constructive feedback from both peers and instructors through accessible digital platforms (Abubakar, 2023). The interactive and multimedia nature of YouTube not only enhances student comprehension of presentation techniques but also promotes increased engagement, motivation, and information retention through visual and auditory learning modalities (Khubayi et al., 2024). Furthermore, digital platforms provide students with opportunities to develop essential 21st-century skills, including digital literacy, technological proficiency, and multimodal communication competencies that align with modern workplace requirements (Kusumadewi & Puspitorini, 2024).

However, substantial gaps remain in our understanding of how students effectively integrate their reading comprehension abilities with digital oral presentation skills, which may significantly impact the overall effectiveness of their academic communication strategies (Wahyuni & Styaningsih, 2023). Existing literature has explored various aspects of the relationship between reading comprehension and speaking abilities, yet significant research gaps persist regarding the specific influence of digital tools and platforms on this critical connection. (Ramadhianti & Somba, 2023) identified significant reading comprehension difficulties among Indonesian EFL students, highlighting the need for innovative pedagogical approaches that address these challenges while developing complementary communication skills. For instance, while (Wangchuk, 2024) identified a moderate correlation between reading comprehension and general speaking skills, this investigation did not examine the unique affordances of digital media platforms such as YouTube or address the nonverbal and technical aspects of multimedia presentations. Similarly, although (Pasaribu et al., 2024) focused on self-evaluation methodologies through video recording technologies, their research did not adequately address the fundamental relationship between systematic reading strategies and digital oral presentation effectiveness.

Recent studies have begun to illuminate the potential of YouTube as an educational tool for enhancing oral presentation capabilities. (Juliana et al., 2024) demonstrated that YouTube platforms enable students to receive valuable peer feedback, which can be systematically utilized to improve presentation skills through iterative refinement processes. The availability of diverse presentation models and techniques through online video resources provides concrete examples of effective communication strategies that students can adapt and implement in their own presentations (Harefa et al., 2025). Additionally, research supports the notion that digital media integration, including online video platforms, can significantly boost student engagement and motivation throughout the learning process, creating more dynamic and interactive educational experiences (Suseno et al., 2023). (Soleha & Firmansyah, 2024b) further demonstrated the effectiveness of project-based learning models assisted by YouTube media in improving student learning outcomes in arts education, showing the platform's versatility across different subject areas.

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The theoretical foundation for understanding the connection between reading comprehension and oral presentation skills draws from cognitive load theory and constructivist learning principles. Sanca et al (2024) found that reading interest and reading comprehension ability jointly influence speaking skills, suggesting that students who demonstrate higher levels of engagement with textual materials also exhibit superior oral communication capabilities. This finding aligns with research indicating that comprehensive understanding of source materials provides speakers with the conceptual foundation necessary for confident and articulate presentation delivery (Oranpattanachai, 2023).

Contemporary educational research emphasizes the importance of multimodal literacy development, recognizing that students must navigate increasingly complex information landscapes that require integration of textual, visual, and auditory processing skills Salmerón et al. (2023). Maulidi et al. (2025) investigated the relationship between reading comprehension ability and reading habits towards story writing skills, demonstrating the interconnected nature of literacy skills and supporting the theoretical foundation for examining connections between reading and oral presentation abilities. The ability to synthesize information from reference books and translate this understanding into engaging digital presentations represents a sophisticated form of academic literacy that extends beyond traditional reading and speaking competencies. This integrated approach to skill development reflects the evolving demands of higher education, where students are expected to demonstrate mastery through diverse assessment modalities that mirror real-world professional communication requirements (Haryati et al., 2024).

This study aims to address these critical research gaps by systematically investigating the relationship between students' reading comprehension of reference materials and their ability to deliver effective oral presentations through YouTube platforms. The research will examine multiple dimensions of this relationship, including content organization strategies, digital editing techniques, presentation structure, and the overall effectiveness of multimedia communication in enhancing academic discourse (Rahmawati et al., 2024). This investigation holds particular significance as it contributes to our evolving understanding of how traditional academic reading skills can be leveraged to improve digital speaking competencies, an area that has received limited attention in previous educational research literature.

The primary objective of this study is to determine whether a significant correlation exists between students' comprehension of academic reference books and their demonstrated ability to create and deliver effective presentations through YouTube platforms. By systematically examining the factors that contribute to successful communication in digital learning environments, this research will provide valuable insights into the challenges students face when attempting to integrate reading comprehension with technological presentation skills. Furthermore, the study will offer evidence-based recommendations for enhancing pedagogical approaches that support student learning through the strategic integration of traditional academic literacy with emerging digital communication technologies.

METHOD

This research employs an explanatory correlational design to examine the relationship between students' reading comprehension of reference books (independent variable) and their oral presentation skills on YouTube (dependent variable). The study adopts a quantitative approach, utilizing Pearson's correlation coefficient to measure the strength and significance of this relationship. Regression analysis was also conducted to explain how reading comprehension contributes to the variance in oral presentation skills, aligning with the study's aim to explore causal tendencies rather than simply describing associations.

Data were collected from 25-30 7th semester students of English Education Program at Universitas Islam Nusantara. Two instruments were used: reading comprehension based on the reference book Translation: A Theoretical & Practical Guide to Translation by Suryawinata and Hariyanto and an oral presentation assignment on YouTube. For the oral presentation assessment, a rubric consisting of five criteria-material mastery, presentation structure, speaking skills (including pronunciation, intonation, and fluency), slide visualization, and ability to answer questions-was used. Each criterion was rated on a five-point scale from 1 (Poor) to 5 (Excellent). Two independent raters, lecturers from the Department of English Education, evaluated the students' performances.

The study analyzed data using descriptive statistics, Pearson's correlation analysis, and simple linear regression to understand the connection between reading comprehension ability

and oral presentation skills. It was conducted with the approval of the research ethics committee at Universitas Islam Nusantara, ensuring compliance with ethical standards in research involving human subjects. The study aimed to determine the extent to which reading comprehension ability explained the variation in oral presentation skills.

RESULTS AND DISCUSSION

The study examined students' reading comprehension skills based on the *Practices of Translating and Interpreting* course, using the reference book *Translation: Bahasan Teori & Penuntun Praktis Menerjemahkan* by Zuchridin Suryawinata & Sugeng Hariyanto. The assessment of students' reading comprehension skills, based on the *Practices of Translating and Interpreting* course, evaluated five key aspects: Structure Completeness, Translation Accuracy, Formal Language, Clarity & Coherence, and Formatting & Systematics. The results showed that 50% of the students achieved scores within the Very Good category, scoring between 18 and 20 points. Specifically, students who worked on Articles 2, 3, 4, 5, and 6 demonstrated consistently high performance, achieving scores ranging from 18 to 20, with Article 2, Article 3, and Article 6 attaining perfect scores of 20. On the other hand, the remaining 50% of students fell into the Good category, with scores ranging between 16 and 17 points. Articles such as Article 1, Article 7, Article 8, Article 9, Article 10, Article 11, and Article 12 received slightly lower marks, primarily due to inconsistencies in Translation Accuracy and Clarity & Coherence, which were observed to have more variation compared to other aspects. Despite these variations, none of the students received a total score below 16, indicating a generally strong performance in reading comprehension and translation skills.

Similarly, in the evaluation of students' oral presentation skills on YouTube, performance was assessed based on five criteria: Mastery of Material, Presentation Structure, Speaking Skills, Slide Visualization, and Ability to Answer Questions. The results mirrored the trends observed in the reading comprehension assessment, with 50% of students achieving scores in the Very Good category (18-20 points) and the remaining 50% in the Good category (16-17 points). Notably, students presenting Video 2, Video 3, Video 4, and Video 5 achieved some of the highest scores, with Video 5 attaining a perfect score of 20 points. These students demonstrated strong material mastery and well-structured presentations, with high engagement in answering questions. Conversely, presentations such as Video 1, Video 7, Video 9, Video 10, and Video 12 received lower but still commendable scores, largely due to weaker slide visualization or minor inconsistencies in presentation structure. Nevertheless, no students scored below 16 points, indicating that all participants demonstrated at least a good level of proficiency in oral presentation skills.

Quantitative analysis revealed that there was a strong and significant correlation between students' reading comprehension and their oral presentation skills. Pearson's correlation coefficient yielded an r-value of **0.712** with a p-value **of 0.009 p < 0.01)**, indicating a significant positive relationship between the two variables.

Table 1. *Correlation analysis*

Variable	r-value	p-value
Reading Comprehension & Oral Presentation	0.712	0.009

These findings align with contemporary research affirming that strong reading skills contribute to improved speaking abilities, particularly in academic contexts (Lin, 2024). The regression analysis demonstrated that presentation skills significantly predict reading comprehension performance, with each unit increase in presentation skills corresponding to a 0.938-point increase in reading comprehension scores. The Beta coefficient (0.712) confirms this significant contribution, with t-test results (t = 3.204) exceeding the critical value, thus rejecting the null hypothesis and confirming the significant positive influence.

Table 2. *Hypothesis test*

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model	B	Std. Error	Beta		
(Constant)	1.092	5.210		.210	.838

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					.009
Presentation	.938	.293	.712	3.204	.838
					.009

These results support previous research demonstrating connections between reading comprehension and speaking abilities. (Mohebbi, 2025) emphasized the importance of enabling learner independence and self-regulation in language education, which aligns with this study's findings that students with stronger reading comprehension demonstrate greater autonomy in organizing and delivering digital presentations. The integration of AI tools and digital platforms, as discussed by Mohebbi, further supports the notion that technology-enhanced learning environments can facilitate the development of interconnected language skills.

The findings complement research by (Riski & Wahyuni, 2023), who developed mobile-assisted language learning (MALL) based reading comprehension tests, demonstrating the effectiveness of technology integration in language assessment. Their work supports this study's approach of using digital platforms for both skill development and evaluation, suggesting that technological integration enhances both learning and assessment processes.

The study's results also align with Wijayanti et al.(2025), who investigated the quality of presentation slide design and oral communication in higher education, finding that visual design elements significantly impact presentation effectiveness. This supports the current study's findings regarding the importance of slide visualization as a component of successful YouTube presentations. Similarly, (Yüce & Curle, 2025) examined the effects of academic oral presentations on EFL students' oral communication strategy use, demonstrating that systematic presentation practice enhances students' strategic communication competencies, which aligns with the strong correlation found in this research.

Furthermore, (Wu, 2024) investigation of vocabulary proficiency enhancement through YouTube in EFL contexts provides additional support for the platform's educational effectiveness. The research demonstrated that YouTube-based learning environments facilitate self-directed vocabulary acquisition while improving overall language proficiency, complementing this study's findings about the platform's utility for integrated skill development.

The theoretical framework is further strengthened by several additional studies that demonstrate the interconnected nature of language skills development. Collaborative approaches, such as the writing circles strategy, can enhance academic writing skills in EFL classrooms, which parallels the collaborative potential of YouTube-based presentations (Alhazmi & Elamin, 2023a). The research by (Dewi & Uliantari, 2023) on the effect of using digital diorama on students' speaking skill performance provides additional evidence that innovative digital tools can significantly enhance oral communication abilities.

Furthermore, the post-pandemic educational context provides additional relevance to this study. Haryati et al. (2024) investigated students' reflections on hybrid learning environments at higher education level post-COVID-19 pandemic, identifying opportunities and barriers in dealing with hybrid learning modalities. Their findings support the current study's focus on digital presentation platforms as essential components of contemporary education, highlighting the increased importance of digital communication skills in hybrid learning contexts.

Additionally, Ernita, (2025) research on YouTube video applications in Mathematical Physics lectures demonstrated the platform's effectiveness in enhancing students' conceptual understanding across STEM disciplines. This interdisciplinary support suggests that the correlation between reading comprehension and digital presentation skills may extend beyond language education contexts, indicating broader educational implications for the current findings.

Furthermore, Robillos (2023) investigated the effect of metacognitive-based digital graphic organizers on learners' oral presentation skills and self-regulation awareness. The findings from that study support the current research by demonstrating that digital tools can enhance students' metacognitive awareness of their presentation skills, which may contribute to the strong correlation observed between reading comprehension and presentation effectiveness in the current study.

The research findings also align with Heard's (2025) investigation into foundation pathway teachers' beliefs about incorporating digital pedagogy to increase student engagement. The strong correlation found in this study suggests that digital platforms like YouTube not only engage students but also provide meaningful connections

between different language skills, supporting integrated pedagogical approaches that Heard advocated.

Additionally, the results support (Lin, 2024) exploration of argumentation-based inquiry effects on EFL students' oral presentation skills and willingness to communicate. The strong positive correlation (r = 0.712) found in this study reinforces Lin's findings that comprehensive language input (through reading) significantly influences oral output quality and student confidence in presentation contexts.

The study's emphasis on digital literacy development resonates with (Aithal & Aithal, 2023) framework for empowering educators through digital pedagogies. Their comprehensive approach to faculty development strategies provides context for understanding how the integration of reading comprehension with digital presentation skills represents a sophisticated form of 21st-century academic literacy that extends beyond traditional language learning paradigms.

Contemporary educational contexts further support the relevance of this research. Wijayanti et al.(2025) investigated the quality of presentation slide design and oral communication in higher education, finding that visual design elements significantly impact presentation effectiveness. This supports the current study's findings regarding slide visualization as a crucial component of successful YouTube presentations. Similarly, Yüce and Curle (2025) examined the effects of academic oral presentations on EFL students' oral communication strategy use, demonstrating that systematic presentation practice enhances students' strategic communication competencies.

The findings of this study also connect with broader educational assessment methodologies. (Riski & Wahyuni, 2023b) developed MALL-based reading comprehension tests using Quizizz for seventh-grade students, demonstrating the effectiveness of gamified digital assessment tools in language learning. Their approach complements this study's use of digital platforms for skill evaluation and development. Similarly, (Wahyuni & Styaningsih, 2023) investigated the effectiveness of Quizizz as web-based learning media in teaching reading comprehension, finding significant improvements in student engagement and comprehension outcomes when technology-enhanced methods are employed.

The systematic literature review approach is further validated by (Suseno & Darma, 2024) comprehensive examination of YouTube's role in enhancing speaking skills. Their systematic review methodology provides empirical support for the educational effectiveness of YouTube platforms, reinforcing the theoretical foundation of this study. Additionally, (Wu, 2024) investigation of vocabulary proficiency enhancement through YouTube in EFL contexts demonstrates the platform's multifaceted educational applications, showing that students can simultaneously develop vocabulary knowledge and self-directed learning capabilities through structured YouTube-based activities.

The interdisciplinary nature of digital literacy development is evidenced by (Resti et al., 2024) research on technology-based learning media utilization as tools for improving elementary students' digital literacy skills. Their findings demonstrate the scalability of digital integration across educational levels, supporting the broader implications of this study for curriculum development. Additionally, Sulistyahadi & Rosiana, (2025) investigated YouTube-assisted CCUI methods to enhance students' social critical thinking in sociolinguistic studies, demonstrating the platform's versatility across different educational contexts and cognitive domains.

Additional support for these findings comes from Suardika (2023), who investigated the use of oral presentation techniques to improve communication skills in social studies learning, demonstrating the interdisciplinary applicability of presentation skill development. Their research showed that structured oral presentations significantly enhanced students' ability to communicate complex social concepts, supporting this study's findings about the relationship between comprehension and presentation effectiveness.

Moreover, Fathira et al. (2024) examined digital literacy enhancement through YouTube in English phonology classes, finding positive student perceptions regarding the platform's educational utility. Their research on students' perceptions aligns with the current study's approach of using YouTube as an educational platform, providing additional evidence for the platform's acceptance and effectiveness in language learning contexts.

The integration of digital pedagogy is further supported by (Dewi & Uliantari, 2023), who examined the effect of using digital diorama on students' speaking skill performance, demonstrating that innovative digital tools can significantly enhance oral communication abilities. Similarly, (Kusumadewi & Puspitorini, 2024)

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investigated the integration of YouTube in learning, finding that it not only improves oral presentation skills but also enhances students' digital literacy and 21st century skills, aligning with the current study's dual focus on communication and digital competencies.

The effectiveness of YouTube as an educational platform receives additional validation from multiple sources. (Suseno & Darma, 2024) conducted a systematic literature review on enhancing speaking skills through YouTube, providing comprehensive evidence for the platform's effectiveness in language education contexts. Their systematic review complements Soleha & Firmansyah, (2024) empirical study, which demonstrated the effectiveness of project-based learning models assisted by YouTube media in improving student learning outcomes across different educational contexts. These findings collectively support the theoretical foundation for using YouTube as a legitimate educational platform for skill development.

The methodological approach of this study is further supported by (Anuar et al., 2023), who investigated fear of oral presentations through pair versus group formats. Their findings about presentation anxiety and format preferences provide important context for understanding the psychological factors that may influence the correlation between reading comprehension and presentation performance observed in this study. (Alhazmi & Elamin, 2023) examined the effectiveness of writing circles strategy in developing academic writing skills in EFL classrooms, demonstrating how collaborative approaches can enhance language skill development, which parallels the collaborative potential of YouTube-based presentations.

The integration of technology in language education is further supported by (Mendoza & Cruz, 2024), who compared silent and oral reading methods for improving English reading comprehension among generation alpha pupils. Their findings suggest that multimodal approaches to reading instruction can enhance comprehension outcomes, supporting this study's integrated approach to skill development. Additionally, (Suseno & DARMA, 2024) conducted a systematic literature review on enhancing speaking skills through YouTube, providing comprehensive evidence for the platform's effectiveness in language education contexts.

Despite its contributions, this study has several limitations. First, the relatively small sample size of 25–30 students, all from a single institution, limits the generalizability of the findings. The study's focus on a specific course and a single reference book may also restrict applicability across different academic disciplines. Furthermore, the reliance on recorded YouTube presentations might not fully capture spontaneous speaking abilities that occur during live interactions. There is also a possibility of self-selection bias, as students comfortable with digital technology might have performed better. Future studies should consider larger, more diverse samples, varied academic contexts, and different modes of oral presentation to strengthen external validity.

The findings offer significant pedagogical implications for contemporary language education. Integrating reading comprehension activities with digital presentation assignments could provide dual benefits by strengthening both cognitive processing and communication competencies. Curriculum designers should implement project-based learning modules requiring students to critically engage with reference materials while articulating their understanding through multimedia formats. The study supports Maisarah and Rusnilawati's (2025) AR-assisted RADEC learning model approach, which encourages critical thinking through integrated reading, discussion, and creation activities.

Fostering students' reflective abilities through structured peer and instructor feedback on recorded presentations may further enhance academic and professional communication skills. In today's digital landscape, embedding digital literacy development within traditional academic competencies better prepares students for future educational and career challenges, aligning with Fisher et al. (2024) recommendations for flipped learning approaches in higher education English language teaching.

CONCLUSION

This study demonstrates a significant correlation ($r = 0.712$, $p = 0.009$) between students' reading comprehension in the Practices of Translating and Interpreting course and their YouTube presentation performance. The regression analysis confirms that presentation skills significantly predict reading comprehension performance, indicating the importance of integrated skill development in language education.

The findings align with contemporary research emphasizing multimodal literacy development and digital pedagogy integration. The study contributes to educational literature by demonstrating that

digital presentations require both technical and academic competencies, supporting pedagogical approaches that combine reading assignments with digital presentation practice to enhance students' comprehensive academic communication abilities.

These results have important implications for curriculum development and instructional design, suggesting that integrated approaches combining traditional reading comprehension with digital presentation skills can effectively prepare students for 21st-century communication demands. The findings are further supported by (Resti et al., 2024b), who investigated technology-based learning media utilization as tools for improving elementary students' digital literacy skills, demonstrating the scalability of digital integration across educational levels.

The study's conclusions align with (Nirmalasari et al., 2024) analysis of non-text reference book feasibility as popular reading materials, which emphasized the importance of diverse reading resources in educational contexts. Their work supports this study's focus on reference book utilization and its impact on academic skill development. Future research should explore these relationships across diverse educational contexts and disciplines to further validate and extend these findings, potentially incorporating the digital pedagogy frameworks suggested by contemporary educational researchers.

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