Enhancing Digital Literacy through the Role of YouTube in English Phonology Class: Students' Perception

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Abstract:
The YouTube is beneficial platform in learning and practicing English Phonology in English Phonology lesson. The purpose is to investigate students' perceptions of improving digital literacy through the use of YouTube in English Phonology class. The research approach was descriptively quantitative. Total sampling was used to get the sample for this study, which consisted of 14 students. The data was gathered by asking students to select one of four answers on a Likert scale in the 15-items questionnaire distributed to students using Google form. The data was evaluated after it was collected based on the responses of the students in the questionnaire. The findings revealed that the students' perceptions of improving digital literacy through the function of YouTube in English Phonology class in online learning were satisfied and beneficial. However, just a few students expressed dissatisfaction with using YouTube because the student' lack of using YouTube in daily life to upload and find the best material to the English Phonology. The conclusion of the research was the students' perception in the role of YouTube in enhancing digital literacy' students in English Phonology class was feeling satisfied with the additional access to understand the material and practicing it.

Keywords: digital literacy, the Role of YouTube, English Phonology

1. INTRODUCTION

The Ministry of Education and Culture (Kemdikbud) launched the National Literacy Movement in 2016 in response to the significance of literacy in a country or the lack of interest in literacy in Indonesia. It is supported by Marmoah & Poerwanti, Suharno, (2022), the strategy for improving educational quality in schools is to promote literacy culture management. This leaves out a significant portion of the population that considers itself literate but does not possess the reading abilities needed to do even the most basic functional literacy tasks. Some previous researches did digital literacy like (Murtafi & Putro, 2019) about digital literacy as models of learning; Muhammadiah et al. (2021) digital literacy for improving student's speaking skill; Mulyati & Maesyaroh (2022) digital literacy can develop students character development. In other words, digital literacy is very essential to the students to develop their competence.

To address these issues, teachers must use additional online resources, such as videos from YouTube, to help students become digitally literate (Murtafi et al., 2019). They must

also come up with solutions for class management, curriculum development, the creation of teaching materials, the selection and use of learning media, and assessment of the teaching and learning process when implementing home learning programmes. The inventiveness of the teacher in developing digital literacy may add to the students' interest since it can boost the students' drive to study. Teachers' innovation and inventiveness in improving learning quality are in high demand in the twenty-first century, like the development of the use of YouTube.

Teachers had found it difficult to deal with the realities and challenges of online learning sustaining students literacy during online learning. To achieve successful learning during the Covid-19 epidemic, teacher innovation in constructing online learning in specific courses at higher education should be emphasised. Communication and information can now be transmitted swiftly and simply as technology advances. Technology, when applied correctly, has the potential to significantly contribute to the advancement of crucial disciplines in people's lives. The capacity to absorb and use information from numerous sources accessed by computers is referred to as digital literacy (Nascimbeni & Vosloo, 2019). By having digital literacy, the students can get succeed in school and outside of school (Muhammadiah et al., 2021). The ability to utilise technology appropriately in order to foster healthy contact and communication. This strategy also enables a person to think critically, solve issues, communicate effectively, and cooperate.

In the digital age, using the internet helps people acquire and practise skills indirectly. Understanding digital information serves society in many ways, starting with the individual and extending to the larger community. Digital literacy may save time, as demonstrated by the widespread usage of online resources at any time and from any location (Mulyati & Maesyaroh, 2022). One of popular and wide platform, Youtube, is essential for choosing the video about English phonology because it can now be accessed via smart mobile phones, there is no need to consider which device to use. For previous related findings, Youtube can improve students' speaking skills (Saed et al., 2021); YouTube's effectiveness in learning is due to the students' personal learning style, pleasant environment, and the repetition of video show (Aniroh et al., 2018); and YouTube assists students in conceptualising and testing the effects of the platform on Bangladeshi students' academic performance (Roy, 2023). The researchers did the use of Youtube for learning that can beneficial for academic performance in classroom, but there might not focus on aspect for English Phonology in literary department. In short, this research see the gap of filling the use of Youtube for specific area in English, not only language skills but the concept of phonology.

Based on the background of this research, the formulation of the research is formulated as "How is EFL learners' perception on enhancing digital literacy through the role of YouTube in English Phonology class?"

2. METHOD

The researchers employed quantitative descriptive research approach in their study. According to (Creswell, 2014) a descriptive research is one that seeks to characterise the situation of one or more variables independently. A detailed explanation of the current situation is followed by quantitative descriptive study. This quantitative descriptive research aims to provide a systematic, factual, and accurate description of the facts and features of a specific population or to attempt a detailed description of a phenomena. To perform descriptive research, first discover information related to pre-existing symptoms, then clearly express the goals, determine how to approach them, and gather diverse data as the foundation for the report (Hikmawati, 2020). Quantitative approaches are employed because

numbers are used during investigations, including data collecting, data processing, and the presenting of study findings. This method is also linked to study variables that focus on current concerns and phenomena in the form of quantifiable research results (Hasnunidah, 2017). The population for this study was third semester English Phonology students during the 2023/2024 school year at English literature department, Sekolah Tinggi Bahasa Asing Persada Bunda. The population as well as the sample of the research was 14 students. I choose this participant because this pearticipant already learnt English Phonology by using Youtube to enhance digital literacy.

The instrument of the research in this study has been validated by the expert so that it is feasible for students to complete the questionnaire. The instrument was divided into 15 open-ended statements about enhancing digital literacy of the role of YouTube in English Phonology based on the four pillars in digital literacy. The instrument used in this research was based on the following table.

Table 1 *The Blueprint of Enhancing Digital Literacy through the Role of YouTube*

4 Pillars of Digital Literacy	Statement Number
1) Digital Skills of YouTube;	1 and 2
2) Management of Digital Platforms of YouTube;	3,4,5,6,7,8
3) Advanced Use of Digital Media of YouTube;	9,10,11,12
4) Digital Ethics & Digital Safety of YouTube.	13,14,15
Total	15 statements

The questionnaires were as follows: 1). I am able to access YouTube to find/watch video only, 2). I am able to access YouTube both to find/watch video and to create/upload video, 3). I can easily find most of the materials of English Phonology Class from YouTube, 4). I can easily find most of the materials about Sound Symbol from YouTube, 5). I can easily find most of the materials about Voiced and Voiceless Sounds from YouTube, 6). I can easily find most of the materials about Places of Articulation from YouTube, 7). I can easily find most of the materials about Manner of Articulation from YouTube, 8). YouTube as media can increase the number of new terms in English Phonology, 9). I feel more interesting in using YouTube to learn English Phonology independently, 10). I enjoy choosing materials on YouTube in learning English Phonology, 11). I am interested in learning English independently through YouTube, 12). I can increase my memory and understanding about the materials of English Phonology, 13). I can choose the video for English Phonology Class that demonstrates appropriate etiquette for our culture, 14). I can filter first before sharing videos from YouTube in the English Phonology Class, and 15). I am able and understand how to carry out digital safety when creating a YouTube account to upload videos as a course assignment.

The researchers employed online questionnaire tools to acquire data in data collecting procedures. The Likert scale was employed in this study's questionnaire, and respondents were invited to choose from pre-arranged answer categories: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) on the Likert scale. Data is collected online using a Google form.

The researchers proceeded with the data analysis technique by looking at the responses to the questions that were disseminated to the Google form. This was a systematic examination and compilation of the data received from the questionnaire results from the Google form. The researchers examined and classified EFL students' perceptions of digital literacy. This information is provided in order to facilitate the search for research findings

that can be shared with others, help researchers decide which findings are worthy of further investigation, and make data analysis easier (Creswell, 2014).

3. FINDINGS AND DISCUSSION

Findings

Regarding EFL students' perception about enhancing digital literacy of the role of YouTube in English Phonology class, the researchers wants to offer some findings of the questions that were addressed to the students. There was 14 students in English Phonology from Sekolah Tinggi Bahasa Asing (STBA) Persada Bunda participated in this study by answering questions provided via Google form. In the findings of EFL students' perceptions, the researchers used four pillars of a questionnaire with 15 statements to determine students' perceptions of enhancing digital literacy of the role of YouTube in English Phonology class. The findings are recounted in further detail in the next paragraph.

Students' Perception on Digital Skills of YouTube

In the findings of EFL students' perception, the researchers gave 2 statements (number 1 and 2) of 15 statements in questionnaire in order to find out students' perception on digital skills of YouTube. The statements were: 1). as a student, I am able to access YouTube to find/watch video only, 2). as a student, I am able to access YouTube both to find/watch video and to create/upload video.

At this point, the majority of EFL students have a good opinion of "As a student, I am able to access YouTube only to find/watch videos". From four alternatives, almost all respondents took "agree" and "strongly agree" with percentages of 57,14% and 21,42% in response to this statement. With a proportion of 7,14%, just one student picked the "disagree" category. None of the respondents chose "strongly disagree". It means that practically all students can use YouTube as an online resource to improve their digital literacy. It is shown in Diagram 1.

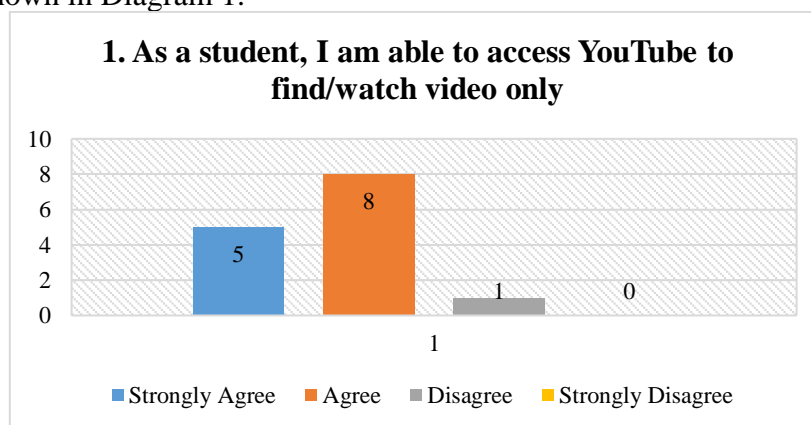**1. As a student, I am able to access YouTube to find/watch video only**

Diagram 1. *As the student, I am able to access YouTube only to find/watch videos*

Next, the majority of EFL students have varied in answer of "As a student, I am able to access YouTube both to find/watch video and to create/upload video". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 71,43% and 14,29% in response to this statement. With same proportion of 7,14%, one student picked for each category of the "disagree" and "strongly disagree". It means that practically a few students are having low digital skill to use both watch and create/upload video in YouTube. However, the other most students are having ability in digital skill to use both watch and create/upload video in YouTube. It is shown in Diagram 2.
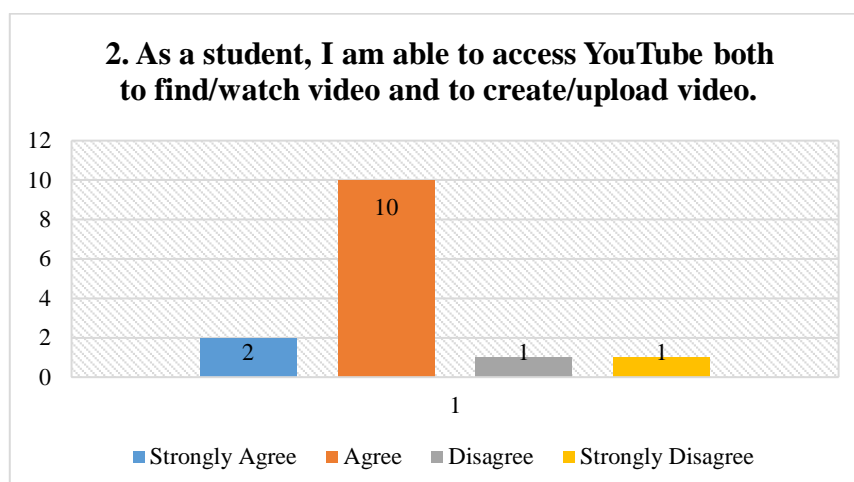
2. As a student, I am able to access YouTube both to find/watch video and to create/upload video.

Diagram 2. *As a student, I am able to access YouTube both to find/watch video and to create/upload video*

Students' Perception on Management of Digital Platforms of YouTube

In the findings of EFL students' perception, the researchers gave 5 statements (number 3 until 7) of 15 statements in questionnaire in order to find out students' perception on management of digital platform of YouTube. The statements were: 3). As a student, I can easily find most of the materials of English Phonology Class from YouTube, 4). As a student, I can easily find most of the materials about Sound Symbol from YouTube, 5). As a student, I can easily find most of the materials about Voiced and Voiceless Sounds from YouTube, 6). As a student, I can easily find most of the materials about Places of Articulation from YouTube, and 7). As a student, I can easily find most of the materials about Manner of Articulation from YouTube.

Then, the almost all EFL students have good response of "As a student, I can easily find most of the materials of English Phonology Class from YouTube". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 64,29% and 28,57% in response to this statement. With a proportion of 7,14%, just one student picked the "disagree" category. None of the respondents chose "strongly disagree". It means that practically almost all students can find the material of English Phonology easily. It can part of management digital platform of YouTube that can enhance students' digital literacy. It is shown in Diagram 3.

3. As a student, I can easily find most of the materials of English Phonology Class from YouTube.
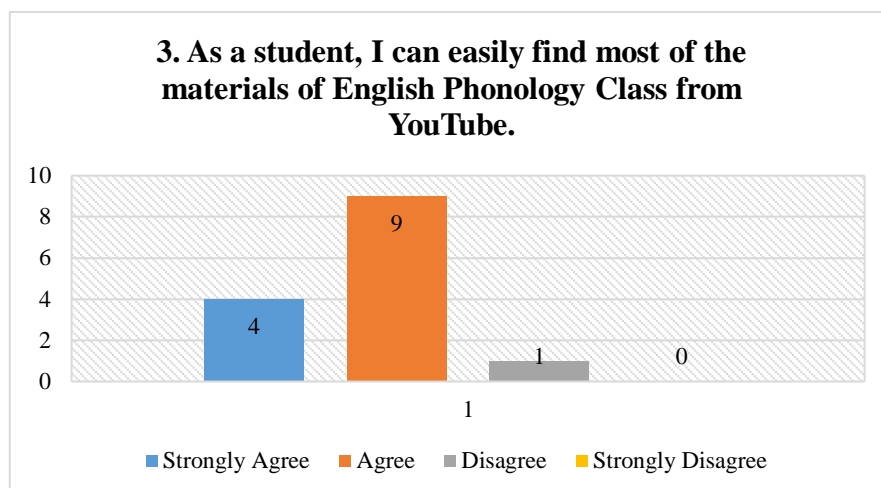

Diagram 3. *As a student, I can easily find most of the materials of English Phonology Class from YouTube*

Next, the majority of EFL students have varied answer of "As a student, I can easily find most of the materials about Sound Symbol from YouTube". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 42,86% and 35,71% in response to this statement. With a proportion of 21,43%, 3 students picked the "disagree" category. None of the respondents chose "strongly disagree". This means a majority of students may readily obtain English Phonology material especially for sound symbol. It can be a component of digital platform of YouTube that enhances students' digital literacy. It is shown in Diagram 4.

4. As a student, I can easily find most of the materials about Sound Symbol from YouTube

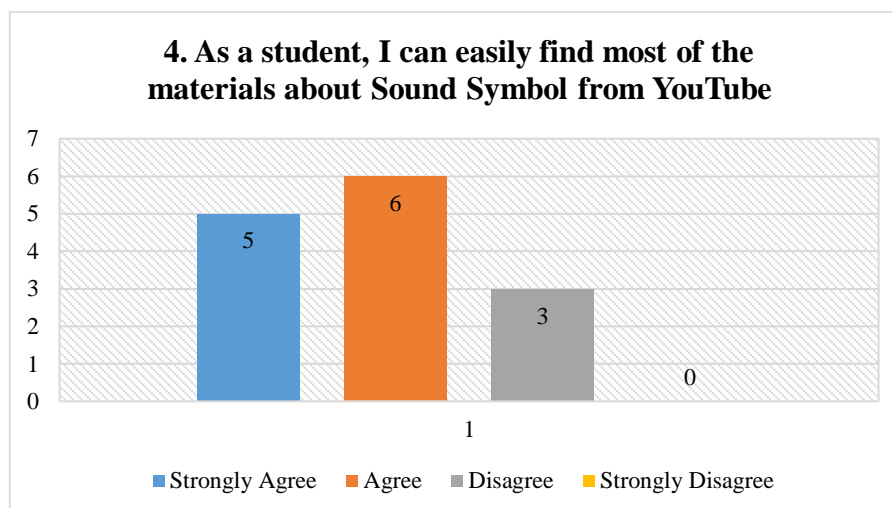

Diagram 4. *As a student, I can easily find most of the materials about Sound Symbol from YouTube*

Furthermore, all students have positive answer of "As a student, I can easily find most of the materials about Voiced and Voiceless Sounds from YouTube". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 64,29% and 35,71% in response to this statement. None of the respondents chose "agree" and "strongly disagree". This means every student may easily get English Phonology material, particularly for voiced and voiceless sounds. It may be point of management of

digital platform of YouTube to help students enhance their digital literacy. It is shown in Diagram 5.

5. As a student, I can easily find most of the materials about Voiced and Voiceless Sounds from YouTube.
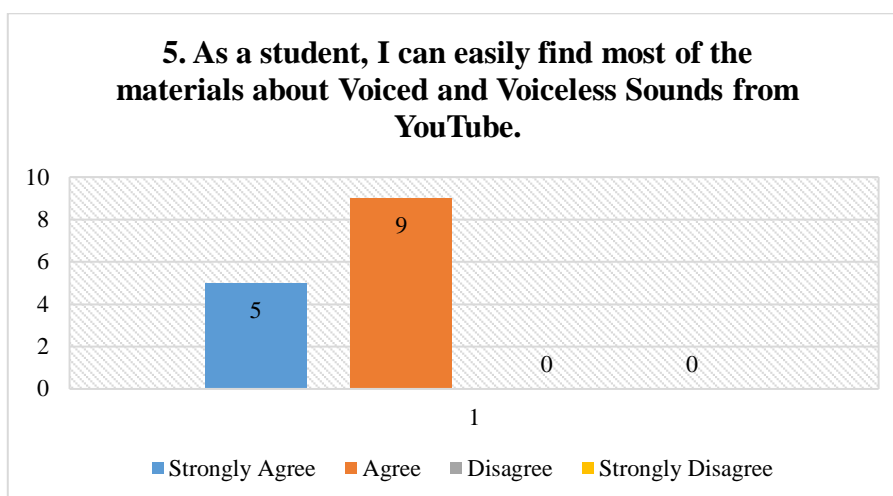
Diagram 5. *As a student, I can easily find most of the materials about Voiced and Voiceless Sounds from YouTube*

Next, the EFL students have varied answer of "As a student, I can easily find most of the materials about Places of Articulation from YouTube". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 57,14% and 28,57% in response to this statement. With a proportion of 14,29%, two students picked the "disagree" category. None of the respondents chose "strongly disagree". This implies that most students will be able to easily get English Phonology material, particularly material for places of articulation. Enhancing students' digital literacy might involve management of digital platform of YouTube. It is shown in Diagram 6.

6. As a student, I can easily find most of the materials about Places of Articulation from YouTube
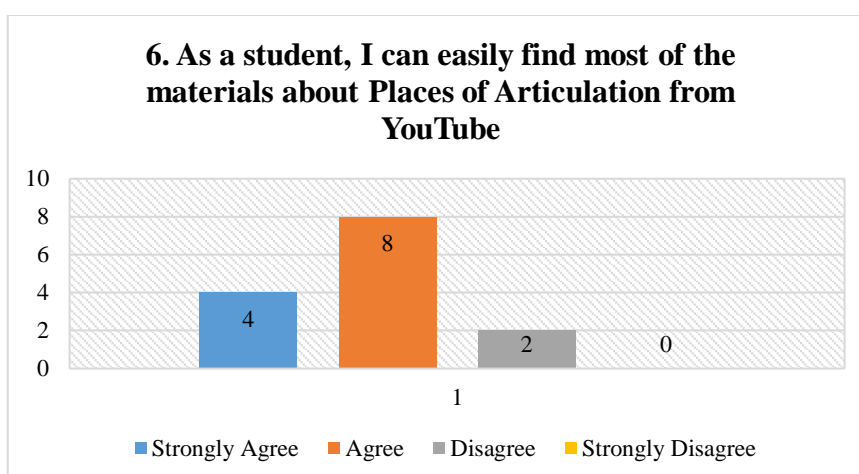
Diagram 6. *As a student, I can easily find most of the materials about Places of Articulation from YouTube*

Then, EFL students have varied in answer of "As a student, I can easily find most of the materials about Manner of Articulation from YouTube". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 50% and 28,57% in

response to this statement. With a proportion of 21,43%, 3 students picked the "disagree" category. None of the respondents chose "strongly disagree". This means that most students will be able to readily obtain English Phonology material, particularly material for articulation manners. Incorporating digital literacy into advanced digital media usage might be one way to improve students' digital literacy. It is shown in Diagram 7.
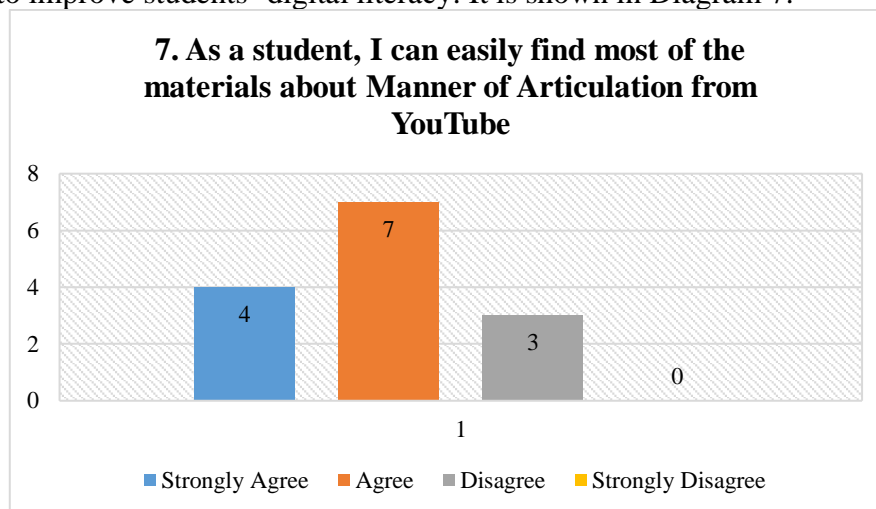
7. As a student, I can easily find most of the materials about Manner of Articulation from YouTube

Diagram 7. *As a student, I can easily find most of the materials about Manner of Articulation from YouTube*

Students' Perception on Advanced Use of Digital Media of YouTube

In the findings of EFL students' perception, the researchers gave 5 statements (number 9 until 12) of 15 statements in questionnaire in order to find out students' perception on advanced use of digital media of YouTube. The statements were: 8). YouTube as media can increase the number of new terms in English Phonology, 9). As a student, I feel more interesting in using YouTube to learn English Phonology independently, 10). As a student, I enjoy choosing materials on YouTube in learning English Phonology, 11). As a student, I am interested in learning English independently through YouTube, 12). As a student, I can increase my memory and understanding about the materials of English Phonology.

Next, almost all of EFL students answer in positive response of "YouTube as media can increase the number of new terms in English Phonology". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 64,29% and 28,57% in response to this statement. With a proportion of 7,14%, just one student picked the "disagree" category. None of the respondents chose "strongly disagree". It also indicates that YouTube, as a medium, has the potential to add more new vocabulary related to English phonology. It may be necessary to integrate digital literacy into students' advanced use of digital media in order to improve their literacy. It is shown in Diagram 8.

8. YouTube as media can increase the number of new terms in English Phonology.
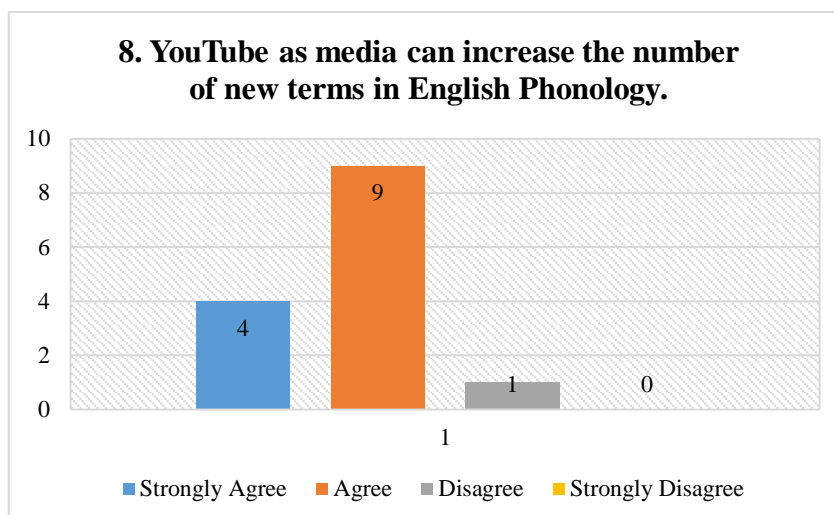

Diagram 8. *YouTube as media can increase the number of new terms in English Phonology*

Furthermore, the majority of EFL students have varied answer of "As a student, I feel more interesting in using YouTube to learn English Phonology independently". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 42,85% and 14,29% in response to this statement. With a proportion of 28,57% and 14,29%, 4 and 2 students picked the "disagree" and "strongly disagree" category. It indicates that some of students are more engaged while learning English phonology on their own using YouTube. It can be a component of advanced digital media use that enhances students' digital literacy. It is shown in Diagram 9.

9. As a student, I feel more interesting in using YouTube to learn English Phonology independently.
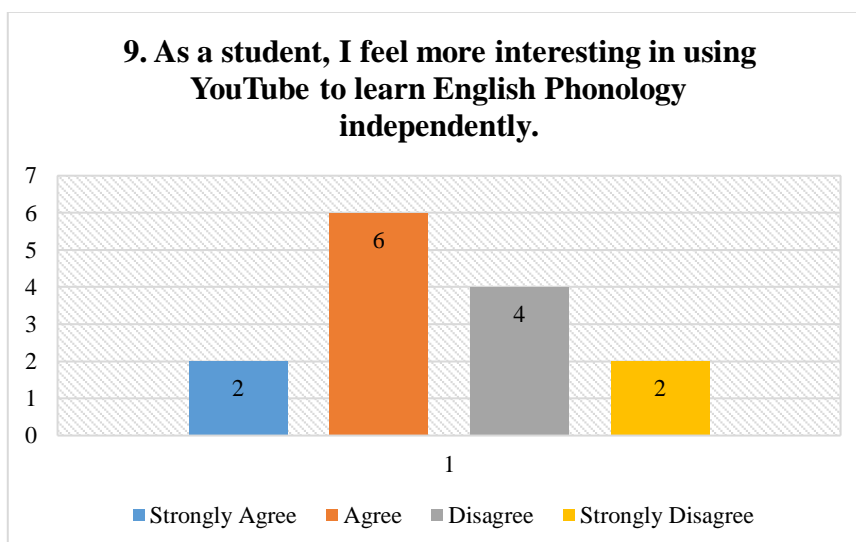

Diagram 9. *As a student, I feel more interesting in using YouTube to learn English Phonology independently*

Next, the majority of EFL students have positive answer of "As a student, I enjoy choosing materials on YouTube in learning English Phonology". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 50% and 14,29% in response to this statement. With a proportion of 35,71%, 5 students picked the "disagree" category. None of the respondents chose "strongly disagree". This indicates that the learners

derive happiness from selecting YouTube resources to acquire knowledge about English Phonology. Enhancing students' digital literacy might involve including sophisticated digital media usage. It is shown in Diagram 10.

10. I enjoy choosing materials on YouTube in learning English Phonology.
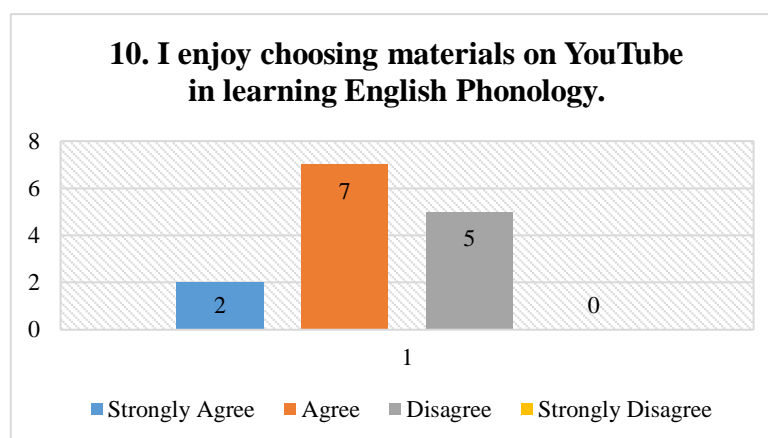

Diagram 10. *As a student, I enjoy choosing materials on YouTube in learning English Phonology*

Then, the majority of EFL students have varied answer of ", 11). As a student, I am interested in learning English independently through YouTube". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 57,14% and 14,29% in response to this statement. With a proportion of 28,57%, four students picked the "disagree" category. None of the respondents chose "strongly disagree". It shows that students are interested in studying English on their own using YouTube. Enhancing students' digital literacy might involve like advanced digital media usage. It is shown in Diagram 11.

11. As a student, I am interested in learning English independently through YouTube
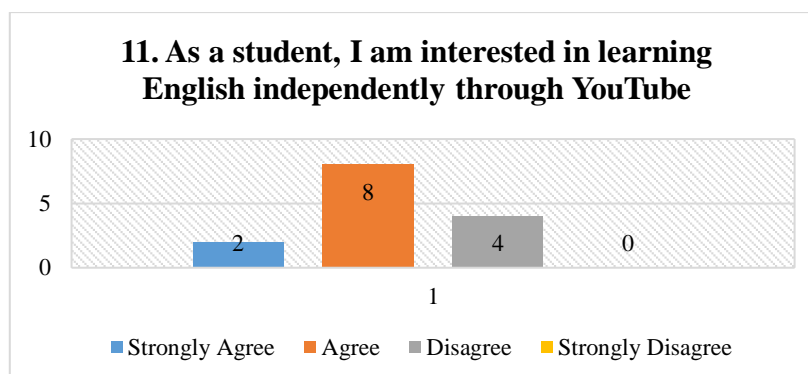

Diagram 11. *As a student, I am interested in learning English independently through YouTube*

Furthermore, most of EFL students have positive answer of "As a student, I can increase my memory and understanding about the materials of English Phonology". From four alternatives, most respondents took "agree" with percentages of 78,57% in response to this statement. With a proportion of 21,43%, three students picked the "disagree" category. None of the respondents chose "strongly disagree" and "strongly agree" category. It implies that the students can improve their memory and understanding of the English Phonology materials. Incorporating digital literacy into advanced digital media usage might be one way to improve students' digital literacy. It is shown in Diagram 12.
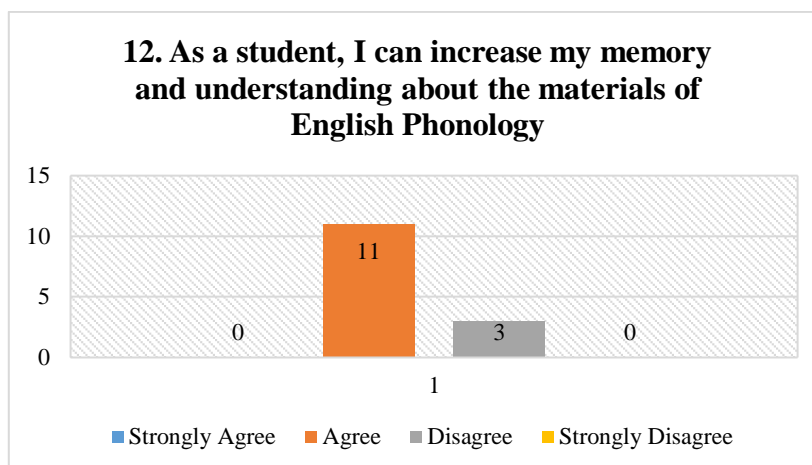
12. As a student, I can increase my memory and understanding about the materials of English Phonology

Diagram 12. *As a student, I can increase my memory and understanding about the materials of English Phonology*

Students' Perception on Digital Ethics & Digital Safety of YouTube

In the findings of EFL students' perception, the researchers gave 3 statements (number 13 until 15) of 15 statements in questionnaire in order to find out students' perception on management of digital platform of YouTube. The statements were: 13). As a student, I can choose the video for English Phonology Class that demonstrates appropriate etiquette for our culture, 14). As a student, I can filter first before sharing videos from YouTube in the English Phonology Class, and 15). As a student, I am able and understand how to carry out digital safety when creating a YouTube account to upload videos as a course assignment.

In this point, most of EFL students have good response of answering "As a student, I can choose the video for English Phonology Class that demonstrates appropriate etiquette for our culture". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 78,57% and 7,14% in response to this statement. With a proportion of 14,29%, three students picked the "disagree" category. None of the respondents chose "strongly disagree". It indicates that the students have selected the English Phonology Class video that best exemplifies proper cultural etiquette. By using YouTube to improve students' digital literacy, students gain skills in digital ethics and digital safety. It is shown in Diagram 13.

13. As a student, I can choose the video for English Phonology Class that demonstrates appropriate etiquette for our culture.
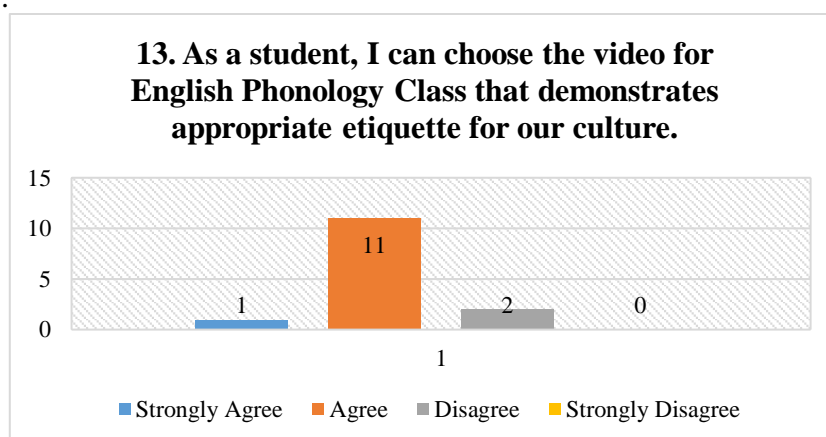

Diagram 13. *As a student, I can choose the video for English Phonology Class that demonstrates appropriate etiquette for our culture*

Next, the majority of EFL students have positive answer of "As a student, I can filter first before sharing videos from YouTube in the English Phonology Class". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 64,29% and 14,29% in response to this statement. With a proportion of 21,42%, three students picked the "disagree" category. None of the respondents chose "strongly disagree". In other words, before sharing YouTube videos in the English Phonology class, students can filter first. Students develop skills in digital ethics and digital safety by using YouTube to increase their digital literacy. It is shown in Diagram 14.

14. As a student, I can filter first before sharing videos from YouTube in the English Phonology Class.

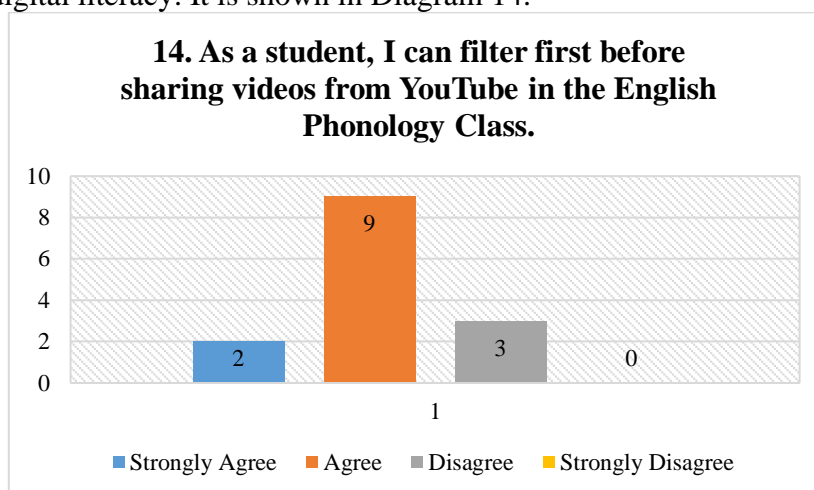■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Diagram 14. *As a student, I can filter first before sharing videos from YouTube in the English Phonology Class*

Last, the majority of EFL students have positive answer of "As a student, I am able and understand how to carry out digital safety when creating a YouTube account to upload videos as a course assignment". From four alternatives, most respondents took "agree" and "strongly agree" with percentages of 42,86% and 28,57% in response to this statement. With a proportion of 21,43% and 7,14%, three and two students picked the "disagree" and "strongly disagree" category. As a course assignment, it indicates that the students can submit videos to YouTube using a YouTube account and that they are capable of practicing digital safety. Students develop skills in digital ethics and digital safety by utilizing YouTube to increase their digital literacy. It is shown in Diagram 15.

15. As a student, I am able and understand how to carry out digital safety when creating a YouTube account to upload videos as a course assignment.

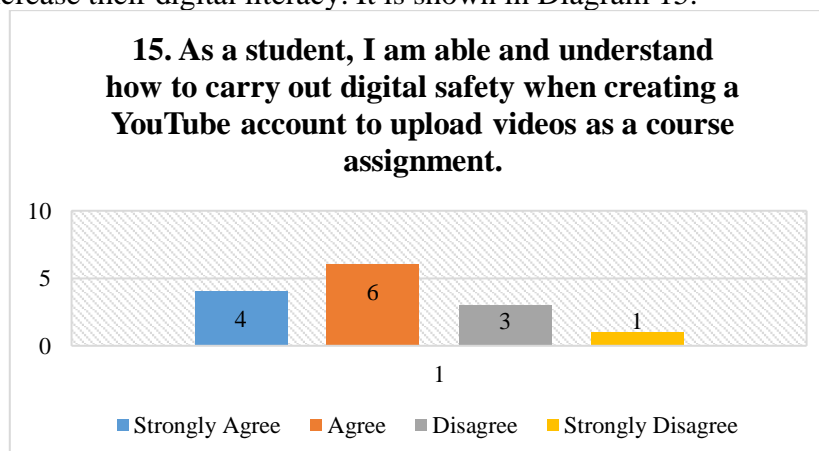■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Diagram 15. *As a student, I am able and understand how to carry out digital safety when creating a YouTube account to upload videos as a course assignment*

Discussion

In analyzing the data, the researchers counted the number of error made by learners. After that, the researchers investigated the analysis of learners done by the learners based from the questions given. The researchers investigated the denotative and connotative of the semantic of taglines advertisements. Then the discussion of the analysis done by the learners was explained in the following paragraph.

Students' Perception on Digital Skills of YouTube

In the discussion of EFL students' perceptions, most of EFL students were able to access YouTube for media in English Phonology class that indicated the students have good part in digital skill of YouTube in enhancing digital literacy. The statements were: 1). As a student, I am able to access YouTube to find/watch video only, 2). As a student, I am able to access YouTube both to find/watch video and to create/upload video. Based on the findings, it showed that practically a few students are having low digital skills to use both watch and create/upload video in YouTube. However, the other most students are having ability in digital skill to use both watch and create/upload video in YouTube. It is in line with the findings of the research based on Shopova (2014) stated that in general, students have a good category in utilizing and accessing digital systems in learning. The capacity of students to use digital media in the process. Learning must be enhanced further so that it becomes capital and provision for students as they face the digital world. Next, Trabelsi et al. (2022) stated that YouTube assisted students in better understanding educational information given online and compensating for lacking chances to acquire knowledge and motor skills.

Students' Perception on Management of Digital Platforms of YouTube

In the discussion of EFL students' perceptions, most of EFL students' can find some information, choose the best video in YouTube in English Phonology class that indicated the students have good management of digital platforms of YouTube in enhancing digital literacy. The statements were: 3). As a student, I can easily find most of the materials of English Phonology Class from YouTube, 4). As a student, I can easily find most of the materials about Sound Symbol from YouTube, 5). As a student, I can easily find most of the materials about Voiced and Voiceless Sounds from YouTube, 6). As a student, I can easily find most of the materials about Places of Articulation from YouTube, and 7). As a student, I can easily find most of the materials about Manner of Articulation from YouTube. The findings of the research showed that practically almost all students can find the material of English Phonology easily. It can part of management digital platform of YouTube that can enhance students' digital literacy. It is in line with In addition to providing conceptual and practical abilities for effectively communicating on digital media platforms, Reyna, Hanham, and Meier (2018) noted that students in the modern period need to be aware of the fundamentals of communicating on digital media.

Students' Perception on Advanced Use of Digital Media of YouTube

In the discussion of EFL students' perceptions, most of EFL students feel the advanced use of digital media of YouTube in enhancing digital literacy. The statements were: 8). YouTube as media can increase the number of new terms in English Phonology, 9). As a student, I feel more interesting in using YouTube to learn English Phonology independently, 10). As a student, I enjoy choosing materials on YouTube in learning English Phonology, 11). As a student, I am interested in learning English independently through

YouTube, 12). As a student, I can increase my memory and understanding about the materials of English Phonology. The research findings showed that YouTube, as a medium, has the ability to introduce more new terminology, make content more entertaining, encourage individual learning, and improve recall and knowledge of the English phonology topic. To increase students' literacy, it may be important to integrate digital literacy with their advanced usage of digital media. This findings is in line with Aniroh et al. (2018) most of students feel interesting in the classroom. Then, it is in line with Kohnen, & Saul (2017), finding and obtaining reliable and correct information is a 21st century literacy skill that the younger generation should possess. It is in line with Andriani et al. (2021) stated that by using video subscribe in YouTube, the students get motivated in learning English. As a result, more education is required for students on how to search for, access, and get information in this age of development and availability of information from a variety of sources. On the other hand, Kasriyati, (2019) stated that students listening's ability increases after applying video as learning media.

Students' Perception on Digital Ethics & Digital Safety of YouTube

In the discussion of EFL students' perceptions, most of EFL students can use YouTube wisely and safely in English Phonology class that indicated the students have good digital ethics and digital safety in enhancing digital literacy. The statements were: 13). As a student, I can choose the video for English Phonology Class that demonstrates appropriate etiquette for our culture, 14). As a student, I can filter first before sharing videos from YouTube in the English Phonology Class, and 15). As a student, I am able and understand how to carry out digital safety when creating a YouTube account to upload videos as a course assignment. According to the research findings, students have the ability to choose a video based on our culture, filter the video before sharing it, and have strong understanding of digital safety while opening an account. By using YouTube to improve students' digital literacy, students gain skills in digital ethics and digital safety. During the online learning process, students must have a strong understanding of the ethical and safety aspects of utilizing digital learning platforms. It is supported by Young, Mcleod, & Brady, (2018), the idea of digital literacy was presented to teachers in order to motivate them to educate their pupils to face the digital world with competence and ethics. Criticized by Purnama et al., 2021), to the students' online risk, it is very first step in increasing schools' and parents' awareness of acceptable and safe media use through technology. As a result, students must be prepared with digital literacy addressing the ethical and safety elements of using digital media in order to distinguish between ethical and unethical digital media users

CONCLUSION

Enhancing digital literacy through the role of YouTube in English Phonology at online classes is necessary to ensure students may continue learning process even though they are not in face-to-face classes. Technological assistance such as YouTube as the main support for online learning really needs to be considered as a medium that is quite effective in increasing understanding in English Phonology classes. However, technology users need to be equipped with the ability to use it and managing digital learning platforms so that online learning can be carried out well. Of course it will influence on students' digital literacy in using digital learning platforms. Based on research conducted, the students' perception of enhancing digital literacy through the role of YouTube in English Phonology class online is as follows: 1) In the aspect of ability to use digital media, the mean score of agree and strongly agree is 89,28; 2) In the aspect of managing digital learning platforms, the mean

score of agree and strongly agree is 87,14; 3) In the aspect of advanced use of digital media, the mean score obtained was 77,14; and 4) On ethical and security aspects in the use of digital media, the mean score of agree and strongly agree is 78,57. These results shows that in general students are able to use and manage it digital learning platform well. However, the teacher should prepare the other activities to increase more in term of advances use of digital media and the ethical and security to have higher digital literacy skills when using YouTube. The limitation of the YouTube only focusing in digital literacy by delivering questionnaire. It is suggested for the next researcher to conduct the further research about the YouTube in digital literacy to have deep interview to gain deep result of enhancing digital literacy of the role of YouTube.

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